"Internet for everyone"

INFORMATION AND COMMUNICATION TECHNOLOGIES
AT SCHOOL AND IN SOCIETY
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The International Network of the SDTICE
The development of information and communication technologies is one of the priorities of the French government. Increasing the use and availability of ICT is essential for the development of our values in a new world. We need to give French men and women the keys for acquiring critical understanding of a new culture. As such, we must help them master tools that are already the cornerstones of our economy and which, via networking, in particular, alter the social makeup by introducing the notion of interconnectivity.

In November 2002, the French Prime Minister implemented the RESO/2007 Plan for a Digital State in the Information Society, which will help propel France, as of 2007, to the level of the top-ranking nations in this domain. The Interministerial Committee on the Information Society (CISI) of 10 July 2003 has developed a global plan targeting infrastructure, services, content, uses and training, both at school and in society at large.

The objective is to make the internet and ICT accessible to everyone in France.

The projects undertaken by the various ministries are generating positive results. Lower bulk rates for communications, the modification of regulations, the communications campaign “Internet for everyone”, the creation of the label “The internet serves a very public purpose” and the law to Promote Confidence in the Digital Economy (LEN) have led to a considerable decrease in the price of high-speed communications, an unparalleled move towards replacing and purchasing individual equipment and to the remarkable launch of new technologies such as Wi-Fi.

In the last fifteen months France has seen the fastest rate of development in Europe.

This new situation is certainly a result in part of the efforts made by our private partners, but the supportive role played by the government has also been a determining factor.
The Ministry of Education, Higher Education and Research (MENESR) has been given a central role in coordinating interministerial actions concerning the general public, through the Delegation for the Use of the Internet (DUI) which reports to it. The Department of Information and Communication Technologies for Education (SDTICE) is responsible for implementing decisions taken with regard to school and university teaching.

The DUI and the SDTICE are currently working closely together on 34 projects, among which 24 are directly linked to the RESO/2007 plan. These projects are grouped into 6 major programmes.
THE DELEGATION FOR THE USE OF INTERNET (DUI), under the direction of the Ministry responsible for new technologies (the MENESR), principally aims at increasing within society the level to the internet and to new information and communication technologies. The decision to create the DUI was taken at the Interministerial Committee on the Information Society (CISI), in July 2003. The DUI is an interministerial body. It has taken over the mandate of the former MAPI (Mission for Public Access to IT, the internet and multimedia).

Key initiatives and projects of the Delegation for the Use of the Internet:
• Propose and implement measures for increasing the use of the internet and ICT;
• Provide training for families, children and the general public;
• Streamline the measures already established by the government and public institutions;
• Support regional authorities and private partners;
• Maintain and coordinate public internet access areas;
• Encourage the distribution of information and exchanges between public and private players.

Over the last few months, France has experienced the fastest surge in Europe in terms of increased use of ICT. The objective of the Delegation is to contribute to this effort by making up for France’s delay in embracing digital technology and joining, by 2007, the top tier of developed countries in this domain. The Delegation’s projects, undertaken in close collaboration with the SDTICE, have been grouped into a programme entitled “Youth and Families”.

The Department of Information and Communication Technologies in Education (SDTICE), part of the Technology Directorate of the MENESR, is essentially in charge of increasing the level of training and access of the educational community to the internet and information and communication technologies.

In terms of the education system, the main objective is to achieve, within the next three years, widespread use of new technologies, or a rate of use exceeding 50%. In order to attain this objective, it is necessary to have a better understanding of educational practices, which are key to the success of this operation, and to establish a general plan in order to solve all problems and work around any constraints encountered.

Key initiatives and projects of the SDTICE:
- Prepare and implement the major directions for the development of information and communication technologies for educational purposes in schools and higher education;
- Monitor higher education establishments, particularly during the assessment of the ICT sections in the context of the four-year contracts;
- Steer ICT training schemes;
- Support the production of digital resources;
- Establish partnerships and agreements with regional authorities and companies;
- Supervise all ICT sections of the SCEREN-CNDP (National Centre for Educational Documentation and its network) and the National Distance Learning Centre (CNED).

The Interministerial Committee on the Information Society (CISI) of 10 July 2003 determined that, following the experimental phase, increasing the widespread use of ICT in education should be the next phase.

This decision will be implemented in the framework of four action programmes: “Infrastructure and Services”, “Digital Resources”, “Uses”, and “Training”, and a support programme, “Quality”.

For several years, the SDTICE has been hosting the site of reference (benchmark) for ICT in Education: http://www.educnet.education.fr.
Using the experience and know-how acquired in the educational sector, this programme from the Delegation for the Use of the internet (DUI) aims at making ICT access, use and training generally available to young people, families and the general public at large. In particular, the programme seeks as a matter of urgency to meet the challenges of digital literacy and consolidate the services available in public areas, so as to anchor these activities in people’s daily lives, on the same level as the most commonly used local institutions, while promoting collective use of these areas, which are a source of social added-value.

The digital divide must be reduced, both geographically and socially.

Objectives:
• Strengthen the development of infrastructure and equipment;
• Group together all of the projects and operations initiated in public access sites under the label NetPublic;
• Boost training and awareness-raising operations on ICT practices and techniques;
• Catalogue and advertise practical and exemplary ICT uses;
• Promote the confident and secure adoption of the internet, and extend its use beyond France’s borders;
• Achieve France’s objectives as stated within the framework of the World Summit on the Information Society (WSIS), particularly by strengthening an inter-university Knowledge Network, providing guidance for the preparation of an international charter of ethics for internet users, and conducting an active awareness-raising policy regarding the protection of minors.

Initiatives:
1 • Equipping homes
Since November 2003, through agreements signed with manufacturers and publishers, computers are now available at preferential rates, under the label “The internet serves a very public purpose”. In December 2003, one-third of the computers sold belonged to this category, and since early 2004, computer sales to the general public have increased by 50%.
2 • Digital access for all of France

Broadband internet access, at an affordable rate and for all of France, is one of the main objectives of regional planning in this domain, particularly in rural areas. The main focus is on alternative technologies, in particular the satellite + Wi-Fi pairing. France is currently the third most equipped country worldwide in terms of Wi-Fi, after the United States and the U.K., with over 2,500 hot spots. As of the beginning of the 2004 academic year, nearly 50% of French universities will also be equipped with Wi-Fi access, as a result, in particular, of the invitations to tender made to manufacturers.

3 • Digital Public Areas (EPN) and the NetPublic network

There are over 3,000 internet public access areas throughout France. These EPN are the result either of national initiatives (Multimedia Cultural Spaces, cyberbases, and digital “cyber-space-youth” spaces), or of initiatives launched by the various regional authorities. Since October 2003, a policy conducted in coordination with the regional authorities has aimed at grouping all of these initiatives together under the network label NetPublic. Consequently, the Association of the Mayors of France (AMF) and the Association of French Departments (ADF), as well as several Regional Councils, municipality groupings and municipalities have joined the NetPublic Charter. In addition to providing physical means of access to ICT, places with this label seek to help support new internet users by training them on uses such as searching for jobs, or accessing knowledge and training. As a result, French people who are not yet set up at home can also benefit from the advantages offered by ICT.

4 • Secure internet browsing and strengthening the protection of minors

In partnership with numerous administrations, notably the Department of Media Development and the Departments of Education, Justice and the Interior, this operation aims at providing secure browsing for the general public. The website www.mineurs.fr, launched in December 2003, provides a list of ways to protect children and minors from illegal websites, both at home and at school. Moreover, a circular published in the Official Bulletin for the Ministry of Education (BOEN) of 26 February 2004 outlines a global plan on internet security for minors in educational contexts (see programme 2).

5 • Ethics and good manners on the internet

The objective is to promote the drafting of a “Best Practices Charter” and to prepare legal guides targeting educational establishments as well as internet and public multimedia access areas. France has conveyed its vision at the international level by putting forward a charter on ethics and good manners on the internet at the last World Summit on the Information Society (WSIS) in December 2003.
6 • Cataloguing and promoting public uses of the internet

A multimedia directory listing public uses of the internet is currently being created, while the production and distribution of reports that can be viewed on-line is also being promoted.

7 • Internet training

The establishment of training mechanisms through the inclusion of training in certain university diplomas, delivered in the context of open distance learning, has been initiated in order to train the educators themselves. Additionally, the general public can obtain an internet and Multimedia Passport (PIM) in all NetPublic areas.

8 • Training available via the internet

The Delegation streamlines and pools the resources of portals on training and internet training certificates (with the exception of Ministry of Education certificates).

9 • Projects launched with the assistance of the Ministry of Education

Many projects are being undertaken in close collaboration with the SDTICE (Department of Information and Communication Technologies). For example: the protection plan for minors and the “A Wi-Fi laptop for every student” campaign (autumn 2004) and the provision of virtual offices as well as specific digital content (see programmes 2 and 3).

10 • The “A Wi-Fi laptop for every student” campaign

In partnership with manufacturers, publishers, banks and universities, the campaign aims at giving every student the opportunity to buy on credit (one euro every day for three years) a laptop computer with a Wi-Fi card, for an average base price of € 1,000, and to benefit from a free broadband subscription on his or her campus.

The French government pays for half of the costs by covering the connection fees (via the financing of the RENATER network and infrastructure), while the student buys the hardware on credit.

For scholarship students and students who cannot finance the purchase of equipment, free computer loan systems and open-access computer rooms have been set up.

As of September 2004, computer manufacturers have been providing special “Student” offers in accordance with the specifications overseen by the Delegation. In the context of the Regional Digital Universities programme (see programme 2), many universities as well as the National Centre for Student Welfare (CNOUS) will be ready, as of the beginning of the 2004 academic year, to lend their support to this project. All of the details concerning this operation are available at: http://delegation.internet.gouv.fr/mipe/

11 • Communications

A communications campaign entitled “Internet for everyone” was broadcast at the end of 2003 to promote the launch of the label “The internet serves a very public purpose”. Another promotional campaign will be organized for the “student Wi-Fi laptop” operation in October 2004, and several others are planned for the upcoming months.

Supported by the advisors to the regional prefects, a network targeting the regional authorities relays national communications.
The purpose of this programme is to provide the educational community with the infrastructure and services necessary for promoting the development of ICT usage. Everyone, in particular students and teachers, must benefit from a work environment adapted to their needs, whether while teaching or learning: terminals, networks, virtual offices or electronic school bags, on-line services, and user assistance. The programme is based on the setting of shared norms and standards intended to facilitate communications between people and machines, in any situation (interoperability of the infrastructure, services and content).

**Objectives:**

- Define the needs of the educational community (at primary, secondary and higher education level);
- Help implement, in schools, intranet and internet services that respond to the specific needs of local public educational institutions and schools;
- Encourage the introduction of Virtual Learning Environment (ENT in french) or virtual offices and on-line services adapted to the needs of the various members of the educational community;
- Provide technical and educational support to users;
- Lend support to Regional Digital University projects (UNR);
- Participate in the formulation of norms and standards in an international context.

**Initiatives:**

1. Preparing and setting norms, standards and IT models (publication of the Work Environment Development Plan, September 2003, in association with the AFNOR convention of February 2004). This project aims for the publication, by 2005, of international standards drawing essentially on the proposals put forward by France.

2. Providing access to equipment for primary and secondary schools in partnership with regional authorities, with priority given to disadvantaged areas. The total number of computers and network connections is continuously on the rise thanks to the strong mobilization of local authorities and the French government. As of the beginning of the 2004 academic year (September), there is:
   - 1 computer for every 17 primary school pupils;
   - 1 computer for every 9 lower secondary school students;
   - 1 computer for every 4.5 upper secondary school students.
The objective is to provide 100% of French teaching institutions with internet connections as of 2007, and access to one computer for every three students.

3. Increase the number of on-line offices: Virtual Learning Environment (ENT in French) in primary and secondary schools.

For students, the Virtual Learning Environment means being able to check on-line – whether at or away from school – timetables, homework notebook and grades, as well as consulting the documentation or course-related items posted by the teachers, and working with other students. As of 2004-2005, these on-line, personalized and secure services will be offered to over 5,000 teachers and 60,000 students. As well as students and teachers, other members of the educational community, in particular parents, will be able to access these services. The government will allocate 30 million euros (50% from the French State, 50% from the local authorities) to the first phase of making these facilities generally available (2004-2006).

By 2007, all students and teachers, from nursery school through to the final year of secondary school, will have access to a virtual office.

The project’s global cost, excluding personnel costs, is estimated at 60 million euros.

(http://www.educnet.education.fr/equip/ent.htm).
4 • The development of **Virtual Learning Environment in the framework of the Regional Digital Universities (UNR)**

The decision to establish Regional Digital Universities was taken at the Interministerial Committee for Regional Planning on 13 December 2002. This involves the pooling (based on the experience acquired in France’s 68 Digital Campuses) – at regional level and in close partnership with regional councils – of infrastructure, services and digital workstations dedicated to teachers/researchers and students.

This initiative has two objectives:
- The development of on-line digital services for students (educational as well as university services, in the general sense of the word) within all educational institutions by 2007;
- The commitment, by all schools, to facilitate internet access for all students, particularly for those most in need (shared and personal equipment, networks, free and personal access to broadband connectivity, etc.).

Following an invitation to tender launched in May 2003, ten regions comprising more than 50% of French universities were chosen as a UNR implementation site. Approximately 50 million euros in funding is allocated to these ten projects.

5 • **The development of alternative internet access technologies** in primary and secondary schools and higher education institutions, such as the implementation of wireless Wi-Fi terminals.

A pilot programme was carried out in 80 primary schools in 2003-2004.

As far as universities are concerned, as of the start of the 2004 academic year, over 40% of establishments will be equipped with at least one Wi-Fi terminal, to be increased from 600 terminals in September 2004 to 3,000 in September 2007 (see “Youth and Families” Programme).

6 • **A protection plan for minors** to counter the dangers of child pornography and internet crime. A national systematic plan for the protection of children (Official Bulletin/BOEN of 26 February 2004) has been established, focusing on two major aspects:
- The training, awareness-raising and accountability of students, teachers and teams of educators regarding the specific characteristics of the internet (“Best Practices” charter);
- Assistance to the educator teams through the provision of tools enabling them to select or control the information provided to students via a filtering system (national “Black List” of unlawful websites). A budget of 7.5 million euros has been earmarked in 2004-2005 for the implementation of these measures.

7 • **Increasing user support and assistance:**

The streamlining of the support and assistance services is under way: all of the regional education authorities have, to varying degrees, committed themselves to simplifying and increasing the professional quality of the assistance provided to users (implementation of “call centres”, revision underway of the status of ICT in education “reference teachers” in educational establishments; partnership with the local authorities regarding technical assistance positions).
This programme supports the production and distribution of quality digital educational content for pupils, students, and for teachers. Its aim is to assert the place of France – and by extension, that of Europe – in the knowledge industries.

Objectives:
• Define a digital publication action plan that meets the expectations of pupils, students and teachers;
• Assist the development of quality educational multimedia and ensure the sustainability of the French digital publishing industry for schools and universities;
• Support, in the main knowledge areas, the distribution of the digital resources most suitable for educational use.

Initiatives:

1 • Action Plan for the Publication of Digital Teaching Materials (SCHENE)
Launched in October 2003, this plan marks a strategic turning point since, for the first time, the Ministry of Education has taken the initiative to meet demand by publishing an action plan for producing the digital content requested by teachers. Regional groups of educational experts specializing in various fields of study or cross-disciplinary studies (note the theme of the convergence between the programmes launched in several subjects, in particular) were set up and entrusted with:
• Taking stock of existing resources (products available, products for which awareness needs to be increased or which need to be professionalized);
• Determining, for each aspect of a subject’s programme, which “digital products” are needed in order to address teaching-related issues. Available as of September 2004, the initial results involve third year middle school classes and the second and third year middle school curriculum.

2 • The initial implementation phase of the Digital Knowledge Portal (ENS) was launched in February 2003 and completed in June 2004. During this phase, a pilot version of a digital resources portal containing non-copyright content for educational use was tested by a panel of 1,500 schools (public primary and secondary schools, IUFMs and SCEREN network centres). The objective of the experimental phase was to collect relevant indicators in terms of both the technical solution selected and the educational uses. An evaluation report will be published at the end of 2004. Initial feedback shows that the online distribution of quality educational resources, via a single platform, meets the expectations of teachers.
Internet for everyone

Since the summer of 2003, in parallel to the development of the experimental phase, research has been initiated on how the Digital Knowledge Portal might be extended further.

This research process was formalized through the launch, in early 2004, of two Economic Interest Groupings (EIG): the Digital Knowledge Channel (CNS) and the Educational Digital Kiosk (KNE), comprising 45 private and public sector publishers. Both consortiums have established sales catalogues of the products presented to regional authorities (the first test involves the Ordina 13 operation conducted by the Bouches-du-Rhône Departmental Council). These catalogues will enable educational establishments to put together their own selection of digital resources.

After the experimental phase, financed by the Ministry, a sustainable economic model must be gradually implemented. As a result, a larger offering will be available in the future, in addition to funding from educational establishments, which the regional authorities will contribute to.

For 2004-2005, the Ministry has voted a budgetary allocation for the 600 educational establishments that took part in the ENS panel of the previous year. This should enable the establishments to gain access to more on-line resources, effectively becoming “showcases” for the new on-line educational services offering.

Furthermore, an educational Web TV was launched in partnership with the television station France 5 (October 2003). By the beginning of the 2005 academic year, all educational institutions will have access to an on-line knowledge channel.

3 • Revise the digital publications system and the on-site distribution and support system

Since September 1998, when the support system was implemented, 150 projects for the development of resources and digital services have received financial backing (on average, 57,000 euros per project), including 50 for higher education initiatives. Moreover, during the same period, 650 products were awarded the RIP (Recognized Educational Value) label, opening the way for targeted distribution operations.

The procedures were reviewed, particularly through the reform of the multimedia commission of March 2004, in order to attain the following objectives:
• Steer the publication of digital materials, based on the Action Plan for the Publication of Digital Teaching Materials (SCHENE);
• Promote a fair balance between respecting copyrights and respecting the right to knowledge;
• Develop and promote the RIP label in order to increase the distribution of educational multimedia;
• Promote access to the resources within the Thematic Digital Universities (UNT, see Programme 4). Additionally, the streamlining of the Ministry of Education’s websites is in progress, while the SCEREN-CNDP’s missions are being refocused on the creation of a resource databank (one of the databank’s section will contain the resources collected by the SCHENE project), and a Practices and Distribution Agency.

4 • Manage the launch of on-line projects that contribute to supporting national priorities

Consequently, the “Bien Lire” (“Reading well”) website, which supports illiteracy prevention efforts, was launched in September 2003, while the site “Primlangues”, which encourages language instruction in primary schools, was launched at the beginning of the 2002 school year. Currently, the priority is on designing an application for “Road safety” instruction: an invitation to tender was launched in April 2004 for project management assistance. The application should be up and running by March 2006, the date scheduled for the transfer of the “Road safety” certificate tests onto a digital medium.

5 • Re-organize higher education Web TV channels (Canal U, which will be handled by the CERIMES)

In order to offer on-line, by the end of 2004 and in keeping with the Thematic Digital Universities (see Programme 4), Web TV based on the major themes in higher education.
This programme aims at detecting, cataloguing and pooling current educational uses at all levels of the education system, from nursery schools to universities.

**Objectives:**
- Develop ICT use that is adapted to needs, in all school subjects and at all educational levels;
- Encourage the production and sharing of educational uses;
- Support changes in the educational system that stem from the use of these technologies;
- Organize the transformation of French digital campuses into “areas of excellence”: the Thematic Digital Universities (UNT).

**Initiatives:**

1 • Cataloguing relevant on-site uses, using the SCHENE project. The identification and listing of resources produced by teachers at all levels and subjects has been underway for several years. It was in order to provide simple and easy-to-implement examples in nearly all of the subjects taught in secondary education (http://www.educnet.education.fr/secondaire/disciplines.htm). This work will continue, along with efforts to keep people informed (posters sent to Local Public Educational Institutions, “ICT/EDU/Subjects” Newsletter, etc.). As of 2005, the Practices Agency of the CNDP (National Centre for Pedagogical Documentation) will oversee the distribution of these resources.

2 • A special project targeting primary education was launched in 2004. Following the creation of an indexation database, a system for pooling educational situations that incorporate ICT (PRIMTICE) and related tools will be deployed in 2005 (http://www.educnet.education.fr/primaire/default.htm).

3 • The Thematic Digital Universities are virtual organizations. They are the continuation of the 64 French digital campuses resulting from the three invitations to tender in 2000, 2001 and 2002, currently in operation, but which have not yet reached the critical mass required for national and international influence.

The objective is to create “hubs of excellence” in the form of Thematic Digital Universities based on bringing together existing campuses. The initial UNT are under development in the areas of medicine, engineering sciences, law, and economics and management. These entities pool and distribute on-line resources and practices in various fields of study. Ten major Thematic Universities with an international scope should be in place by 2007.
This programme aims at increasing and disseminating ICT training and initiatives to assist users. These projects target the entire educational community: management staff, teaching staff, trainers (in particular) and administrative, technical and research personnel. They also target students, through the widespread adoption of the IT and internet Proficiency Certificate (the B2i®) in schools and the introduction of the C2i® certificate in higher education.

This programme also seeks to test and promote new training systems using the digital work and learning spaces.

In view of the upcoming intensive recruitment drive for teaching personnel, the widespread usage of ICT in educational practices is now of vital importance in teacher training institutions.

Objectives:
1 • Promote widespread learning and use for ICT in school and university curricula;
2 • Promote the ICT certificate in teacher training institutions (C2i Level 2); establish IT certificates for other professional areas of study ("legal professions" C2i Level 2, etc.) at the Master’s level.
3 • Train the key personnel (management personnel, inspection personnel, and administrative personnel);
4 • Train teacher training institution educators;
5 • Train university personnel;
6 • Set up a watch and canvassing policy for detecting the latest training systems.

Initiatives:
1 • The widespread implementation of the IT and internet Proficiency Certificate (B2i) for school students and of the IT and internet Proficiency Certificate (Level 1) for undergraduate students.

The aim is for all students to finish middle school or complete their compulsory education with the middle school B2i certificate (Level 2).

The B2i skills requirement will be included in the middle school curriculum that will go into effect as of the start of the 2005 academic year, and is being reviewed for inclusion in exams and diplomas, in particular the “Brevet des collèges” (age of 15 exam) and the Baccalauréat (final exam).
As of 2007, all students finishing a level of schooling higher than the compulsory level will have a upper secondary school B2i certificate (Level 3).

The IT and internet Proficiency Certificate (C2i) Level 1 is a continuation of the B2i, and certifies mastery of the skills required in order for the student to accomplish the tasks required by a higher education curriculum. It has been tested since the start of the 2003-4 academic year and is being implemented on a wide scale in universities. As of 2007, it will be a mandatory requirement for admission to teacher training institutions.

2 • Implementation of an IT and internet Certificate for teachers in teacher training institutions will be tested in 2004-2005.
Well aware of the major value of the C2i certificate in terms of trainee-professors, most of the teacher training institutions have volunteered to pilot test this C2i (23 of the 31 teacher training institutes).

As of 2007, this “teacher” C2i Level 2 will be a mandatory requirement in order to validate training upon completion of the teacher training course.
A “legal professions” C2i Level 2 will be tested in volunteer universities in 2005-2006.

3 • Personnel training, in particular teacher training institution educators, as well as higher education personnel and inspection and management personnel, has been underway for several years, in collaboration with the other Ministry directorates, the ESEN (College of National Education) and the CDIUFM (Conference of Teacher Training Institution Directors).
This initiative is a prerequisite for the success of the other programmes launched by the SDTICE.

The widespread lifelong learning of all personnel rests on the development of on-line self-training tools and new training strategies based on ICT uses (virtual classroom and e-meetings, virtual networks for collaboration and cooperation, etc.).
This is a cross-sectional programme designed to support the management of projects and to assist the initiatives launched by the SDTICE. It is in keeping with the future state authorities act relating to the finance laws (LOLF). With the implementation of a matrix structure and project breakdown, SDTICE initiatives enjoy greater transparency and are easier to monitor, thereby ensuring enhanced internal communications.

Objectives:
• Improve project management methods;
• Develop a repository for documentation and methodologies.

Initiatives:
1 • Define and commit to a Quality Process in order to generate a methodology and joint working tools, and to streamline the flow of information within the Department.

2 • Manage the multimedia resources centre and the EDUCNET website in order to promote Ministry projects, facilitate educational practices, and provide areas of exchange devoted to ICT in education.

3 • Set up a technological watch via the organization of conferences on current themes and technological watch themes;

4 • Provide project management training;

5 • Produce steering and evaluation tools.
# Organization Chart of the DUI and the SDTICE

**Delegate: Benoît Sillard**  
Mr. Sillard’s assistant: Béatrice du Lau d’Allemans

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Note: All telephone numbers start with 01 55 55, followed by the four numbers listed above.  
[+33 (0)1 55 55 if calling from outside of France].  
All e-mail addresses are as follows: firstname-composite.lastname@education.gouv.fr  
(for example: jean-paul.bellier@education.gouv.fr)
ADF Association of French Departments (http://www.department.org)
ADSL Asymmetric Digital Subscriber Line
AFNOR French Standards Organization
AMF Association of the Mayors of France (http://www.amf.asso.fr)
B2i® IT and internet proficiency certificate (http://www.educnet.education.fr/formation/B2i.htm)
BOEN Official Bulletin for the Ministry of Education (http://www.education.gouv.fr/bo/)
C2i® IT and internet proficiency certificate (http://www.educnet.education.fr/formation/C2i.htm)
CDDP Departmental Centre for Educational Documentation
CERIMES Multimedia Resources and Information Centre for Higher Education (http://www.cerimes.education.fr)
CISI Interministerial Committee on the Information Society
CNDP National Centre for Educational Documentation (http://www.cndp.fr)
CNED National Distance Learning Centre (http://www.cned.fr)
CNOUS National Centre for Student Welfare (http://www.cnous.fr)
CNS Digital Knowledge Channel (http://www.cns-edu.net/)
CRDP Regional Centre for Educational Documentation (http://www.cndp.fr)
CTICE ICT Advisor for regional educational district
DPMA Personnel, Modernisation and Administration Directorate of the MENESR
DT Technology Directorate of the MENESR
DUI Delegation on the Use of the Internet (http://www.delegation.internet.gouv.fr)
ENS Digital Knowledge Portal (http://www.educnet.education.fr/res/ens.htm)
ENT Digital Workspaces (or environments) (http://www.educnet.education.fr/equip/ent.htm)
EPLE Local Public Educational Institutions (middle schools and high schools)
EPN Digital Public Areas (http://delegation.internet.gouv.fr/acces/index.htm)
ESEN College of National Education (training for managers) (http://www.esen.education.fr/)
IUFM University Teacher Training Institute (http://www.iufm.fr)
KNE Digital Education Kiosk (http://www.kiosque-edu.com/frontoffice/pages/Accueil.aspx)
MAPI Mission for Public Access to IT, the Internet and Multimedia
MENESR Ministry of Education, Higher Education and Research (http://www.education.gouv.fr)
RENATER National Telecommunication Network for Technology Education and Research (Highspeed Backbone: 3 Gbit/sec)
PIM Internet and Multimedia Passport (http://delegation.internet.gouv.fr/pim/index.htm)
RIP Recognized Educational Value label (http://www.educnet.education.fr/res/projets.htm)
SCEREN Cultural Services, Publication and Resources for National Education (CNDP-CRDP-CDDP)
SDTICE Department of Information and Communication Technologies for Education (http://www.educnet.education.fr)
TOS Technical, Worker and Services Personnel
UNR Regional Digital University (http://www.educnet.education.fr/superieur/unr.htm)
UNT Thematic Digital University (http://www.educnet.education.fr/superieur/unt.htm)
VLE Virtual Learning Environment (ENT in french)
Wi-Fi Wireless Fidelity (label of an American industrial consortium, the Wi-Fi Alliance) (http://www.educnet.education.fr/dossier/wifi/default.htm)
Objectives:
The priority of the international network is to promote the French policy of ICT development in the field of education (K-12, higher education, wide public) throughout international organizations. It also answers the requests of foreign delegations and international organizations.

Some priority actions:
The international network sets links between ICT project managers in different fields and the key international actors of the Information Society and assists them in finding possible collaborations.

Examples:
- Recommendations are given to the European ministers to define the priorities for education and training in the year 2010 within the framework of the Lisbon process (The international network is a member of the European’s Commission experts group). Main themes are: the need for integrating ICT into the educational objectives, the implementation of new educational support services, the empowering of the educational actors and training for the management of change, development of research, indicators, and access to results.
- A large program for schools e-Twinning will be launched by the European Commission for the next three years. This initiative is the most important of the eLearning Program. It aims at an effective integration of ICT in European education and training systems. The two main objectives are:
  - facilitating the relationship with participating teachers and schools from at least two countries within the framework of a pedagogical project
  - awareness raising of pedagogical actors of European partnership using ICT concerning methods and exchange practices through ICT. Regional, national and European workshops will be organized.
The pedagogical project that will get the e-twinning label will have to have a reasonable and interactive use of ICT and follow the main orientations set by the French ministry of Education, higher Education and Research.
By using ICT, this program represents for the schools a unique opportunity to set up and develop at European level, exchange practices that will foster an European intercultural dialog and a true concrete citizenship.
The European Schoolnet (EUN) shares experiences between around 30 ministries of education and offers a high quality technical platform that enables school teachers, students, stakeholders and researchers to find partners, set up projects and access to resources. Multiple projects are led, on pedagogical and on strategic level, concerning citizenship, interoperability, quality, security, VLE, resources, policies and practices observatory.
• At a French level a collaboration has been set up in the field of security on Internet. The “Confiance” project sustained by the European Commission aims at awareness raising of children and wide public to the risks of Internet use, encouraging sensible and accurate behaviour relating to others European countries.

• France has also presented in 2003, in the framework of the world summit for Information Society, an international charter for ethics and civility for the Internet users. It aims at offering common values. Sharing values but also resources, training and methodologies will be materialized in a higher education network: Knowledge Network throughout digital campuses.

The international network is active in preparing study and observation missions, seminars, colloquia’s to achieve these goals.

Contact the international network to find help, links and information:
sdtice-international@education.gouv.fr
Stop growing a blank with new technologies.

A web site from http://www.education.fr

EducNet

www.educnet.education.fr