

Message 001

Communication from the Commission - TRIS/(2026) 1460

Directive (EU) 2015/1535

Notification: 2026/0270/FR

Notification of a draft text from a Member State

Notification – Notification – Notifizierung – Нотификация – Oznámení – Notifikation – Γνωστοποίηση – Notificación – Teavitamine – Ilmoitus – Obavijest – Bejelentés – Notifica – Pranešimas – Paziņojums – Notifika – Kennisgeving – Zawiadomienie – Notificação – Notificare – Oznámenie – Obvestilo – Anmälan – Fógra a thabhairt

Does not open the delays - N'ouvre pas de délai - Kein Fristbeginn - Не се предвижда период на прекъсване - Nezahtuje prodlení - Fristerne indledes ikke - Καμμία έναρξη προθεσμίας - No abre el plazo - Viivituste perioodi ei avata - Määräaika ei ala tästä - Ne otvara razdoblje kašnjenja - Nem nyitja meg a késések - Non fa decorrere la mora - Atidėjimai nepradedami - Atlikšanas laikposms nesākas - Ma jiftaħ il-perijodi ta' dewmien - Geen termijnbegin - Nie otwiera opóźnień - Não inicia o prazo - Nu deschide perioadele de stagnare - Nezačína oneskorenia - Ne uvaja zamud - Inleder ingen frist - Ní osclaíonn sé na moilleanna

MSG: 20261460.EN

1. MSG 001 IND 2026 0270 FR EN 28-05-2026 FR NOTIF

2. France

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4. 2026/0270/FR - SERV - INFORMATION SOCIETY SERVICES

5. Draft order implementing Decree No 2025-1165 of 5 December 2025 on the reference framework for digital technology in education

6. The products concerned are the information systems, digital services and digital tools used in French lower and upper state secondary schools with the exception of information systems, digital services and digital tools designed for use in the workplace.

7.

8. Decree No 2025-1165 of 5 December 2025 on the reference framework for digital technology in education was published on 5 December and entered into force on 6 December 2025.

That decree introduced into the regulatory part of the Education Code a section 3 ter entitled 'Reference framework for digital technology in education', comprising two new articles:

- Article R.421-78-3, which enables the Minister for National Education to issue an order making it compulsory for information systems, digital services and digital tools deployed in state secondary schools to comply with the requirements of the technical framework for digital technology in education regarding interoperability, security (in particular the protection of personal data) and responsible digital practices (the right to disconnect, environmental responsibility, digital accessibility, ethics and the use of AI in digital educational services);
- Article R.421-78-4, which enables the Minister for National Education to make it compulsory for schools to use the 'core' services of the technical framework for digital technology in education, designed to provide key technical functions for the education information system (user identity, authentication, secure access to resources, data exchange, etc.).

That decree therefore requires state secondary schools to use only services and tools that comply with the requirements set out in the technical framework for digital technology in education and that interface with the corresponding core services.

The decree requires the publication of an implementing order by the Minister for Education. This draft order is the subject of this notification.

Specifically, the draft order:

- in Article 1, defines the terms and standards of the technical framework for digital technology in education;
- in Article 2, specifies, with reference to the three technical standards set out in Annexes 1 to 3, the requirements and deadlines applicable to the various types of digital service, presented in tabular form in Annex 4;
- in Article 3, makes the following core services compulsory: ÉduConnect, Guichets-agents, Gestionnaire d'accès aux ressources (GAR), Système outillant la circulation des données d'organisation pédagogique de l'établissement (Scope) and Dispositif national de mesure d'audience (DNMA).

Four documents are annexed: Annex 1 'General security framework', Annex 2 'Interoperability standards', Annex 3 'Responsible digital practices standards' and Annex 4 'Conformity criteria by type of service concerned and associated application deadlines'.

9. The widespread roll-out and growing use of digital educational services in schools over the past fifteen years, together with the associated organisational and technical complexity, have led the government to establish a framework for these services in order to provide a simple, secure, consistent and relevant offering for the benefit of all pupils and their families, as well as staff within the educational community. The Ministry of National Education has therefore drawn up this framework, entitled 'Technical Framework for Digital Technology in Education', in consultation with local stakeholders and representatives from the industry. At the heart of the digital strategy for education, this reference framework, which is regularly updated through consultation within the dedicated programme, provides a framework of trust that sets out the specific rules and requirements applicable to the provision of digital services for education within schools, particularly in relation to pupils, who are minors.

The objectives pursued by the launch of this framework are:

- to ensure security, in particular to protect minors and personal data, when users (pupils, legal guardians) and staff access digital services;
- to facilitate the flow of data between the departments of various public and private bodies, on the one hand to simplify processes and improve the user experience (for service users or staff), for example, by avoiding the need for families to provide the same information repeatedly, in line with the 'Tell us once' principle or the proliferation of accounts and passwords, and, on the other hand, to improve the management of the education system whilst respecting the division of powers between central government and local authorities;
- to implement services that adhere to digital, social and environmental ethics (the right to disconnect, compliance with the framework for the use of AI in education, inclusive schooling, environmental responsibility, etc.).

The implementation of the rules and requirements of this framework was initially based on a voluntary approach by public and private stakeholders, notably by incorporating the technical framework's requirements into the criteria for public procurement contracts awarded by local authorities. However, some stakeholders have not fully embraced these requirements, particularly with regard to interoperability. This situation has the effect, in particular, of perpetuating the disparity in the services and tools made available and the impossibility for them to communicate with each other. Consequently, after several years of implementation on a voluntary basis, the approach proved to be insufficient and it became necessary to make certain requirements legally enforceable.

Consequently, following discussions since 2022 with representatives of public and private stakeholders in the digital education ecosystem, consultation with the Higher Council for Education (opinion of 3 July 2025) and subsequent consultation with the National Council for the Evaluation of Standards (deliberation of 6 November 2025), legal work was initiated with the Council of State. This led to the publication of Decree No 2025-1165 of 5 December 2025 on the reference framework for digital technology in education, for which this notified draft constitutes the implementing order.

In summary, this draft order sets out the criteria for compliance with the interoperability, security and responsible digital practices standards announced in the above decree ('the information systems, digital services and digital tools used in French lower and upper state secondary schools in the performance of their educational duties shall comply with the interoperability, security and responsible digital practices standards defined by order').

9a. (1) By clearly defining the compliance criteria that must be met by the information systems, digital services and digital tools used in lower and upper state secondary schools, and by making it compulsory for these institutions to use core services that pool the key technical functions of the education information system (identity, authentication, authorisation to access digital educational resources, data exchange), the

provisions of the decree and its implementing order establish a framework of trust for these digital services in accordance with EU law. They aim to:

- minimise security risks, in particular to protect personal data, when users (pupils, legal guardians) and staff log in to digital services;
- prevent exclusion resulting from inconsistencies or discontinuities in the user journey for both users and staff, as well as a poor user experience;
- reduce users and staff being locked into proprietary solutions;
- prevent inappropriate use in relation to the right to disconnect and artificial intelligence in education;
- drastically reduce the practical difficulties of data exchange necessary for managing the education system;
- prevent the digital education market from becoming closed off and, instead, promote competition within it by implementing interoperability, thereby enabling every stakeholder in the ecosystem – government, local authorities and digital education service providers – to offer their services within a coherent national or regional framework, while respecting both the defined values and framework and free market competition.

These risks are well established. In particular, there has been a proliferation of authentication modules across different tools and regions, creating difficulties for users along with security vulnerabilities, the inability of certain digital workspaces (ENTs) to access useful data from certain school management software (including the main one, which has a virtual monopoly in state secondary schools) in order to provide an optimal user experience and even the inability to share data (such as group data) that is essential for the proper functioning of digital educational services.

(2) The notified draft specifies the organisational and procedural measures to be complied with in order to meet the security challenges relating to digital education services used in French state secondary schools. In fact, from a legal and regulatory perspective, the bodies of rules, whether common to all stakeholders (such as the GDPR, eIDAS and SREN (security and regulation of the digital space) law) or not, are essentially the same. Against a backdrop of increasing cyberattacks, alongside the development of a digital landscape characterised by the digitisation of numerous procedures, the accessibility of online public services and the interconnection and sharing of data between different and heterogeneous systems operating within a complex organisational framework involving the State, local authorities and the emerging digital education industry, it is essential that the various stakeholders in digital education coordinate their efforts in order to achieve the essential security objectives.

The draft order also sets out the criteria to be met by digital educational services intended for use in state secondary schools in order to ensure the interoperability of systems. It is based on EU and French reference documents (the European Interoperability Framework and the RGI (general interoperability framework)) and draws on best practices in standardisation, technical architecture and urbanisation of information systems.

9b. The notified draft order does not, in itself, create any new restrictions likely to hinder, directly or indirectly, intra-Union trade. On the other hand, it is likely to positively affect cross-border trade and services.

In accordance with EU law, in particular the GDPR and cybersecurity rules, and in line with EU objectives (European policies on ecological transition and responsible digitalisation, etc.) and the European interoperability framework, the notified draft sets out the rules and requirements regarding security, interoperability and responsible digital practices that must be met by the information systems, digital services and digital tools used in lower and upper state secondary schools in the performance of their educational duties. The provisions apply to the heads of these establishments and, consequently, indirectly to digital service providers in respect of their services that may be deployed in these establishments. It should be noted that information systems, digital services and digital tools designed for use in the workplace and required solely for technical and vocational education which may, where appropriate, be deployed in schools

fall outside the scope of the notified draft. In fact, these tools were not originally designed for use in the education sector and are used there only to a very limited extent compared with their use in the workplace. Furthermore, the implementation of the rules and requirements set out in the reference framework for digital technology in education within schools' digital services was initially based, for several years, on consultation and voluntary participation, thereby enabling real progress to be made in this area. But this approach has reached its limits. This is because some solution publishers have only partially adopted these requirements, particularly in terms of interoperability. However, while many local authorities have incorporated these rules and requirements as criteria in the public procurement contracts for digital educational services which they award on behalf of schools, the schools themselves procure many digital services directly without an open tender procedure due to public procurement thresholds and, consequently, without being able to require suppliers to comply with the rules and requirements of the reference framework. It is therefore necessary to make these rules and requirements legally enforceable in order to complete this implementation and prevent any backsliding in the future.

Finally, the development of interoperability can have a positive impact on the digital education industry, particularly through the adoption of international reference standards, enabling companies in this sector to develop and bring to market new, more comprehensive and innovative services that can be easily integrated with those offered by other companies, both within the internal market and beyond. The interoperability criteria in the notified draft are based on EU and French reference documents (the European Interoperability Framework and the RGI (general interoperability framework)) and draw on best practices in standardisation, technical architecture and urbanisation of information systems without having to subscribe to any proprietary methods or tools.

9c. The provisions of the notified draft do not in themselves impose any new restrictions likely to hinder, directly or indirectly, intra-Union trade. These provisions, which constitute a set of digital standards consistent with EU objectives on security, interoperability and responsible digital practices, and which are tailored to French state secondary schools, provide a framework for the implementation of digital educational services within these schools.

In effect, these provisions apply to these state schools and have only an indirect impact on the products of digital service providers, and only on digital educational services, excluding information systems, digital services and digital tools designed for use in the workplace, even if the latter are used, where applicable, in the context of technology and vocational education.

Furthermore, most digital service providers have already taken into account or have roadmaps in place that incorporate these criteria, which will become compulsory under the notified draft. The draft order provides for an implementation period of between 10 and 34 months from the date of its publication, depending on the type of service purpose concerned.

10. References to the basic texts:

11. No

12.

13. No

14. No

15. No

16.

TBT aspects: No

SPS aspects: No

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