



# Steps

National policy perspective

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# Areas of success national policy perspectives 1

- New skills in the knowledge society
  - Ex. Maths sciences and technology
- Link between core competences and curriculum
- Evaluation, assesment ... online testing
- Resources available but not used not « visible »
- Training teachers or **have teachers think digital**
  - Still strong need for pedagogical support

**The human factor remains the  
success factor**



# Areas of success policy perspectives 2

- Broadband / Technical support/security
- Material and support enabling take up

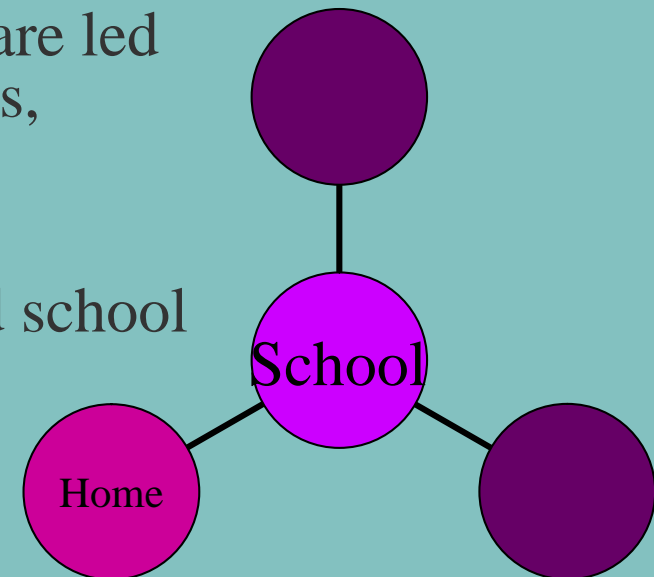
## ■ Intranet or VLE:

### ■ Linking together communities

The organisation and the management are led as a communicating body, linking teams, objectives, and means.

### ■ Home school link for learners

Less discrepancy between IT home and school





# Effective policies and strategies

- **Embedded use of ICT** vs subject specific didactics
- Innovation management, Teachers “government”.
- **Children integration through IT.** OECD Heterogeneity of student population is preserving the solidarity of the population.
- **School appetite:** a high rate of school year study is a guaranty for welfare, productivity and economic growth of the Nation.





# Applicable best practices ?

## Denmark study visit

1. High investment in Education:
2. High investment in IT: ICT is materialised everywhere, ICT is slowly integrated as a pedagogical tool
3. Large penetration of Broadband and IT use among the population
4. Large autonomy for innovation management
5. Confidence approach and mutual respect
6. Will of implementing Education R&D principles (space, learning with your body)



# Indicators and Monitoring:

## How do we learn ?

- General scores and results
- Degree of heterogeneity of students
- Drop outs / School appetite /
- Teacher's « gouvernement » /  
Innovation management



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# Learners: Flexible space organisation



IT everywhere  
Learning everywhere





# Steps an approach to transfer in secondary education

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