

12 The French Community of Belgium

This note provides an overview of the French Community of Belgium's digital education ecosystem, including the digital tools for system and institutional management and digital resources for teaching and learning that are publicly provided to schools and educational stakeholders. The note outlines how public responsibilities for the governance of digital education are divided and examines how the French Community of Belgium supports the equitable and effective access to and use of digital technology and data in education. This includes through practices and policies on procurement, interoperability, data privacy and regulation, and digital competencies. Finally, the note discusses how the French Community of Belgium engages in any initiatives, including with the EdTech sector, to drive innovation and research and development towards an effective digital ecosystem.

Key features

- In the French Community of Belgium, the Wallonia-Brussels Federation, its public agencies and the educational networks publicly provide a multiplicity of digital tools for system and school management as well as digital resources for teaching and learning. Schools and teachers receive central and local guidance for using those tools and resources, and they are also incentivised to use them, but still have freedom to acquire and use those from other providers.
- The 2018 forward-looking Digital strategy for education has outlined and guided the actions of the Wallonia-Brussels Federation towards the digitalisation of the education system at all levels. Aiming for establishing a comprehensive, multi-faceted public digital ecosystem in education, the Federation has implemented policy mechanisms that support the access to and use of digital tools by all education stakeholders, with specific attention given to disadvantaged schools and students. A Digital strategy for adult learning and higher education has also been adopted in 2020.
- As per a 2019 Decree on Digital Governance and the *Pacte pour un Enseignement d'excellence* ("Pact for excellence in Teaching"), the Wallonia-Brussels Federation has set up a host of relationships with all types of education stakeholders, including researchers, and teachers to support research, development, and innovation in digital education. Through rules and guidelines, for instance respectively on teacher training requirements or on the encouraged use of standards, the Federation aims at fostering, supporting, and engaging all educational actors in an effective digital transition in education.

General policy context

Division of responsibility

In Belgium, the public responsibility for providing education is split across the country's three linguistic communities: Flemish, French, and German.

The Wallonia-Brussels Federation (W-B Federation) is the Ministry of Education in charge of outlining general education strategy in the Belgian French Community.¹ It devises policy, prepares and implements legislation, issues regulations, sets curricula frameworks (declined by each educational network into school programs), and plans reforms – from pre-primary to secondary education, including VET, as well as for higher education and lifelong learning (referred to as "*promotion sociale*" in Belgium).² The Wallonia-Brussels Federation share public responsibilities for special education institutions, and psycho-socio-medical institutions. The educational networks gather and represent the school organising authorities.

Public responsibilities for providing access to, supporting the uptake of, and regulating the use of digital technologies in education follow this division of responsibility. In the French Community, the Wallonia-Brussels Federation is the sole provider of digital tools and resources for the whole education system management. The W-B Federation supports the different educational networks, the school organising authorities and provide digital s for institutional management as well as digital resources for teaching and learning. Schools and teachers can use and complement teaching and learning resources at their discretion, in full autonomy.

Digital education strategy

In 2018, the Wallonia-Brussels Federation adopted a "*Stratégie numérique pour l'éducation*" ("Digital education strategy") for primary and secondary education in the French Community of Belgium, in line with the initiatives promoted by the Belgian Federal government and regional authorities.³ The adoption of the 2018 Digital Education Strategy resulted from the 2015-2017 design of the *Pacte pour un Enseignement*

d'excellence ("Pact for excellence in Teaching"), the Community's systemic reform of primary and secondary education.⁴ The 2018 Strategy identified five complementary lines of action: defining digital learning content and resources; training and supporting teachers and school principals; equip schools; sharing, communicating and disseminating (platform and ecosystem of tools); and developing digital governance.

The COVID-19 crisis has sped up both the implementation and uptake of the measures initiated by the 2018 Digital Education Strategy, which will be updated and revised in the coming years. In terms of equipment, the 2018 Strategy has fostered the collaboration between the Wallonia-Brussels Federation and regional authorities who share responsibility for providing hardware infrastructure (including broadband connectivity) to schools. Recent investments have focused on improving broadband connections in schools and on distributing computers and digital devices to schools and to children with special needs.⁵ Several formulas exist to fill in the gaps across students, schools, and regions – from flat subventions given to educational networks through to discount prices on device renting or buying for (parents of) secondary school students.⁶ In 2020, the French Community government has also launched a call for donations for firms and individuals to give laptops they would no longer use, to be refurbished and distributed to schools.

Beyond the education sphere, the Wallonia-Brussels Federation has identified digitalisation as one of its priorities in the 2019-2024 Policy Declaration and has established several institutions to support the 2018 Digital education strategy across different policy areas and levels of government.⁷ At the level of the French Community of Belgium, the General Service for Digital Education, set up in 2019 by the *Pacte pour un Enseignement d'excellence*, ensures a coherent implementation of the 2018 Strategy across the whole education sector.⁸ Across policy sectors, the *Agence du Numérique* ("Digital Agency") has been designing, implementing, and monitoring a Digital Wallonia strategy, whose actions are promoted by Wallonia's government minister of digitalisation. Similar initiatives have been taken by the Brussels-capital's government. Finally, at the level of Belgium as a whole, the Federal government has appointed an assistant secretary of state in charge of digitalisation to coordinate efforts within the Flemish, French- and German-speaking Communities.

The public digital education infrastructure

The French Community of Belgium government provides several components of the public digital ecosystem in education. Schools and teachers can choose to acquire additional elements to their digital ecosystem, either directly from the private sector or from other education stakeholders that release tools and resources for free (e.g. the educational networks, philanthropists, education publishers, universities). This section reviews two aspects of the public digital infrastructure in the French Community of Belgium: digital tools for system and school management, and digital learning resources for teaching and learning.

Digital ecosystem for system and school management

More than 60 software applications facilitate system and school management in the French Community of Belgium. This section categorises the main applications as per their purpose and functionalities.

Student information and learning management system

To manage student information across levels and educational networks in the French Community of Belgium, the Wallonia-Brussels Federation uses the *SIEL* application ("*Signalétique des Élèves*", i.e. a student register).⁹ With *SIEL*, schools in the French Community of Belgium can keep track of the school population and transfer this information to the steering level of their respective administration. *SIEL*'s student data are combined with other datasets, such as the ones about schools from the *FASE* application

(“*Fichier Signalétique des Établissements d’enseignement*”, i.e. the school register) or those from the civil registry, to allow for the government to compute statistics, fundings, enrolment rates, etc. at the levels of the Community, regions, and schools. This application, as many others in the French Community of Belgium, has been developed by *ETNIC*, the Community’s digital services public company.¹⁰

As of 2023, *SIEL* is more akin to a central student database, whose data are pushed and pulled through a web application, than to a proper student information system. The features that one would expect from such a student information system, including analytics dashboards, data visualisation tools and longitudinal coverage of student and education data, are spread out across different management applications.

However, *ETNIC* and the Wallonia-Brussels Federation aim to gradually integrate all management applications, their databases and their data visualisation dashboards, into a single, longitudinal information system for education management.

Schools can use *SIEL* to fill in some of the functionalities of a learning management system (LMS), typically to collect and manage their own student data. However, schools also tend to use other types of learning management systems, instead of or in addition to *SIEL*. Schools may use a particular LMS imposed by their educational network, or a set of commercial tools like Microsoft 365. The Wallonia-Brussels Federation provides Moodle-based applications for free, like *Happi*, but those applications are not made for managing and transferring student data, even though *Happi* is interoperable with *SIEL* to some degree. Beyond that, such platforms are generally used as learning management and content repository, offer communication tools with students and parents, and also display analytics dashboards.

Admission and guidance

The Wallonia-Brussels Federation also provides several applications to manage student admission across the French Community of Belgium. For instance, parents can use *CIRI* to register their children to secondary schools online, whose admission will depend on multiple legally established criteria (e.g. localisation, study record and envisioned study path, number and order of other students’ applications). Parents can also visit a government website to check whether primary (and pre-primary) schools in their area have any free place left.¹¹

Students (and parents) have access to a range of study and career guidance portals to navigate the education system. Generally speaking, the Wallonia-Brussels Federation’s Education Portal contains a wealth of relevant information and guidance in education.¹² For more specific information, students can visit dedicated website such as *Mon Ecole, Mon Métier* (“My School, My Job”) in VET for instance.¹³

Teachers and aspiring teachers have their own study and career guidance portals. “*Pourquoi pas prof*” (“Why not a teacher?”) aims at providing guidance and inspiration to those who hope to develop their career as a teacher; while the in-service teachers can log in on the platform of the *Institut de formation professionnelle continue (IFPC)*, “Continuing Professional Development Institute”) for training and professional development and guidance at the inter-networks level.¹⁴

Other tools

The Wallonia-Brussels Federation uses and provides primary and secondary schools with other applications, to supplement *SIEL* or to serve different purposes. Several of those additional applications support exam administration or digital credential management. For instance, schools can use *DADI*, an application developed by *ETNIC* to encode and authenticate diplomas. In the future, it’s planned that *DADI* use blockchain technology to further raise its security standards. Schools can also use *TESS* to manage upper secondary education diplomas; *CEBSI* to register their students for the end-of-primary-education exam, ask for specific exams for students with special needs, collect results, and communicate decisions to the government; or *CPU* to manage and deliver the qualifications of VET students.¹⁵

Other applications serve as part of school management and administration function systems; i.e. *GALE*, another application developed by *ETNIC*, supports the management of school funding and subsidies.

Digital ecosystem for teaching and learning

The Wallonia-Brussels Federation provides digital resources for teaching and learning, which schools, teachers and students are free to use according to the educational freedom principles for teachers.

Open-access resources

Many of the publicly provided resources are openly available to anyone in the French Community of Belgium. For instance, together with the *RTBF* (the Francophone Belgian Radio and Television), the Wallonia-Brussels Federation offers TV and social media channels for education. Since the COVID-19 crisis, they produced and broadcast programmes like “*Y’a pas école on revise*” (“School’s off, let’s study”) focused on mathematics, French language and technology for primary school students; or “*C’est la base*” (“Nuts and bolts”), focused on mathematics, French language, sciences, and history for secondary school students.¹⁶ Anyone can watch and rewatch those videos online on the *RTBF* Auvio platform or directly on YouTube. Since of 2022 “*Y’a pas école on revise*” has been transformed in a sustainable format named “*Viens, je t’explique*” (“Come on, here is the thing”).

Similarly, in 2021 the Wallonia-Brussels Federation, supported by *ETNIC*, partnered with France to deploy *Pix*, a French public platform for self-assessment in digital literacy.¹⁷ *Pix* is free, open-sourced, and accessible to anyone. It allows people to self-assess and improve their digital competences.

Educational platforms and closed-access resources

The Wallonia-Brussels Federation also provides digital resources exclusively for teachers and students enrolled in the education system through *e-classe*, the Wallonia-Brussels Federation educational platform provided by the government specifically for teachers.¹⁸ The platform *e-classe* has been created by the *Pacte pour un Enseignement d’excellence* and is managed by the General Service for Digital Education. It provides more than 8 500 qualitative pedagogical resources. Those resources are typically curated on online education platforms that serve some of the purposes of a learning management system, as detailed above. Other resources are produced specifically to support teachers in the implementation of the school curricular reform.

The upcoming, second version of the platform, *e-classe 2*, will allow teachers to co create and share their digital resources, to communicate on digital spaces, to develop their teaching practices. *E-classe 3* will later offer e-learning modules linked to the IFPC teacher training platform described above.

Another platform provided is the already mentioned *Happi*, a Moodle-based platform developed by *ETNIC* and the General Service for Digital Education to serve as a distant learning management system, apart from the functionalities of an information system. Teachers can use *Happi* to create and share static or interactive learning resources with their students and monitor their progress, while students can use it to access online courses created by their teachers and communicate with them.¹⁹ Designed as a distance learning platform, *Happi* also integrates a virtual classroom environment licenced to a commercial vendor (*Webex* by *Cisco*). It also curates resources for teachers, such as online interactive training programmes on hybrid teaching; and more teaching content will become available when *Happi* will be linked with *e-classe*.

Other examples of educational platforms provided by the government include another e-learning platform, whose specificity is to propose an online tutoring platform for home-schooled students that matches teachers with students from primary through to secondary education; or the *Centre de Ressources*

Pédagogiques, that curates learning resources specifically geared towards secondary VET students and adult learners.²⁰

Taxonomy

The Wallonia-Brussels Federation has classified the publicly provided digital teaching and learning resources on *e-classe* according to *ScoLOMFR*, an international taxonomy applied in the French Community of Belgium but initially developed and used in France.²¹ For instance, teaching resources curated on *e-classe* are classified in line with the *ScoLOMFR* standards, encoded through a given XML format and characterised by a common set of descriptors (Learning Object Metadata, or LOM), like the type of resources, interactivity level, typical age range, language, etc., so that teachers can more easily retrieve them.

Similarly, the W-B Federation's educational platforms index their keywords and contents as per the *MOTBIS* thesaurus, which is also developed and used in France.²² Those classifications cover fundamental subjects and skills as well as more specific entries.

Access, use and governance of digital technologies and data in education

Ensuring access and supporting use

Equity of access

The Wallonia-Brussels Federation has issued rules and guidelines about equity of access to digital tools and resources in public schools. As per its 2018 Digital education strategy (specifically, points 1.4 and 4.1), the government promotes the importance to provide “quality digital resources for all”, notably through the development of education platforms that are accessible to everyone.

Particular attention is also given to certain groups of students. The 2018 digital education strategy, for instance, provides for the availability of digital guidebooks to support teachers in the accommodation of students with special needs. The 2018 Strategy also identified as a priority the need to accommodate long-term hospitalised children through a systematic and concerted approach. More recently, as a consequence of the COVID-19 crisis and the inequalities in access to digital resources across students and schools, the government has launched the *Mes Outils Numériques* (“My Digital Tools”) project.²³ This project intends to support the equipment of all secondary education students with a digital device on a one-to-one basis. To that effect, the Government have set up two main funding formula. One of the formulas is endowed with a EUR 10 million budget, targeting secondary schools, while the other, endowed with a further EUR 15 million budget, targets directly students in upper secondary schools (through their parents). On top of that, the W-B Federation has set up a solidarity funds to support parents from socio-economically disadvantaged background, or schools with a high proportion of disadvantaged students, so that they could buy or rent digital devices at a discount price.

Data collected by the OECD TALIS study across the 2017/18 school year illustrate the pre-pandemic access to digital hardware infrastructure across schools in the French Community of Belgium.²⁴ Before the COVID-19 outbreak, 49% of lower secondary principals reported that their schools' capacity to provide quality instruction was hindered by shortage or inadequacy of digital technology for instruction (compared to 25% on average across the OECD countries), and 44% of them noted that it was hindered by insufficient Internet access (while 19% was the average across the OECD countries).

However, having equitable access to hardware infrastructure does not necessarily lead to equity in the use of software. Sections below describe what efforts the French Community of Belgium deploys to measure and bridge the gap between the availability and uptake of digital tools and resources.

Supporting the use of digital tools and resources

The Wallonia-Brussels Federation uses direct and indirect incentives to support the access to and use of digital tools and resources at the system, school, and classroom levels.

First, the W-B Federation mandates the use of some of the tools it directly provides or procures, typically when it concerns tools for education system management (e.g. *SIEL*, *FASE*, *GOSS*, *PRIMVER*).

Second, while schools (and teachers) have the autonomy to procure additional digital tools and resources at their discretion, the W-B Federation supports them in various ways. The W-B Federation provides guidance to schools related to their procurement practices. Additionally, from January 2020 onwards, an Act has established that part of schools' subsidies is earmarked for the purchase of products from pre-authorised providers of educational resources, including digital resources, as a way to further guide their procurement practices.²⁵

Finally, the W-B Federation provides central and local assistance on the use of the digital tools. Techno-pedagogical advisors based in the educational networks, designated teachers in schools and teacher trainers can accompany school staff in the uptake of new technologies. The Federation also offers professional learning opportunities for administrative (government and school) staff to improve their use of data and digital management tools, and for teachers to improve their use of digital resources in their teaching. Teachers are incentivised to take professional development trainings, as it helps them advance their career progression and they are compensated for their missed class hours.

Cultivating the digital literacy of education stakeholders

The Wallonia-Brussels Federation aims to engage all education actors in the digital transformation of the French Community of Belgium's education system and develop teachers' digital literacy. As per a 2021 Decree, the W-B Federation requires that teachers acquire competencies regarding the use of digital technology for teaching as part of their pre-service training.²⁶ Similarly, another Decree from 2021 recommends that teachers take part in professional development activities around digital technology as part of their in-service training.²⁷ This last Decree has been accompanied by the release, through *e-classe* or other channels, of guidelines and practical guidebooks that support teachers in understanding and complying with data protection law (e.g. the EU GDPR) in class, in applying the flipped-classroom method or hybrid and distance teaching, etc.

The reform of the national curricula is another lever through which to foster students' and – indirectly – teachers' digital literacy. In primary and lower secondary education, a common core curriculum is being gradually deployed across school years from 2022 to 2029.²⁸ The update of curricula includes a transversal integration of the uses of digital technology in class in all disciplines as well as a new subject dedicated to the acquisition of digital competencies as a learning outcome by the end of the third year of secondary school. This reform builds on the framework developed by the European Commission (*DigComp Citizen*) and on the work conducted by Belgium's *Conseil Supérieur de l'Éducation aux Médias* ("Higher Council on Education to Media") on digital literacy.²⁹ While a similar reform of the upper secondary education curricula is being completed, guidelines promoting the development of digital skills were published.

Governance of data and digital technology in education

As is the case across EU countries, the largest part of the French Community of Belgium's regulation around the protection of data and privacy, in education as well as in other sectors, is a translation in national law of the EU General Data Protection Regulation (EU GDPR). In education specifically, the Wallonia-Brussels Federation has produced specific rules about the protection of personal data and privacy of students, teachers, and school staff in the form of a Decree of Digital Governance, enacted in 2019.³⁰ A set of guidelines has accompanied the enactment of this Decree, such as memorandums on the use of

the *SIEL* and *SENS* digital tools for the management of students and teachers' information respectively, or practical guidebooks on the application of the GDPR in class.

Beyond rules on data protection, the Wallonia-Brussels Federation has issued rules or guidelines related to the use or management of education data in the French Community of Belgium. The 2019 Decree on Digital Governance ensures equitable access to, and use of, data in education for researchers, and corresponding guidelines were circulated. Article 17 of this Decree establishes some degree of accountability for digital technology in education, in the sense that the Government evaluates the Decree's implementation every five years.

The W-B Federation has also set up rules to promote interoperability between the different digital tools of the publicly provided ecosystem. Article 7 of the Decree on Digital Governance defined measures to follow in order to promote interoperability between tools developed at the Community level and those developed (or acquired) by the educational networks. The Government declaration fosters the use of open standards on educational technologies and on educational data, as well as of specific technical standards – without specifying which. These policy efforts are supported by the *SOAP Web Services*, a technical documentation shared by ETNIC that facilitates the exchange of data cross software tools.³¹ The French Community of Belgium further benefits from the work of the e-Wallonia-Brussels Simplification initiative that has developed a “*Banque Carrefour d'Échange des Données*” (a “Hub Bank for Data Exchange”). Data and data sources curated in this bank are certified as authentic by the government, thereby simplifying and homogenising their use across French Community, and fostering interoperability.

The W-B Federation has proactive mechanisms to enforce those rules at the level of the education system administration, such as regular inspections, ad-hoc audits in case of non-compliance, and continuous revision of its action plan for digitalisation.

Supporting innovation, research, and development (R-D) in digital education

Developing a national education technology ecosystem presents challenges both to develop appropriate local tools and to incentivise relevant innovation by external stakeholders. Providing incentives, supporting R-D, and funding education technology start-ups are part of the typical innovation portfolio countries could consider.

In 2017, the Wallonia-Brussels Federation established the “Consortium Project” to support research and development (R-D) on education, including digital education, and to support the use of research results in education practices. In this project, a hundred of teachers and researchers from the French Community of Belgium study and evaluate a set of digital resources to constitute tagged quality-assured resources disseminated on the *e-classe* platform. Eight consortia have been established to assess and characterise each digital tool or resource according to their use, purpose, mode (the extent to which they rely on digital features), learning objective, and relevance – as per scientific validation studies conducted in class.

The W-B Federation also engages in R-D on the evolving roles of teachers in the age of digitalisation. In 2021, the participatory framework of the *Pacte pour un Enseignement d'excellence* (“Pact for excellence in Teaching”) organised activities about the digital transition: education researchers put together discussion and focus groups with teachers to sustain a continuous dialogue on the impact of digitalisation on the teaching progression and teacher training. This dialogue aims to leverage diverse insights from different actors in the field to identify common tools and to inform decision-makers and projects implemented through the *Pacte pour un Enseignement d'excellence*.

Finally, the French Community of Belgium, in collaboration with the Walloon Digital Agency, *perspective.brussels*, and the German speaking Community, has also been monitoring the uptake of digital technology in the Community with its *Baromètre Digital* (“Digital Barometer”).³² Although this is a cross-sectoral review set up to monitor the cross-sectoral *Digital Wallonia* strategy, the 2018 Barometer

specifically covered the education sector to take stock of the digitalisation of the education systems.³³ It recommends strengthening five complementary areas: digital infrastructure in schools, teacher pre-service and in-service training, pedagogical support around digital initiative, technical and logistical support, and peer-learning between educational actors.

In addition to conducting its own R-D on digital technologies, the Wallonia-Brussels Federation has established relationships with other education stakeholders, including those from the private sector, to support digital innovation in education. First, the W-B Federation collaborates with ETNIC to develop EdTech tools as seen above. Second, it provides monetary incentives for the development of teaching and learning resources by organisations as well as by teachers and trainers outside of compulsory education, such as for adult learning. For instance, it subsidises research and development in EdTech firms through competitive educational grants; and the *Centre de Ressources Pédagogiques* (curating learning resources specifically geared for adult learners) compensates individuals who contribute resources to the platform. Finally, to bring together all types of education stakeholders, the W-B Federation has established a *Comité interréseaux du Numérique éducatif* (CINE, or “Inter-networks Committee for Digital Education”) as per the 2019 Decree on Digital Governance. Building from the 2018 Federation’s digital education strategy, the Committee has the mission to design, implement and monitor a six-year digital *action plan* for schools, focusing on digital training, equipment, and cross-network diffusion of digital resources for schools.

In its future activities, the Wallonia-Brussels Federation envisions to strengthen the provision (or its support to the provision) of a student information system and learning management systems, of a digital system for the administration of national student assessments, and of online education platforms and digital resources. Several digital projects have been initiated: *MODE*, to delegate access permissions to provide data in applications for designated persons in the education system; *DAccE* (*Dossier d’Accompagnement de l’Élève*), a digital tool for school staff (and parents) to track student record and their special education needs;³⁴ and *Portail de l’Orientation* (“study guidance portal”, in English), a digital portal that will centralise all existing information on study guidance. Although the Federation may pilot the implementation of such tools and resources for one specific education level, in the longer run their development may permeate all education levels.

Notes

¹ “Wallonia-Brussels Federation” is the name used for communication of the federate authority “French Community of Belgium”.

² The five educational networks are the Federation of organising authorities of Municipalities and Provinces for primary education (<http://www.cecp.be>) and for secondary education (<http://www.cpeons.be/>), the organising authority Wallonie-Bruxelles Enseignement (<https://www.wbe.be>), the Federation of Independent Subsidised Free Schools (<http://www.felsi.eu>) and the Catholic education (<http://enseignement.catholique.be>).

³ Digital Education Strategy: <http://www.enseignement.be/strategienumerique>

⁴ Pacte pour un Enseignement d'excellence: <https://pactepourunenseignementdexcellence.cfwb.be/>

⁵ Expenditures in digital devices and connectivity:

By Wallonia-Brussels Federation, see: <https://mes-outils-numeriques.cfwb.be/>

By Wallonia, see: “Ecole numérique”, “Projet Connectivité”

By Brussels-Capital, see: “Fiber to School”, “Branche ton école”

⁶ Hardware infrastructure investments: <https://mes-outils-numeriques.cfwb.be/>

⁷ 2019-2024 Policy Declaration: <https://www.codef.be/wp-content/uploads/2019/09/DPC-2019-2024.pdf>

⁸ General Service for Digital Education: <http://www.enseignement.be/index.php?page=27935&navi=4444>

⁹ SIEL: <https://www.etic.be/realisation-1-1-1-2/>

¹⁰ ETNIC: <https://www.etic.be/nos-realizations/>

¹¹ CIRI: <https://inscription.cfwb.be/> ; <http://www.placesecolesmaternellesetprimaires.cfwb.be>

¹² Wallonia-Brussels Federation’s Education Portal: <http://enseignement.be>

¹³ Mon École, Mon Métier <https://monecolemonmetier.cfwb.be/>

¹⁴ <http://enseignement.be/index.php?page=28105>; <https://ifpc.cfwb.be>

¹⁵ https://www.galilex.cfwb.be/document/pdf/49648_000.pdf;
<http://www.enseignement.be/index.php?page=26558>;
http://www.enseignement.be/index.php?page=23827&do_id=11090&do_check=;
<https://www.etic.be/realisation-1-1-1-1/>

¹⁶ <https://auvio.rtf.be/emission/y-a-pas-ecole-on-revise-16657>; <https://auvio.rtf.be/emission/c-est-la-base-19119>; <https://www.youtube.com/channel/UC61gisXi6F0nM0FeV9hw2Mg>

¹⁷ Pix in the French Community of Belgium: <https://pix.org/fr-be/>

¹⁸ E-classe: <https://www.e-classe.be/>

¹⁹ Happi: <https://www.happi.cfwb.be>

²⁰ <https://elearning.cfwb.be/>; <https://crp.education/nos-missions/>

²¹ ScoLOMFR : <https://www.reseau-canope.fr/scolomfr/quest-ce-que-scolomfr>

²² MOTBIS Thesaurus: <https://www.reseau-canope.fr/motbis/presentation-generale>

²³ *Mes Outils Numériques*: <https://mes-outils-numeriques.cfwb.be/>

²⁴ TALIS : Mending the Education Divide: <https://www.oecd-ilibrary.org/sites/d8a3978a-en/index.html?itemId=/content/component/d8a3978a-en#section-d1e11602>

²⁵ Decree of 07-Feb-2019 on the acquisition of school textbooks, digital resources, teaching tools and books, within schools governs the acquisition of digital resources by schools through a labelling procedure.

²⁶ Decree of 02-Dec-2021 amending the Decree of 07-Feb-2019 defining the initial training of teachers.

27 Decree of 17-Jun-2021 establishing Book 6 of the Code of primary and secondary education about continuous professional training of all educational staffs in schools and psycho-socio-medical centres.

28 See <https://pactepourunenseignementdexcellence.cfwb.be/mesures/le-tronc-commun/>

29 EU Framework:

http://www.enseignement.be/index.php?page=23827&do_id=17242&do_check=CNEJLFQGEC; Higher Council on Education to Media: <https://www.csem.be/eduquer-aux-medias>

30 Rules and guidelines specific to student and teacher data: Decree of 25-Apr-2019 on the digital governance of the school system and the transmission of digital data in primary education. https://www.gallilex.cfwb.be/document/pdf/47164_001.pdf

31 SOAP Web Services: <https://extra.etnic.be/catalogue-de-services/solutions-applicatives>

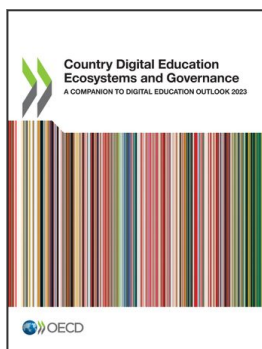
32 Digital Barometer:

<https://www.digitalwallonia.be/fr/publications/digital2018/#:~:text=Le%20secteur%20du%20num%C3%A9rique%20en%20Belgique&text=Le%20chiffre%20d'affaires%20du,conseil%20et%20autres%20activit%C3%A9s%20informatiques%22>.

33 2018 Digital Barometer in Education:

<https://content.digitalwallonia.be/post/20180322084629/Barom%C3%A8tre-2018-Digital-Wallonia-Education-Num%C3%A9rique.pdf>

34 DAccE: http://www.enseignement.be/index.php?page=25703&ne_id=7244



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