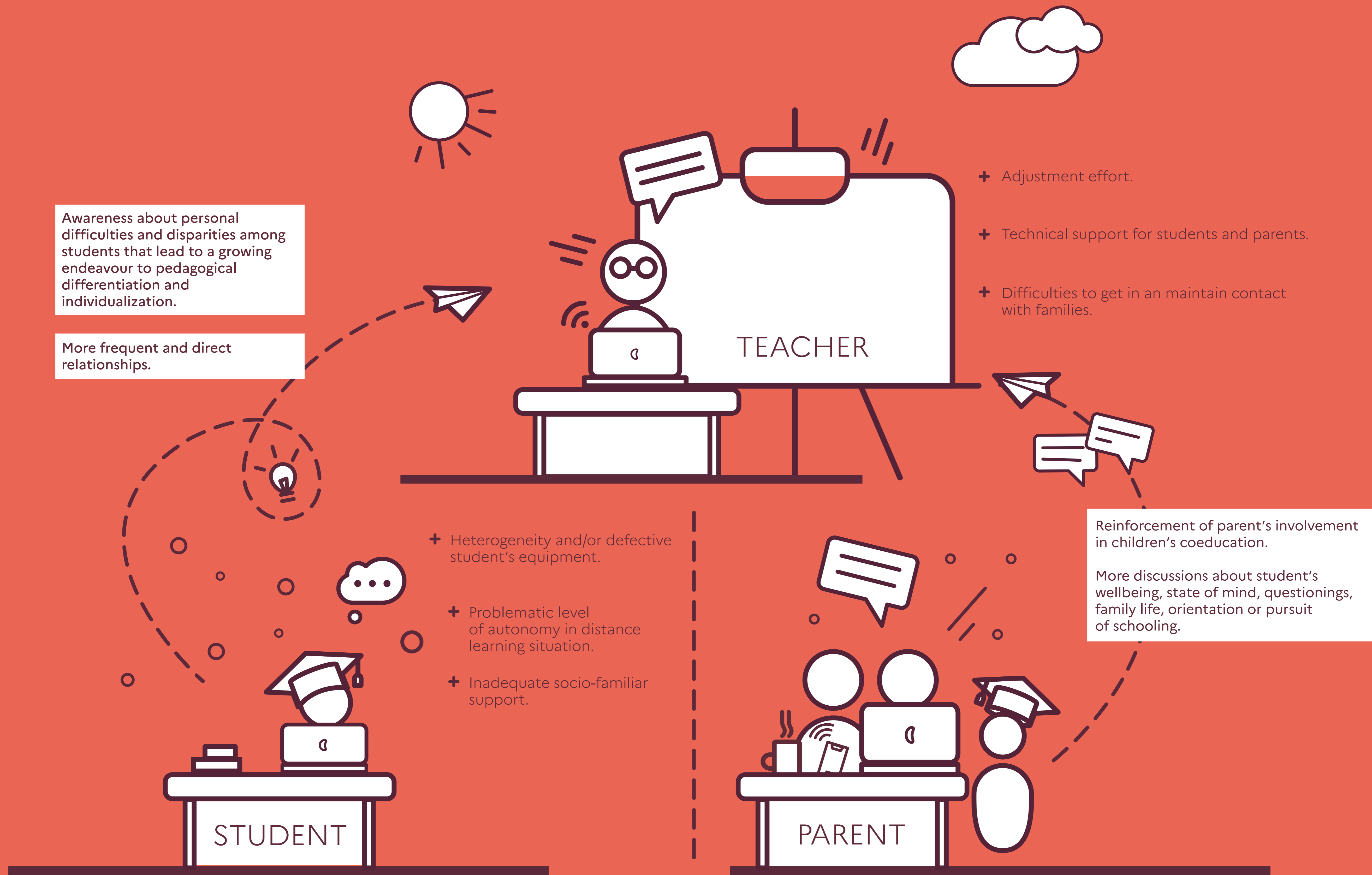


# School, digital and confinement in France

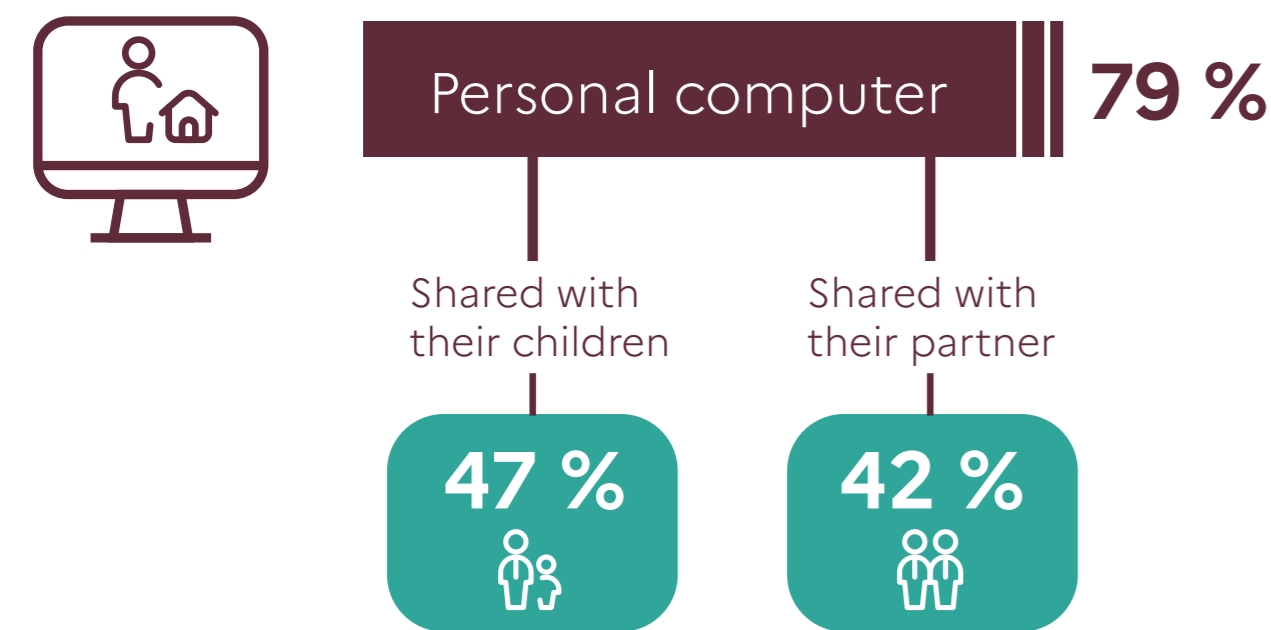
## THE RELATIONSHIP BETWEEN TEACHERS, STUDENTS AND PARENTS



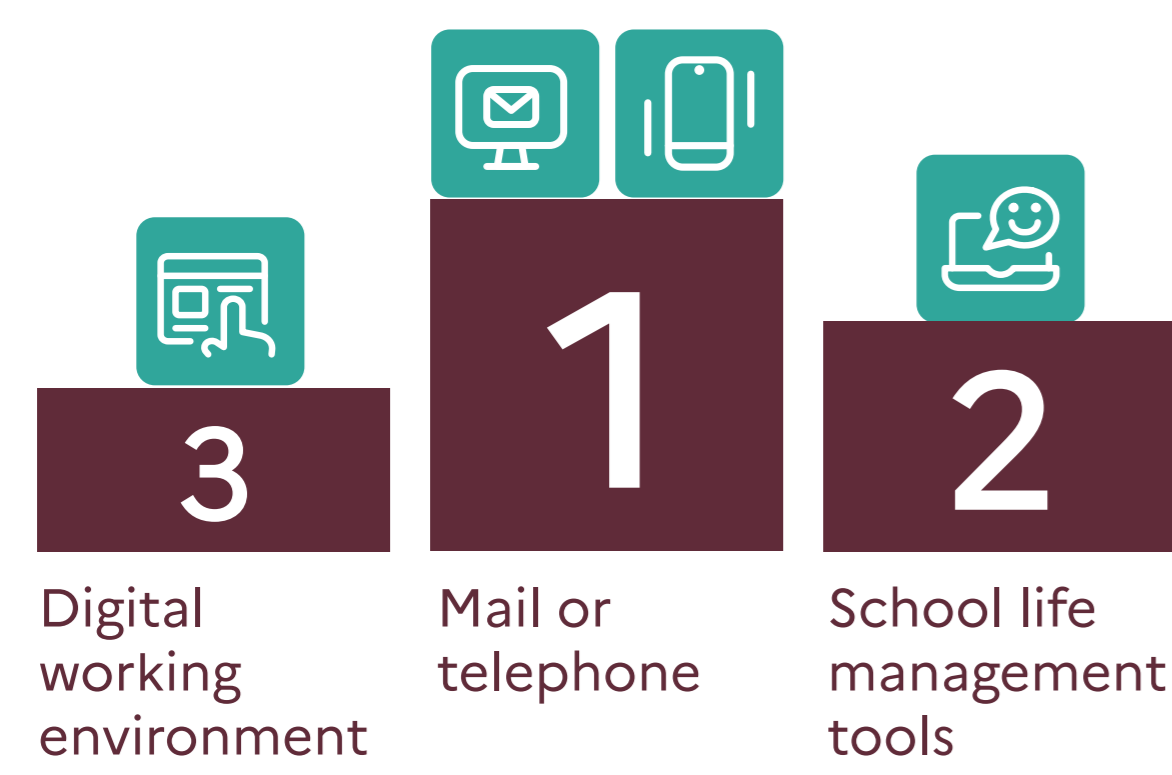
A lack of digital competencies has been observed as an obstacle for distance learning during the lockdown in the three actors.

### TEACHERS

#### Personal equipment

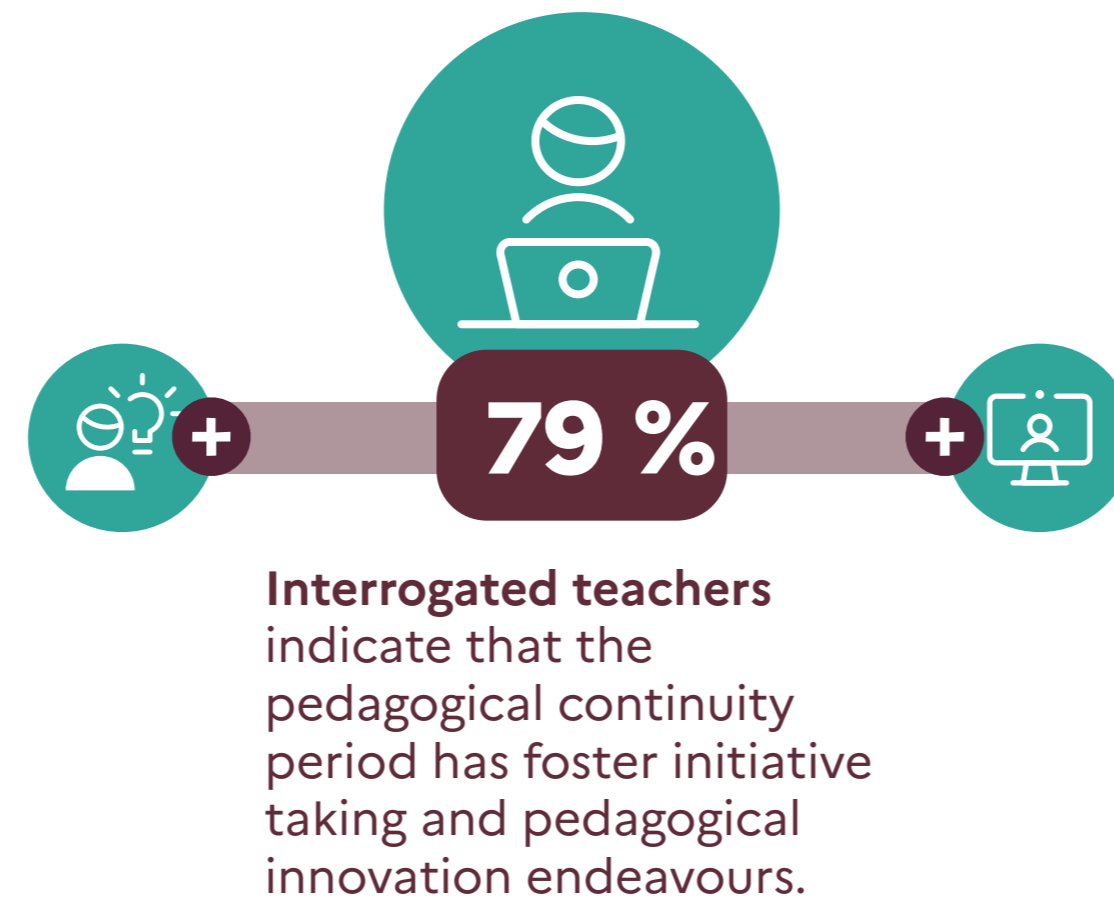


#### Communication with students



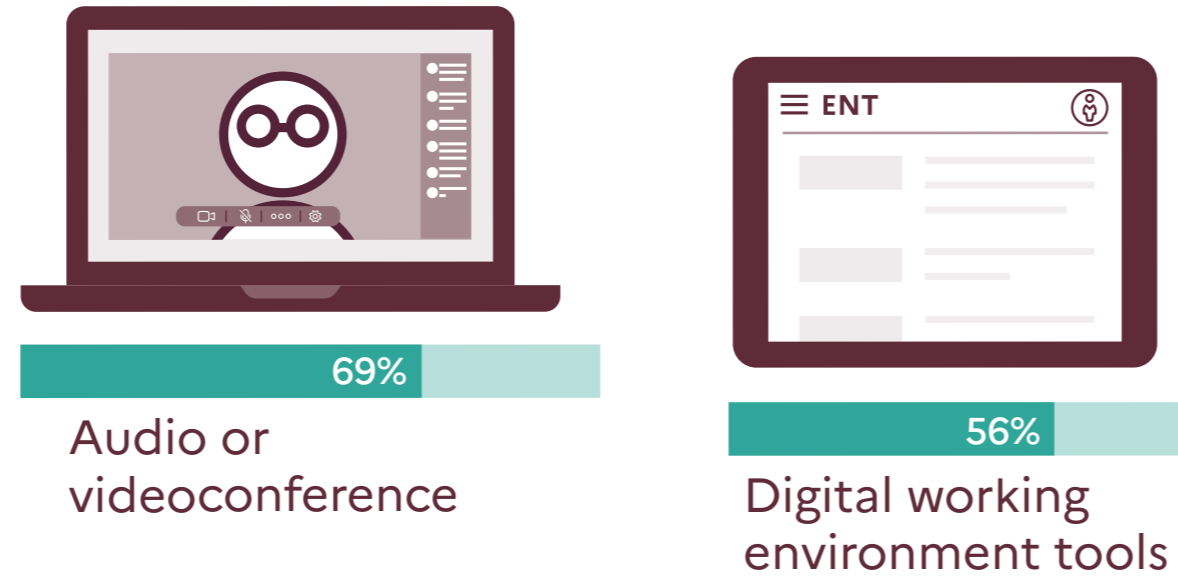
### PRIMARY TEACHERS

#### Pedagogical continuity advantages



### SECONDARY TEACHERS

#### Communication tools evaluated as more relevant

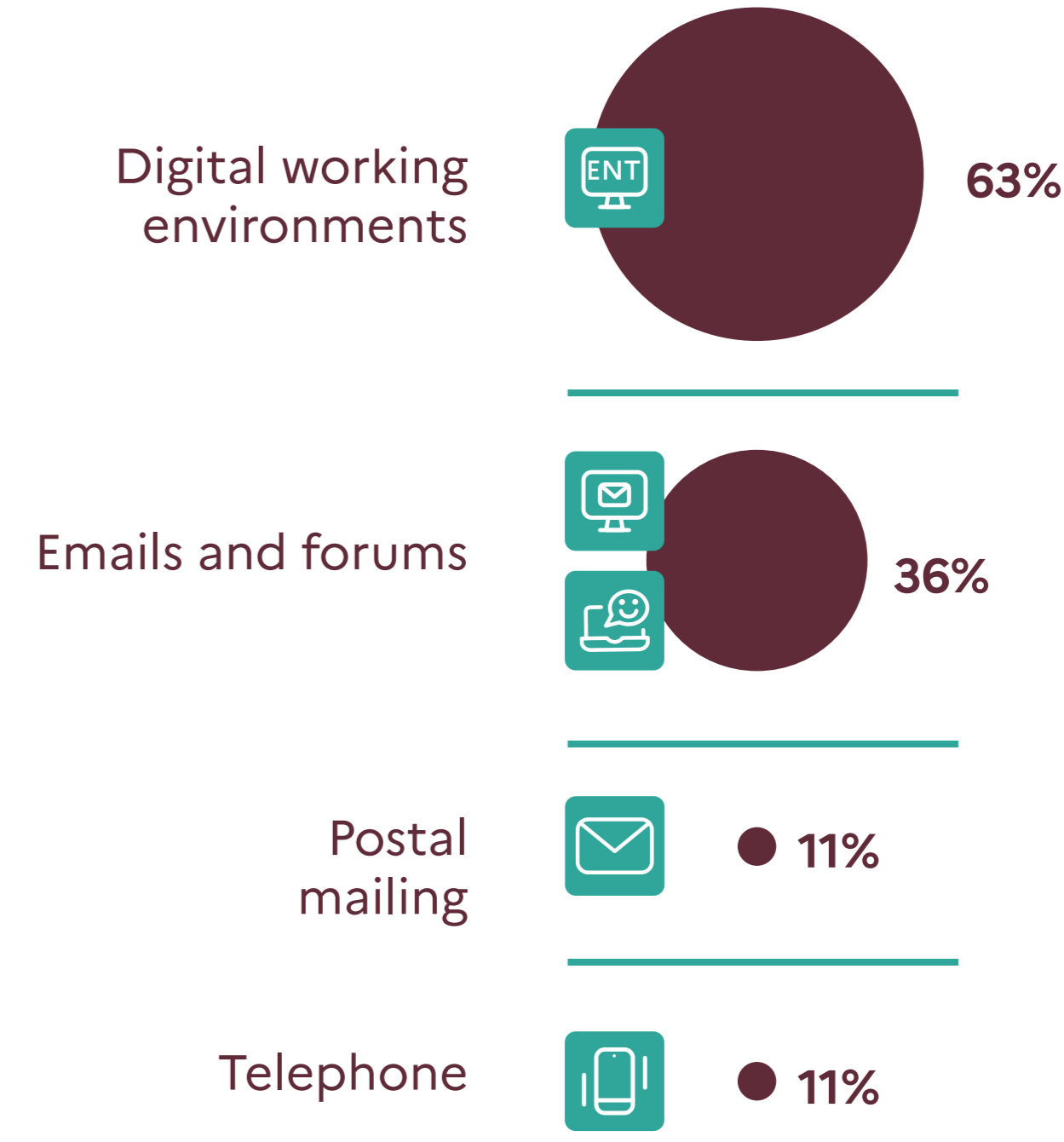


### SECONDARY TEACHERS

#### Multiplicity of schoolwork transmission and reception modalities

**95 %**

Students have received their work through their digital working environment, or school life tools, cumulated with:



The present document is a selection of the key elements retrieved from the briefing note **"École, numérique et confinement : quels sont les premiers résultats de la recherche en France!"** focused on the communication between teachers, students and parents during lockdown.

This document has been completed in preparation for the États généraux du numérique pour l'Éducation [General Assembly on digital for education] that took place in Poitiers (France) on the 4-5th of November 2020. This document was carried out by the Institut Français de l'Éducation [French Institute of Education] and by Réseau Canopé at the request of the Direction du numérique éducatif [Digital Education Department] and the Direction générale de l'enseignement scolaire [Directorate of School Education] for the Ministère de l'Éducation nationale, de la Jeunesse et des Sports [Ministry of National Education, Youth and Sports].

This document aims to nurture the reflection of all education actors and instances by proposing the first research results based on studies published between February and August 2020. For more detailed information and analysis, the reader is invited to read the complete document and its bibliographical references (nb : only French Version available).

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