



WP4: ETHICAL AND INCLUSIVE USE OF AI

Task 3: Inclusive AI in French Education and Training

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National Context and Key Needs

Inclusive education, which ensures that every child receives a quality education tailored to their needs, is a key principle of modern educational philosophy and a legal obligation in many countries, including France. Article L. 111-1 of the French Code of Education emphasizes equality and social justice, aiming for all students to succeed within an inclusive framework. Specific groups, such as students with disabilities, language and learning difficulties, long-term educational challenges, and gifted students, should receive a mainstream education as much as possible. Circular Letter No. 2016-117, dated August 8, 2016, outlines mechanisms for mainstream education for these students. Article L351-1 and Law No. 2005-102 of February 11, 2005, prioritize mainstream education for disabled students. Teachers can address special educational needs without involving the “Departmental House for Disabled People” (Maison Départementale des Personnes Handicapées—MDPH), using the network of specialist assistance (Rased) if necessary. The personalized educational success program (PPRE), defined in Article D. 311-12, supports students at risk of failing to master the expected knowledge and skills. It offers coordinated actions ranging from differentiated teaching to specialized assistance and involves the teaching team, parents, and the student [1].

At the start of the 2024 academic year, 519,039 students with disabilities were enrolled in French schools, accounting for 4.36% of the total primary and secondary school student body [2]. This figure has increased substantially since 2006, when approximately 155,000 students with special educational needs (SEN) were enrolled in mainstream schools. By 2022, this number had tripled to over 436,000 [3]. In 2023, 222,550 SEN students were enrolled in primary education and 232,850 in secondary education [4]. A 2024 report from the Cour des Comptes revealed that 3.3% of students in France have a recognized disability: 3.2% in primary schools and 3.5% in secondary schools. Middle schools (collèges) had the highest proportion in 2021, at 4.4%, compared to 0.9% in general and technological high schools (lycées généraux et technologiques) and 4.9% in vocational high schools (lycées professionnels) [5]. In higher education, 20,549 students declared a disability in the 2014–15 academic year, representing 1.17% of the total student population. Of those students, 91.5% were enrolled in universities [6]. The French concept of “élèves à besoins éducatifs particuliers” (EBEP) encompasses students with various needs, including those with high intellectual potential, physical, sensory, or mental disabilities, chronic illnesses, significant learning or adaptation challenges, and newly arrived students who do not speak French [7]. Public attitudes toward inclusion vary, with less favorable views toward students with intellectual disabilities than toward students with other types of disabilities [8].

The French Legal and Policy Framework for Inclusive Education

Several personalized support plans have been instituted to cater to individualized needs:

- The **Projet Personnalisé de Scolarisation (PPS)** is designed for students with recognized disabilities and is developed by the MDPH in collaboration with the student's family and educational team, with annual reviews [1].
- The **Plan d'Accompagnement Personnalisé (PAP)** supports students with long-term learning difficulties who require specific educational adjustments and a recommendation from a national education doctor [1].
- The **Programme Personnalisé de Réussite Éducative (PPRE)** targets students who are at risk of failing to master the expected knowledge and skills. It offers coordinated actions from in-class adjustments to specialized assistance [1].
- A significant recent development is the **Livret de Parcours Inclusif (LPI)**, a digital tool introduced to streamline information on support measures [2] and facilitate better communication among teachers, healthcare professionals, families, and specialists [9]. As of early 2025, more than 309,346 LPIs had been initiated, including 44,000 for students with a PPS [2]. The Ministry of Education aims to fully generalize the LPI by the 2025 school year [10].

Key Support Mechanisms and Stakeholders

The French education system supports SEN learners through various mechanisms and key stakeholders [1, 2]:

- **Accompagnants d'Élèves en Situation de Handicap (AESH)** provide individualized or collective support to students with disabilities. There were over 140,000 AESH in 2024, up from 78,816 in 2023.
- The **Unités Localisées pour l'Inclusion Scolaire (ULIS)** cater to students who need intensive support. There are 5,477 ULIS in primary and 5,569 in secondary education. The national goal is to have one ULIS per middle school by 2027.
- The **Maisons Départementales des Personnes Handicapées (MDPH)** evaluate needs and allocate support, including developing the PPS for students with disabilities.
- **Families** play a fundamental role by participating in meetings with teachers, AESH, and other professionals to discuss educational modalities and necessary adaptations.
- **Specialized institutions**, such as the Institut d'Education Motrice (IEM) for students with motor disabilities and other establishments for students with significant visual or auditory impairments, serve students with severe disabilities. These institutions often collaborate with mainstream schools.

- The **Centre National d'Enseignement à Distance (CNED)** offers distance learning options for students with disabilities and provides support from CNED-paid tutors.

Challenges in the Current System

Despite progress since the 2005 law, challenges remain in the French system for inclusive education, including coordination, data gaps, resource allocation, and teacher preparedness [3]. Reports have highlighted the difficulty of coordinating between the education and medico-social sectors, as well as the lack of centralized data necessary for effectively evaluating public policies. There is an overreliance on human support, primarily the AESH, which tends to be a compensatory measure rather than a systemic improvement in accessibility [3]. Many teachers feel unprepared to address diverse needs of EBEP in their classrooms. In fact, 48% feel unsupported, and only 10% believe they have the necessary support [11]. Training for teachers and AESH is often inadequate. A significant proportion of students experience learning difficulties, with one-third reporting inadequate support at school [12]. Higher education also faces challenges in creating inclusive environments, despite increased enrollment and exam accommodations. The increase in SEN students has put a strain on the system, with quantitative growth not being matched by qualitative support evolution [6]. There is a discrepancy between official statistics and teachers' experiences, suggesting a hidden population of students in need of support [2]. Reliance on AESH reflects a compensatory model that diverts resources from systemic accessibility measures [3]. AI interventions could alleviate systemic pressure by providing diagnostic tools and adaptive resources. AI could also enhance accessibility and reshape AESH roles by shifting the focus from compensatory to universal accessibility models.

National Strategies and Key Initiatives and Funding for Digital Inclusion

France's approach to inclusive education is framed by several key strategies:

- The **2019 Digital Education Strategy** mandated digital skills in primary and secondary education to strengthen inclusion for students with disabilities [13].
- The **2023-2027 Digital Strategy for Education** (Stratégie du numérique pour l'éducation 2023-2027) aims to enhance digital competencies, support teachers, and improve IT tools for inclusive schools [14].
- The **National AI Strategy** (Stratégie Nationale pour l'Intelligence Artificielle—SNIA) aims to position France as a leader in AI with a €1 billion investment under the France 2030 plan [15]. The Ministry of National Education and Youth's AI plan includes developing a "sovereign" AI tool for teachers, an AI

training module on the Pix platform, and a generative AI assistant for HR management. An AI ethics charter for education is also being developed [16].

France is supporting its strategic vision with concrete initiatives and substantial funding. Table 1 provides more details on these strategies and initiatives for AI in education and digital inclusion.

Table 1: Overview of Key French National Policies and Initiatives for AI in Education and Digital Inclusion

Policy/Initiative Name	Key Objectives related to AI/Digital/Inclusion	Target Groups	Key Actions/Mechanisms
Digital Education Strategy (2019) [13]	Make digital skills mandatory in K-12, strengthen inclusion of students with disabilities.	K-12 Students, SEN learners	Introduced CRCN (digital skills framework), initial deployment of Pix for certification.
Stratégie du numérique pour l'éducation 2023-2027 [14]	Strengthen digital skills, support teachers with tools/training, put digital tech at service of inclusive schools, ensure accessible & secure IT.	Students, Teachers, SEN learners	Reinforce governance, develop digital citizenship, provide resources & training for teachers, develop eco-responsible tools.
Stratégie Nationale pour l'IA (SNIA) [15]	Position France as AI leader, support deep tech AI, train AI talent, bridge supply/demand for AI solutions. Ministry: develop sovereign AI for teachers, AI ethics charter.	Researchers, Industry, Public Sector, Teachers	Funding (France 2030), talent development programs, AI ethics charter development, €20M call for sovereign AI for teachers.
France 2030 Investment Plan [15]	Accelerate innovation in key sectors including AI and education, train 100,000 in AI annually by 2030.	Multiple sectors, Students, Workforce	Significant funding for AI R&D, talent development, infrastructure projects (e.g., €20M for sovereign AI for teachers).
Territoires Numériques Éducatifs (TNE) [17]	Test pedagogical continuity, reduce digital divide, equip schools/students, train teachers, provide resources, support parents.	Students, Teachers, Parents, Local Authorities	Large-scale experiments, equipment provision, resource deployment (e.g., Kardi platform), teacher training, parental support programs.
Livret de Parcours Inclusif (LPI) [2]	Centralize SEN student support info, facilitate communication among stakeholders, ensure continuity of support.	SEN learners, Families, Teachers, MDPH	Digital platform for PPS, PAP, PPPE; progressive national deployment; collaboration with European Agency.
Pix Platform [16]	Assess, develop, and certify digital skills. Introduce AI-specific training for secondary students.	Students, Professionals, Citizens, Teachers	Online assessment and training platform, CRCN certification. Mandatory AI module for 4e/2de from R2025 (prompting, GenAI, bias, ethics).
DigiTruck France [18]	Provide free basic digital skills training in priority urban districts to promote digital inclusion.	Youth, Adults, Seniors in QPVs	Mobile solar-powered classrooms offering training on

			device usage, internet, email, job searching, basic coding.
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AI Tools and Solutions in Education and Training

The variety of AI tools shown in Table 2 are used for educational purposes and SEN learning.

Table 2: Selected AI Tools and Platforms for Special Needs Education Relevant to France

Tool/Platform Name	Brief Description & Key AI-driven Features	Target SEN Group(s)	Primary Use Case	Current Status/Availability in France
MIA Seconde [19]	AI-driven digital tutor for 2nd-grade (lycée) French & Maths; ~20,000 adaptive exercises, personalized learning paths.	General learning difficulties, students needing remediation	Remediation, personalized learning, skills consolidation	Experimental phase (pilot in 150 lycées), wider deployment planned Rentrée 2025.
Domoscio (Hub & Lock) [20]	Adaptive learning platform; ML for knowledge retention tracking, personalized revision, gap identification, resource recommendation.	General learning difficulties, corporate training	Personalized learning, skill reinforcement, memory anchoring	Commercially available (acquired by Rise Up).
Pix (AI Module) [16]	National platform for digital skills. AI module (R2025) for personalized training on AI concepts (prompting, GenAI, bias, ethics).	Secondary students (mandatory 4e/2de), teachers	Digital skills assessment & certification, AI literacy development	Public service; AI module in development, pilot Sept/Oct 2025, deployment Nov 2025.
Kardi Platform (Kaligo, Cantoo Scribe, Cabri Express) [21]	Integrated suite: Kaligo (writing), Cantoo Scribe (digital notebook for DYS), Cabri Express (inclusive maths).	Diverse SEN (DYS, writing/maths difficulties), all students	Foundational skills, accessible note-taking, inclusive mathematics learning	Offered free via TNE.
Glaaster [22]	AI software adapting texts (photo, PDF, image) for dyslexic users' needs; organizational tools, gamification.	Dyslexia	Assistive reading, comprehension support, homework management	Commercially available.
IRISPen Reader 8 / Readiris Dyslexic 2.0 [23]	Pen scanners & software with OCR, text-to-speech, highlighting, translation.	Dyslexia, reading difficulties	Assistive reading, text comprehension	Commercially available.

VoxiWeb [24]	Solution for internet access via a spoken interface.	Visual impairment	Accessible web browsing, information access	Commercially available.
CBoard / Pictalk / Picto-Selector [25]	Apps for Augmentative & Alternative Communication (CAA) using pictograms, image-to-speech, customizable libraries.	Non-verbal, speech/language difficulties, ASD	Communication support, language development	Free or supported by organizations (e.g., CBoard by UNICEF).
Isicrunch [24]	AI for automatic content recognition and semantic structuring in PDFs for creating accessible digital textbooks (ePub).	All students, particularly those needing accessible formats	Accessible digital textbook production	Service used by educational publishers.

Best Practices and Lessons Learned

Best Practices

Beyond the classroom teaching platforms and AI tools mentioned earlier, as well as the tools suggested by Eduscol (<https://eduscol.education.fr/>) that can be used by students at different levels (e.g., Adaptiv'Math, Mathia, Lalilo, and Navi for primary education, and MIA Seconde and MOOCs for secondary education), AI is developing assistive tools that address specific disabilities directly:

- Social robots for autism [26]:** The Inria/LORIA LARSEN team pioneered the use of robots as mediators in specialized autism classes. In these projects, such as the one in Bar-le-Duc that began in 2019, children work in pairs with a Cozmo robot to play games. Cozmo, a small tracked toy truck with an expressive digital “face,” encourages cooperation — it “ronchonne” (makes grumbling sounds) when ignored and smiles when praised. Evaluations show increases in joint attention and communication behaviors; children are more likely to point to objects and share their attention in both the classroom and the playground. Teachers report that the robot “helps them a lot” by consistently engaging the children. Crucially, the robot acts as a social catalyst; its predictable and uncomplicated emotions put autistic learners at ease, and group activities around the robot build transferable social skills. The educational goal is inclusion — the robot itself is not the end goal, but rather a means to promote human-to-human interaction.
- AI-powered sign language and translation [27]:** France’s research community is developing AI to assist deaf learners. For instance, Université Bretagne-Sud is working on a project that uses 3D avatars and generative AI to translate text or

speech into French Sign Language (LSF). These “signing avatars” can generate sign language videos from web text or spoken French and can be used to create digital learning resources, such as videobooks and apps, for deaf students. This addresses the chronic shortage of LSF resources. By automating translation, educators can provide real-time sign interpretation and create captioned sign language materials, thereby opening access to mainstream content.

- **Speech and vision aids [28]:** AI-driven speech-to-text and text-to-speech systems are becoming more common. Analyses of large language models have shown that combining AI with voice recognition can empower students with visual impairments or reading disabilities. Inclusive AI is also being used in vocational schools and workplace training. Private e-learning vendors have integrated accessibility AI. For example, Apolearn’s LMS is used by many professional training centers and companies. It automatically adds captions to videos and transcribes audio. It also uses image descriptions to help learners who have difficulty seeing. These features help companies follow accessibility laws (which require employee training) and make it easier for more people to use them. The same AI can help adults with dyslexia or language difficulties by providing alternative formats. Public funding programs support innovation. For example, the Ministère’s Édu-Up scheme (2023–25) explicitly invites projects using AI to serve inclusive education priorities. Projects that receive support must follow the RGPD and making websites easy to access. Some apprenticeship networks and adult education providers are testing AI tutoring chatbots and adaptive quizzes for learners with cognitive or sensory impairments, although these are still being developed.
- **Higher education and teacher training [29]:** France Éducation International’s AI4T project created an open textbook and MOOC on AI in education for teachers. Universities (Écoles supérieures du professorat et de l’éducation) are also adding AI literacy to their teacher certification programs. Teachers who know about accessible AI can work with students to design tools and know when AI solutions might not work or be biased.

Key Success Factors

The experience in France highlights several enablers for effectively including AI:

- **User-centered design:** Successful AI tools are co-developed with input from teachers, learners, and specialists. For instance, the P2IA projects were developed with the help of cognitive researchers and classroom feedback [19]. Inria’s autism project engaged educators and parents through the regional DANE [26]. Engaging stakeholders early on ensures that the AI meets real needs and considers the cultural context.

- **Teacher training and support:** It is essential to equip educators to use AI. Platforms that offer built-in training for teachers see better uptake [28]. In France, resources such as the AI4T MOOC [29] and vendor-led webinars teach teachers how to use and integrate AI tools pedagogically and technically. Administrative offices, such as DANE, provide ongoing support to educators in inclusive AI projects [26].
- **Ethical data practices:** Inclusive AI depends on ethical data use. All projects cite GDPR compliance, often as a funding condition [30]. Designers conduct privacy impact assessments and adopt AI models that have been vetted for reliability. For example, the Reims INSPE group is developing a knowledge-validated AI (RAG framework) to ensure that AI outputs align with the French curriculum [31]. Successful projects generally follow the French CNIL's AI recommendations, such as data minimization and human oversight.
- **Accessibility standards:** Compliance with national accessibility standards (RGAA) is mandatory. For instance, the Édu-Up program requires all funded resources to comply with RGAA v4.1. Tools like Apolearn incorporate high-contrast modes and keyboard navigation. Designing for accessibility from the beginning allows providers to avoid retrofitting and ensures that learners with various impairments can use the tools [30].
- **Holistic interventions:** Effective AI use is part of a broader support system. For instance, robot-assisted classrooms (Inria) did not rely solely on the robot; they also included follow-up activities and clinician guidance. Similarly, AI screening for conditions (e.g., autism detection) is coupled with psychological assessment and therapy [26]. In essence, AI is treated as a supplement to human expertise.

Barriers and Lessons Learned

Despite its successes, several challenges temper expectations:

- **Data and bias:** AI trained on narrow or non-French datasets may malfunction. For sign language, the lack of annotated LSF corpora means that translation systems may be imperfect. Large language models often underperform on French educational content, which can lead to errors or "hallucinations." Consequently, developers must constantly validate AI outputs for accuracy [32].
- **Privacy concerns:** Collecting sensitive data on learners, especially minors, raises ethical issues. Schools must handle biometric data (e.g., from emotion-detecting robots) and personal learning profiles under strict privacy rules. Some programs address this issue by processing data locally or by obtaining explicit consent from families. The extra compliance workload is a known barrier [29].

- **Technology access:** Inequitable access to devices and the internet can widen existing gaps [17]. Rural or underfunded schools may not have enough tablets to use apps like Navi, and they may not have Cozmo robots. Solutions often require hardware, such as tablets and robots, and training, which some schools struggle to afford. National investment programs and partnerships have been used to bridge this divide (e.g., providing robots to pilot classes).
- **Teacher capacity:** Many educators were initially skeptical or unprepared to use AI. In early deployments, teachers needed support to integrate the tools into their pedagogy rather than seeing them as “add-ons.” Pilot programs have found that success depends on aligning AI use with classroom routines and providing concrete examples of its benefits [29]. Ongoing professional development is needed to build confidence.
- **Risk of isolation:** If not carefully managed, AI could inadvertently isolate students [33]. For instance, a hyper-personalized app could reduce peer interaction or teacher engagement if used without coordination. Projects countered this by emphasizing group tasks or requiring teacher-led discussions about AI-generated feedback. The lesson is that AI should foster collaboration, not replace human contact.

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