

## Country profile **FRANCE** **V4.0**



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## Overview

MEDIA LITERACY DEVELOPMENT					
Little consideration is given to the <b>ML skills in the educational curriculum and life-long learning</b>					<b>Media skills development is a core objective and is dealt with systematically in the curriculum.</b> <b>Adequate resources are available.</b> <b>Evaluation takes place both within and outside of the education system.</b>
Hardly any basic <b>teacher training</b> given					ML forms <b>part of basic and further teacher training</b> . Both, technical and critical awareness are included. Systematic ML training for parents and teachers.
Non existent <b>ML evaluation systems</b>					<b>ML is evaluated</b> not only in an educational context, but as a basic life skill.
Scarce <b>access to and production of didactic resources</b>					Didactic resources aimed at teachers, parents and professionals exist. <b>There are centres with up-to-date resources</b> that are well organised and produced on a regular basis.
<b>Systems for guidance and orientation on ML</b> doesn't exist.					Important centres for <b>ML guidance and orientation exist</b> . Good systems for coordinating and uniting efforts.
<b>Stable ML campaigns</b> doesn't exist.					There are important, large-scale and far-reaching <b>ML initiatives and events</b>
<b>Specialised government or public departments on ML</b> doesn't exist.					<b>Organised centres exist</b> that bring together different areas of public administration
Almost none <b>Involvement of civil associations with ML</b>					<b>There are important and influential associations involved with ML</b> which unite different entities and promote relations between different institutions.
They are hardly any <b>regulatory authorities</b> involved in the area of ML					<b>Regulatory authorities</b> are constant and systematic in the area of ML. They endorse parliamentary, institutional and civic participation. They evaluate the progress of media literacy.
<b>Media</b> barely broaches ML programmes and initiatives.					Systematic and regular ML <b>projects launched by public media</b> take place, in conjunction with other institutions and entities.
<b>Media industry's mediation towards citizens</b> is not well developed					<b>Systematic and coherent mediation</b> . Particular attention paid to plans for media literacy. In connection with services for the defence of consumers.
Very sporadic and incoherent <b>visibility and public debate on ML</b>					Important <b>events and fairs take place on a regular basis</b> . Support of public institutions. Emphasis on media literacy. Active involvement of citizens.
<b>Incentives for creative production by citizens</b> hardly exist.					Good <b>promotion in all contexts</b> . There are prizes, support mechanisms and grants. There are also festivals and fairs specifically aimed at children and young people.
<b>Research</b> rarely deals with ML subjects.					There are specific <b>institutions for research, Permanent Observatories and regular and continuous studies</b> . High level of participation in international networks.
Rare participation in <b>international cooperation initiatives</b>					Leadership and international reference. Centres with <b>international links</b> .
<b>Participation of families</b>					Good level of association and dedication to the theme. There is cooperation and unity between institutions. Good participation at an international level.
<b>Few Commercial communication initiatives</b>					Specific centres and initiatives

## General Situation

### Integral action and a singular focus

The promotion of media literacy in France – which was sporadic for many years – has gained force recently with specialised initiatives aimed at the educational system and the development of Information Society.

Media literacy is now being approached in a cooperative and integral manner, and some important accomplishments have been achieved. For example, the education system, media industry, citizens associations and regulatory authorities are all now involved in media literacy. Thus, collaboration between media professionals, teachers and parents is commonplace via different platforms and forums for discussion and action. Also, there has been a recent trend towards a more inter-disciplinary focus and a media convergence. There is still a lot to do to develop this education.

Nevertheless, one cannot ignore that on occasions, this integration is faced with two obstacles: a) the dispersion and specialisation of efforts – often centred on a single form of media and distanced from today's media convergence; and, b) that ICT has been introduced with more focus on technical aspects, rather than critical aspects.

This integration is, to a large extent the product of the participation and reception **that UNESCO proposals have traditionally received in France**, and the specific work carried out by UNESCO's French commission on the subject in recent years. It is therefore important to note the influence of several important events: the creation of the Film and Television Council by UNESCO, which was aimed at, among other things, the promotion of media education; Two important programs had been developed in the eighties: JTA (Young active TVviewer) and ICAV (Initiation about audiovisual Communication) .The 1990 UNESCO conference "New Directions in Media Education" which was supported by the CLEMI and followed the conference held in Grunwald in 1982; and the two conferences on media education organised by UNESCO's French commission in 2005 and 2007. Other important influences have come from the various reports and investigations on the media and its impact on young people and on education, which have brought attention to the<sup>1</sup> importance of actively developing media literacy; and the **Conseil Supérieur de l'Audiovisuel (CSA)**<sup>2</sup>.

The focus on media education and media literacy in France arises from various traditions: the development of semiology and discourse analysis; the tradition of film analysis, the pedagogical tradition of knowledge of ones' surroundings and the development of local communication and proximity, which has emphasized the need for fomenting the participation of citizens and values in public services. In addition to these points, the current attention being paid to ICT must be considered. In this context, Anglo-Saxon influence, widespread in almost all of Europe – is compensated by local theoretical traditions.

With regards to commercial communication, the most significant initiatives are based around criticism of advertising and active resistance to it. In general its abuses and excesses are criticised and action against them is promoted. There is also another approach linked to semiotic and economics.

### ML in the curriculum

The **new law** of 23 April 2005 set out the basic skills and objectives in education, among which media studies was established as part of the compulsory education curriculum. It was introduced in subjects dealing with the development of children's abilities of analysis and skills required for living in a free society where technology plays a fundamental role, so as to learn how the technological system works, the laws that govern its operations and the way technological advances affect their environment. Since October 2006, **media education has been a specific objective in the teaching of general skills related with social and civic participation**, and is aimed at developing a critical approach to the media. It is important to point out the existence of IT and **Internet Certificates**, known as **B2i**, granted to elementary and secondary school students who demonstrate competence in ICT.

In August 2006, the Ministry of Education published a report written by a group of experts which outlined specific measures for promoting ICT in education. It recognised the progress that had been made in recent years: ICT training had been systematically introduced into the system and there was a good level of Internet use among young people. Other encouraging facts included that children have become more familiar with ICT than their parents (over three out of every four children between 13 and 14 uses Internet regularly). 72% of households with children had Internet, while out of the population in general, only 56% had Internet. The

<sup>1</sup> Cf. Divina Frau.Meigs y Sophie Jehel, *Jeunes, Medias, violences*, Paris, Edi.Economica, 2002.

<sup>2</sup> CSA *Protection de l'enfance et de l'adolescence à la télévision et à la radio. Bilan de l'action du CSA*, Octobre 2006.

report outlined some official campaigns; such as the promotion of laptop purchases among students and one aimed at teaching parents about child protection systems for Internet<sup>3</sup>.

The conclusion is clear: **the educational system has included ICT into its routine**, which will produce a notable change, creating new links between schools, families, local communities and society in general. However, according to the report, France may be able to achieve a reasonable level of ICT use in the 21<sup>st</sup> century, but it is necessary to campaign against certain inequalities and gaps that currently exist.

The measures proposed have five main goals: 1) Better integration of ICT in the curriculum via the introduction of practices and the requirement of the B2i skills certificate; 2) Increase in teacher training and follow-up; 3) Boost cooperation between education, communities and local organisations for the development of ICT; 4) Promotion of the production of digital materials for education; 5) Promotion of measures aimed at improving the distribution of Internet access in different territories.

The CLEMI (centre for liaison between teaching and information media) – which at its creation has paid particular attention to the press – has also been made responsible for the promotion of media education in all its facets, its mission being “promoting, especially by means of training activities, the multiple use of news media in teaching, with the aim of encouraging a better understanding of the world by pupils while simultaneously developing critical understanding”.

### Actors in ML

The official presence of Media Literacy is defined by initiatives provided by important public institutions, principally the **CLEMI** and the **Ministry of Education**, which are responsible for promoting and developing media education in schools, and which pay particular attention to collaboration with the media and communication professionals. The **Ministry of Culture** and the Ministry of Youth also considers the media and the use of ICT to be an important part of the development of communication and citizenship when dealing with issues such as social exclusion (campaigns about films, photography, etc. ) and the Ministry for Youth and Sports .

The media regulatory authority, the **Conseil Supérieur de l’Audiovisuel**, also promotes initiatives in media education, specifically with regard to the protection of minors from television content<sup>4</sup>. The **Institut National de l’Audiovisuel (INA)**, which is responsible for the national audiovisual archives, also plays an important role in the promotion of media education initiatives.

Civil society is active in the field of media literacy. Families’ and media associations have created the **CIEM**, which promotes public campaigns aimed at encouraging a higher level of protection of children and adolescents against high-risk media content (violence, etc.). One example of such an association is “**Pieds dans le P.A.F. (Paysage Audiovisuel Français)**” or **APTE : Les écrans, les médias et nous**.

The media industry in general, and particularly the press and television industry, also plays an important role. The most widely-read newspapers participate in campaigns related to the promotion of media literacy (such as their participation in the press and media week organised by CLEMI); French television groups produce and promote educational content and teaching resources, particularly France 5, which has a long tradition of supporting media literacy. France Télévision also has a mediator for its audiences, and its website provides support for teachers, as does TV5 Monde.

The **EDUCAUNET** project provides teacher training on safe Internet use and **EMECE**, supplying teachers with online resources.

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<sup>3</sup> Parents have an increasingly positive opinion of the protection of the children on Internet, in particular thanks to the campaigns for protection of minors on Internet. In one year, the percentage increased from 66% to 84.8% of parents knowing the existence of the software for the protection of children on Internet (December 2006). Results of the Barometer of the Delegation for the use of the Internet (5e vague), at: <http://delegation.internet.gouv.fr/barometre/decembre2006.htm>.

<sup>4</sup> An assessment of the action taken in the field by the CSA can be found in the following document: *La protection de l’enfance et l’adolescente à la télévision et à la radio. Bilan de l’action du CSA, Octobre 2006*. [http://www.csa.fr/upload/publication/csa\\_protection%20enfance.pdf](http://www.csa.fr/upload/publication/csa_protection%20enfance.pdf)

There is also a strong drive to promote the study of film and to support film production. As a result, many fairs and festivals offer activities related to the education of children and young people.

Some good examples of Media Literacy are the “Press and Media in Schools Week”, the Websites CNS, “Canal numérique des savoirs” and KNE, “Kiosque numérique de l’éducation” or the TV public channel France 5.

### **Statistics Information Society**

France has a population of 62,886,171 with a high percentage of Adult literacy rate of 99%. Also, 96% of French households have at least one television while the telephone lines reach the 99%. In the case of computers number are less impressive with a 56% of households with at least one computer; talking about Internet, 39% of individuals are using regularly the World Wide Web. In all France the level of Internet access in households is 41%.

Newspapers have a important position (even if daily papers have difficulties) between French people with a 90% of people reading them at least a few minutes per day (including free ones). People who watch television from 1 to 3 hours per day reaches the 55%, while almost a 58% of radio listeners do this activity every day less than an hour.

## 1. Media Literacy-related policies and actions

### 1.1 Government and authorities

#### Centre de Liaison de l'Enseignement et des Médias d'Information (CLEMI)

[www.clemi.org](http://www.clemi.org)



#### Key reason

Official body in charge of devising and promoting media education in France. Does a great deal of work in the promotion of media literacy, and the use of media in education in order to give students a better understanding of the world that surrounds them in a citizenship perspective., both through media analysis and production.

#### Definition

This organization, associated with the Ministry of Education's National Pedagogical Centre, was created in 1982, to provide a link between education and the media. CLEMI promotes the use of media in education, and the development of critical thinking. Network in all regions

#### Media Literacy-related campaigns or initiatives

- **La semaine de la Presse dans l'Ecole** (Press Week in Schools): Installation of newspaper and magazine stands in volunteering schools; analysis of the press, debates, round tables, conferences and competitions related to traditional press and cyber-journalism. Target: 4.3 million students.
- **Fax! and Cyberfax! Programme:** Young writers of school newspapers (print or on-line)work remotely on editing an international newspaper. Its newsroom is based in a school, which which takes responsibility for the day's edition.
- **Teaching notes:** Consultation of teaching notes for all educational levels. They come from *dossiers* put together for the press week and for school media.
- **Training:** Pedagogical workshops, visits to media, conferences. Content analysis; teaching media (formation of future citizens). Every year, about 24,000 teachers participate in these training programmes.
- **Experience and resource centre:** A response to the demand from organizations wanting information on the role of the media in education.
- **Publications:** Used to assist in teaching practices on media literacy. Promotes and supports the creation of ways for young people to express themselves in schools.
- **Le Conseil d'orientation et de perfectionnement.** Evaluates the work of CLEMI and the projects underway; puts together recommendations for projects.
- **Mentor association:** Founding member of Mentor Association. Professionals and researchers who have come together from the world of media literacy to promote research and provide a space to share knowledge in the field; promotes international conferences, provides all the basic documentation on ML and develops materials on ML.
- **European projects coordination or participation:** Educaunet, Media-educ, Allmedia, Mediappro, etc.

#### Target groups

Young people, teaching staff.

## Le Conseil Général des Technologies de l'Information (CGTI)

[www.cgti.org/index.php](http://www.cgti.org/index.php)



### Key reason

Responsible for the introduction of ICT into all areas of society. It is, however, more of a supervisory and investigative role than one of media literacy promotion. Also involved in control and evaluation.

### Definition

Competent agency in the area of information technology and audiovisual techniques. The CGTI conducts studies and missions on information, control and evaluation. Responsible to the General Secretary of the "Conseil Stratégique des Technologies de l'Information (CSTI).

The CGTI provides opinions on questions in its field of expertise, including regulatory texts that are underway. May also send proposals to any minister related to these sectors.

Presents reports which are generally confidential, except in the case of certain studies aimed at specifying a given theme.

### Media Literacy-related campaigns or initiatives

Programmes undertaken by the CGTI:

- **The evolution of society.** Impact of the development of Internet communications.
- **Report on the contribution made by new technologies to the modernisation of the educational system.**

### Target groups

Sectors involved in telecommunications and audiovisuals, administrators, entities, businesses.

## Éducnet

[www.educnet.education.fr](http://www.educnet.education.fr)



### Key reason

Supports action in various areas of Internet education, which, aside from the promotion of ICT in education, includes programmes destined to build confidence and increase safety in Internet use.

### Definition

Ministry of National Education, Higher Education and Investigation website dedicated to making the use of ICT in education more widespread. Run by the Department of Technology, part of the TICE, to promote ICT Educational devices for learning and self-learning.

On the website, support is given to the missions of the Department of ICT in Education (SDTICE) and the Delegation of Internet Use (DUI).

### Media literacy-related campaigns or initiatives

- **Primary**
  - **PrimTICE:** ICT applications bank for primary schools.
  - **Application of "White Boards".**
- **Secondary**
  - **B2i and education in secondary schools.** Aimed at educating the public on the social impact of ICT.
  - **Student integration:** Use of ICT for schooling of pupils who travel (Puy-de-Dôme school); children with special educational needs, sick children (National Centre for Distance Learning) and children with disabilities (Handiscol).
  - **Espaces Numériques de Travail:** Project to evaluate the use of ICT in secondary schools.
- **Higher Education**
  - **Certificate of IT and Internet (C2I)**
  - **ENT:** Digital work spaces for the student community.
  - **Regional Digital Universities.** Online services for the university community.
  - **Support schemes for ICT projects in universities:** Discussions and seminars, investigations, reports and support tools.

- **Vinz et Lou sur Internet**<sup>5</sup> Monthly online videos (and teachers' notes) for teaching children aged between 7 and 12 how to use the Internet.
- **Resource bank:** Disciplinary or inter-disciplinary teaching resource service.
- **Renater:** Network of teaching and investigation sectors using metropolitan infrastructure and international links. Educational managers and local communities can connect the networks of institutes, schools and colleges to it.
- **Protection of Minors:** "Confidence" program, which forms part of the Internet Safer Plan.

#### Target groups

General public, institutions and educational managers, teachers, students.

#### Délégation aux usages de l'internet

<http://delegation.internet.gouv.fr/>

#### Key reason

Its aim is to generalize the development the use of the ICT in educative institutions as between the French population.

#### Definition

Created in 2003 by the Inter-ministerial Committee for de IS, the Délégation aux Usages de l'Internet (DUI) has as mission to coordinate the operations concern the use or the ICT in benefit of citizens. DUI depend of the Ministry of National Education, Higher Education and Investigation.

#### Media Literacy-related campaigns or initiatives

- **Le programme "Jeunes et familles"** (Young People Programme):
  - Public Access: Public digital centres (NetPublic).
  - Equipment of students and families (laptop).
  - Promotion of alternative technologies of connection (Wi-Fi, Wimax); publication of the guide
  - Safer internet for people in general an minors especially.
  - Training and support.

#### Target groups

Teachers, advisors, students, parents.

#### Agence des Usages TICE

[www.agence-usages-tice.education.fr/accueil.asp](http://www.agence-usages-tice.education.fr/accueil.asp)



#### Key reason

Boosts international cooperation and research on the use of ICT in education. Deals with aspects of media literacy, but its main focus is on the use of ICT as a tool rather than as an aim of media literacy.

#### Definition

Established as part of the National Centre for Pedagogical Documentation (CNDP), the TICE usage agency offers services to the whole educational community, to promote the use of ICTs in teaching practice, gathering and distributing information on ICT use.

It works in conjunction with the Ministry of National Education, Higher Education and Investigation's department of ICTs for education (SDTICE).

It has a team of three professionals and a network of academic correspondents from all over France, who collaborate by exchanging information on the use of ICTs in their centres.

<sup>5</sup> Retrieved at : <http://www.educnet.education.fr/primaire/vinz-et-lou/>

### Media Literacy-related campaigns or initiatives

- “TICE pour Tous”: Thematic dossiers allowing teachers and parents of students to develop the use of ICTs, related to self-learning.
- **Resources:** Official texts, statistics, data bases, materials and logistical tools.
- **Work-Study Groups.** Investigational projects on the use of ICTs in education.
- **International collaboration** for training and the production of resources.

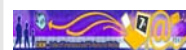
### Target groups

Teachers, advisors, students, parents.

## 1.2 Civil society

### Collectif Interassociatif Enfance et Media (CIEM)

[www.collectifciem.org](http://www.collectifciem.org)



### Key reason

Its aims are the development and protection of minors relating to media, with particular attention in training of parents, children and young people in media literacy. It also works towards increasing civil participation in the media and the representation of different stakeholders in children's media.

### Definition

Federation of associations involved in childhood and the media.

### Media Literacy-related campaigns or initiatives

- “**Enfants, Ecrans, jeunes et medias**”. Website that provides information, advice and where users can participate in debates on childhood and media literacy.
- Organizes media literacy **training courses** and activities
- Conducts research and shares experiences in media literacy.

### Target groups

Parents, children, young people, teachers, authorities.

## 1.3 Commercial communication

### R.A.P (Association Résistance à l'agression publicitaire)

<http://antipub.net/>



### Key reason

Promotes media literacy, backing critical awareness of advertising techniques in order to combat the possible damage they cause.

### Definition

Association founded in 1992 to defend the rights of French citizens in the face of advertising.

### Media Literacy-related campaigns or initiatives

- To develop the critical sense of young people in the area of publicity.
- **La semaine sans 100 télés:** A week in which people voluntarily switch off their televisions and spend their time on other activities (family life, leisure, debate, etc.)
- **Active opposition to the introduction of advertising into the educational system.**

### Target groups

General public, social associations.

## Casseurs de pub

[www.casseursdepub.org](http://www.casseursdepub.org)

**CASSEURS DE PUB**

### Key reason

Aims to create a publicity criticising consumer society, increasing critical awareness of advertising among young people.

### Definition

Association for the protection of the rights of French television viewers.

### Media Literacy-related campaigns or initiatives

- **La semaine sans 100 télés.** A week in which people voluntarily switch off their televisions and spend their time on other activities (family life, leisure, debate, etc.)
- **Journée sans achat:** A day without shopping to reflect on the influence of advertising.
- **Rentrée sans marques:** An annual campaign to protect students against an invasion of advertising into the classroom.

### Target groups

General public, social associations.

## 1.4 Audiovisual works

## France 5 Education

<http://education.france5.fr/>

education.france5.fr  
L'ESPACE EDUCATIF DE FRANCE 5

### Key reason

F5 is a public educational TV channel which often broadcasts programmes related to Media Literacy. The best known of these was: Arrêt sur l'image. Regularly collaborates with CLEMI to produce programmes and materials on media education.

### Definition

TV Channel and website offering educational programs and information and services (related to France 5's educational programmes) to help teachers bring classes to life, help students understand the area and to provide guidance for parents.

### Media Literacy-related campaigns or initiatives

- **Educational programmes in ML:** The best example: **Dossier de l'écran.**
- **Teachers' page:** with teaching resources (as well as a section dedicated to media literacy) and educational dossiers; selection of educational films.
- **Students' page:** according to school level.
- **Parents' page** with agenda, educational games.
- **Lesite.tv<sup>6</sup>:** Developed by France 5 with the support of France's Ministry for National Education, Higher Education and Investigation. It is an interactive site which is aimed at meeting the demand for educational television.

### Target groups

Anyone interested in education: teachers, students, and parents.

<sup>6</sup> See at: <http://www.lesite.tv/>

## Institut National de l'Audiovisuel (INA)

[www.ina.fr](http://www.ina.fr)



### Key reason

Promotes Media Literacy campaigns, sometimes in conjunction with CLEMI. Sponsors publications and research in Media Literacy. Also supports the use of audiovisual materials in education.

### Definition

Independent industrial and commercial public institution. In parallel to its commercial activities, the INA has an active policy of promoting audiovisual archives for cultural and educational purposes, to conserve national audiovisual heritage (collection, preservation, restoration and access to said funds).

### Media Literacy-related campaigns or initiatives

- **Apprendre:** Online space organised into school levels and subjects aimed at helping teachers to prepare their classes and specifically “Decryptage”, media education space co-edited with CLEMI.
- **Apprendre la Télé: le J.T.:** DVD-ROM concerning media education about TVJournal.

### Target groups

Teachers and students of schools, colleges and universities; audiovisual professionals.

## Conseil Supérieur de l'Audiovisuel (CSA)

[www.csa.fr/index.php](http://www.csa.fr/index.php)



### Key reason

Its function links it to policies of regulation and active audience participation, through work in the area of producers of audiovisual materials.

### Definition

Independent administrative authority whose function is to guarantee freedom of audiovisual expression in France, as set out by law.

It is a regulatory body that works as a link between the media and the public, guaranteeing and promoting freedom of audiovisual expression and ensuring pluralism and honesty of information.

### Media Literacy-related campaigns or initiatives

- **Protection of minors on television<sup>7</sup>:** Video to spread awareness in the categorisation of television programmes. The CSA has promoted the categorisation and signalisation of programmes according to age so that parents and educators know what contents children may see.

The following are CSA work groups in the area of media literacy:

- Professional ethics of information and professional ethics of programmes.
- Protection of minors.
- French language and francophone mission.

### Target groups

General viewing public.

<sup>7</sup> [www.csa.fr/protection\\_mineurs\\_TV/](http://www.csa.fr/protection_mineurs_TV/)

## Cap Canal

[www.capcanal.com/capcanal](http://www.capcanal.com/capcanal)



### Key reason

Experienced in the production of educational audiovisual materials on subjects and events relevant to modern society. Promotes image education by means of images.

### Definition

Private TV channel which produces educational programmes aimed at children, teenagers, parents, teachers, university students and for adult education, to educate on image by means of images.

### Media Literacy-related campaigns or initiatives

**Production and programming** of educational videos for different sectors of the public.

**Pedagogical dossier** and links to **resources available on the Internet**. Offered to elementary and junior schools in the broadcasting area.

### Target groups

Children, teenagers, parents and educators.

## Les Pieds dans le PAF (Paysage Audiovisuel Français)

[www.piedsdanslepaf.org](http://www.piedsdanslepaf.org)



### Key reason

Promotes media literacy by encouraging the participation of citizens in action to influence TV content, giving support to new creators.

### Definition

Association for the defence of the rights of French television viewers, making the voices of TV viewers heard.

### Media Literacy-related campaigns or initiatives

- **La semaine sans 100 télés**. Promotes the awareness of the public and the debate of the role of the media and specifically television, with a week in which people voluntarily switch off the television and spend their time on other activities (family life, leisure, debate, etc.)
- **Video creation workshop "Botoù Koad"**: Aimed at amateur film makers for making collective productions, with priority given to documentaries.
- **TV-Troquet**: Bi-monthly event held in St. Nazaire to distribute local productions and those from external associated producers. It efforts the audiovisual works that generally are not difused in commercial television.

### Target groups

General audience, social associations.

## Médiateurs de France Télévisions (France Télévisions)

[www.francetelevisions.fr/recup\\_data/recup\\_1.php?numero=3&lq=fr&mode=html](http://www.francetelevisions.fr/recup_data/recup_1.php?numero=3&lq=fr&mode=html)



### Key reason

Promotes the participation of citizens and highlights the responsibility of industry to provide a space for the opinions of audiences, encouraging viewer participation in television and the analysis and critique of programmes, reflecting the level of citizen's awarness in face to the media. The Médiateur allow to have a direct relation between spectator and media industry.

### Definition

Intermediaries between television viewers and the channel. Its statute guarantees the independence necessary for carrying out its work. Makes a public annual report in which it compiles observations, criticisms and analyses by TV viewers, and sends these observations to writers and managers. There is a specific mediator for every channel (TV or radio).

### Media Literacy-related campaigns or initiatives

- The news **mediator** for France2 has a 20-minute Saturday **morning programme**. It introduces a

critical perspective on the contents.

- **Votre télé et vous:** Programme broadcast by France3, in which the voice of viewers is heard one Sunday each month. Matters related to programming are broached. One journalist and one expert respond to questions put forward by the public.

#### Target groups

TV audiences.

#### Apprendre.TV (TV5 MONDE)

[www.tv5.org/TV5Site/programmes/accueil\\_continent.php](http://www.tv5.org/TV5Site/programmes/accueil_continent.php)



#### Key reason for inclusion

Work undertaken by the commercial TV station supporting media literacy includes information on how to convert television and interactive media into learning tools. It mainly serves as an Internet-based service educational use.

#### Definition

TV5Monde's website which specialises in the diffusion and teaching of the French language using tv and interactive tools to teach and learn.

#### Media Literacy-related campaigns or initiatives

- **Enseigner. TV:** TV5Monde website offers videos and interactive teaching resources (guides and exercises) for use in French language learning and to accompany channel programming.
- **Apprendre.TV:** Site which offers thematic collections and exercises for learning French.
- **Langue Française:** Videos and interactive online resources for learning French.

#### Target groups

TV audiences.

#### Festival Cinéma d'Alès Itinérances

[www.itinerances.org](http://www.itinerances.org)



#### Key reason

This festival includes a section that is dedicated to giving young people the necessary tools to develop critical sense.

#### Definition

Film festival in which critical sense is promoted.

#### Media Literacy-related campaigns or initiatives

- **Apprendre a regarder - regarder pour apprendre:** Some 30 films of different genres aimed at children are shown.
- **École et cinéma:** This programme follows the progress of a group of students from different schools through their diaries. Film critique competition.

#### Target groups

Young people and teachers in the school system.

## Plan Séquence

[www.plan-sequence.asso.fr](http://www.plan-sequence.asso.fr)



### Key reason

Association involved in film and the critique of films.

### Definition

Organisers of the **Festival International du Film d'Arras**. The main objectives of the association are to encourage the participation of the general public in their passion for film and awaken a love of film among young people.

### Media Literacy-related campaigns or initiatives

- **Festival International du Film d'Arras:** includes a part named **Le festival des Enfants**, in which films dedicated to children are shown and children are introduced to the language of film.
- **Jeune public:** Film cycles shown throughout the course of the year. Periodically, "ciné-goûter" sessions are held, in which young people view films and then express their opinions on them. A series of collectable educational fact sheets are produced (which are also downloadable from the website).

### Target groups

Young people and teachers in the school system.

## Entrevues. Festival du film Belfort

[www.festival-entrevues.com/](http://www.festival-entrevues.com/)



### Key reason

The festival features a section dedicated to youth education.

### Definition

Film festival for young people aimed at creating an educated European film audience. The idea is to bring film to schools and schools to film.

### Media Literacy-related campaigns or initiatives

- **Séances scolaires:** aimed at primary and secondary schools.
- **Prémieres épreuves:** all secondary school classes of subjects related to audiovisual media are invited to screenings.

### Target groups

Young people and teachers in the school system.

## Cannes Cinéma

[www.cannes-cinema.com](http://www.cannes-cinema.com)



### Key reason

Provides sessions for young people.

### Definition

Film festival with a section on media literacy for young people who want to learn to reflect, analyse, judge and work.

### Media Literacy-related campaigns or initiatives

- **Ecrans Junior:** Selection of 10 films for young people aged from 10 to 15 which are aimed at provoking reflection. The students form a jury and select the film they want to work on in class.

### Target groups

Young people and teachers in the school system.

**L'Association pour un Festival du Film pour l'Enfance**  
**«Plein le Bobine Festival de Cinéma Jeunes Publics du Massif du Sancy»**  
[www.pleinlabobine.com/](http://www.pleinlabobine.com/)



**Key reason**

The festival features activities related to image education and the promotion of production.

**Definition**

Organises the “Plein la Bobine Festival de Cinéma Jeunes Publics du Massif du Sancy” Festival

**Media Literacy-related campaigns or initiatives**

- **“Plein le Bobine Festival de Cinema Jeunes Publics du Massif du Sancy”:** Festival aimed exclusively at children.
- **Workshops:** A series of workshops on animation and reading, for young people to familiarise themselves with audiovisual language.
- **Classe Presse:** Each year, the festival organisers invite a school class to act as journalists for the duration of the festival. The reports they make, under the supervision of a teacher, are published on the website <http://www.10-15.com/> (Students' Internet diary).
- **Class Jury:** The classes that make up the jury receive teaching on image throughout the course of the year.

**Target groups**

Young people and teachers in the school system.

**Aux 4 coins de l'enfance**

<http://aux4coins.org>



**Key reason**

Aims to bring film closer to children and young people to increase their awareness of the world.

**Definition**

Association involved in encouraging an interest in quality film among young people, at the same time as creating consciousness among them about the world around them.

**Media Literacy-related campaigns or initiatives**

- **Les jeunes et le cinéma:** Touring festival featuring a series of films aimed at increasing awareness of cultural diversity among young people.
- **Enfants jury:** Aimed at developing an analytical spirit among young people, helping them to understand the meaning behind images.
- **Workshops on audiovisual techniques:** Workshops teaching about film-making processes.

**Target groups**

Young people and teachers in the school system.

**La Cinémathèque française**

[www.cinematheque.fr/fr/la-cinematheque-francaise.html](http://www.cinematheque.fr/fr/la-cinematheque-francaise.html)



**Key reason**

Organises media literacy activities aimed at young audiences and families.

**Definition**

National centre for French film.

**Media Literacy-related campaigns or initiatives**

- **Cinéma en famille:** Parent and child screenings followed by discussions, held on two Sundays each month.
- **Seasons of workshops:** for anyone who wants to learn about the language of film.
- **Teachers' space:** in which teachers can decide what they want to visit or see.

**Target groups**

General public.

## Festival International du Film d'Amiens

[www.filmfestamiens.org/](http://www.filmfestamiens.org/)



### Key reason

Festival is trying to develop a lot of material including screenings and didactic material to introduce professors and students in the understanding and use of cinema into the schools.

### Definition

Dedicated to the diffusion of cultural diversity, the Festival it has two sections, a competition section and an informative section. It has been organized for 27 years.

### Media Literacy-related campaigns or initiatives

- Organise **special screenings** for parent-children and professors-children audiences providing them with educative material related with Media Literacy
- **Filmmaking workshops** to encourage the children to produce their own films.
- It goes to prisons and organizes informative **screening sessions for the prisoners.**

### Target groups

Teachers, parents, students, general population.

## Festival Européen du Film Court de Brest

[www.filmcourt.fr](http://www.filmcourt.fr)



### Key reason

Education through the utilisation of cinema within the educative system has become one of the main objectives of the festival in recent years.

### Definition

The festival puts special attention on the diffusion of short films made by young talents all over Europe but with emphasis in France. This year will be the 22th edition.

### Media Literacy-related campaigns or initiatives

- Screening sessions in French school supported by pedagogic material develop by the festival
- Meeting between young students and filmmakers so everybody can share experiences and doubts with each other
- Creation of a Youth-Jury
- Cinema-concerts, mixing the two languages (music and films) to create a whole new educational experience for children

### Target groups

Young people, students, professors.

## Festival International de Films de Femmes de Crétiel

[www.filmsdefemmes.com](http://www.filmsdefemmes.com)



### Key reason

In recent years has been creating resources related with Media Literacy such a couple of forums, one dedicated to script writing and other to the relation between cinema and literature. Besides it promotes a critical view of cinema through workshops for students, basic cinema lessons and Media Literacy training for professors.

### Definition

The project tries to find new female filmmakers all over the world and giving them the tools to distribute their films. It puts emphasis on independent cinema and non-commercial films made by women.

### Media Literacy-related campaigns or initiatives

- Cinema lessons for students and professors
- Specific Media Literacy training for professors so they be able to use cinema into the classrooms
- Forums and workshops dedicated to improve writing habilities among the participants

### Target groups

Students, professors, general public, but especially women.

## Festival du Film de Vendome

[www.vendome-filmfest.com](http://www.vendome-filmfest.com)



### Key reason

It develops projects based on Media Literacy guidelines directed to different social groups such as students, mentally disabled people, professors and general public.

### Definition

The festival is a project designed to find young talent in Europe and to strength a market for their cinema products. It puts special attention on genres like fiction, documentary and animation. Last year Vendome Film Fest presented 200 films.

### Media Literacy-related campaigns or initiatives

- **Screening sessions** with educational material for participants, students and professors.
- **Encounters** between students, professionals and filmmakers
- **Production of didactic material** for all basic educative levels, from nursery to secondary

### Target groups

General public, students, professors.

## 1.5 Online environment

### Reseau SCÉRÉN (Services Culture, Éditions, Ressources pour l'Éducation) (CNDP-CRDP)



[www.cndp.fr](http://www.cndp.fr)

#### Key reason

Liaises with public administration and industry for the provision of educational material (some collections dedicated to media education).

#### Definition

National public service network run by the Ministry of Education. It is focussed on three main priorities: mastering language, development of ICT and working with sectors of the public at risk of exclusion.

SCÉRÉN network aims to make the use of ICT in schools more widespread through: editing products and services that correspond with the leanings of educational policy, and making them available to professionals as teaching resources.

#### Media Literacy-related campaigns or initiatives

- **Télédoc:** Online weekly. This website is dedicated to give orientation on TV programmes. It includes a section on media education (content analysis, critical perspective on advertising, etc.). Produced in conjunction with CNDP (Centre National de Documentation Pédagogique).
- **Cyberlibrary:** Collection of thematic dossiers for primary and secondary school teachers; administrative and educational publications, such as official reports.
- **Spinoo:** Educational search engine.
- **Teaching dossiers:** for use in the classroom.
- **Educational audiovisual material:** Educational video productions by the CNDP, with teaching guides.
- **TICE:** Dossiers for the integration of ICT in schools; educational CD-ROM and DVD guides; teaching activities; training information.

#### Target groups

Educators, teachers, educational centres.

### APTE. Les écrans, les médias et nous



[www.apte.asso.fr](http://www.apte.asso.fr)

#### Key reason

Develops and promotes media literacy, with an emphasis on a critical view of the media. Offers advice and training.

#### Definition

Movement supporting education in images and the media. This organisation specialises in matters related to visuals and the Internet, developing educational projects on image and giving advice to organizations that want to use multimedia and the internet as tools.

#### Media Literacy-related campaigns or initiatives

- **Development of teaching materials:** Development of websites (lud@rt), courses (Watching the media), teaching notes containing media activities (Fais voir), virtual online games.
- **Consultancy** for organizations that use multimedia and the Internet.
- **Conferences and training** on request from specific groups.
- **Social mobility:** "One week under the trees" campaign to raise awareness on education and the media.

#### Target groups

Parents, educators, young people, children, associations, organizations interested in the use of media.

## Groupe Tagardère

<http://tagardere.laclassed.com/>



### Key reason

Aims to promote learning and journalistic practices among young people, such as discovering how different magazines adapt themselves to their public.

### Definition

Association created to simulate a real publishing group with nine publications.

### Media Literacy-related campaigns or initiatives

- Development of the project's website: students selected by the Conseil Général des Jeunes du Rhône (59 young people picked from their respective schools) built the website, which is designed like that of a real publishing group.
- The students can complete their multimedia articles, and once validated by project directors, these are posted on the website. The students receive continual guidance in their work via the website: they have to write the articles, select images to accompany them and decide which publication to publish them in.

### Target groups

Children, teenagers, parents and educators.

## 1.6 Media production skills

## Association Régions Presse-Enseignement Jeunesse (ARPEJ)

[www.pressealecole.fr](http://www.pressealecole.fr)



### Key reason

Promotes media literacy by bringing young people closer to the press, as readers and as participants in the production of a newspaper promoting European Citizenship (with articles on national and European issues).

### Definition

Originating from the Regional Daily Press Syndicate, this is an association that brings together regional daily publications in the area of schools and aims to introduce young people to the press, particularly in school settings, promoting education in reading and writing, the increase in knowledge and the training of citizens.

### Media Literacy-related campaigns or initiatives

- **Training** for teachers and students organised by journalists in schools.
- **Technical guides:** Journalistic material for use as a teaching tool in schools.
- Sends **free batches** of regional newspapers to schools.
- Edits **books** on the press in school.
- **"Les jeunes écrivent la France"** (2003) y **"Les jeunes écrivent l'Europe"** (Franco-German exchange). Teams of young reporters.
- **"Dix-15"**: Newspaper produced by school and college students.

### Target groups

Young people and teachers in the school system.

## 2. Media literacy in the curriculum

### 2.1 Media literacy in education

Until 2006, media education and media literacy appeared in the curriculum as a cultural activity and as a cross-curricular subject. Its presence was, to a large extent, down to the work of CLEMI, which was created in 1982 and whose work was initially more related to the press and relied on the will of some innovative teachers.

Since June 2006, media literacy has appeared as part of the minimum requirements of education, and in an area dedicated to developing social and civic skills: "students should be capable of judgement and will have critical sense, which means being educated on the media and being aware of their place in society and their influence".

Media literacy is present throughout the educational curriculum. Through compulsory education, pupils get to study topics such as the power of images (fixed and moving), to convey meaning and discourse, the influence of media, ICT and networks in society and the reasoned and critical use of information sources (analogical or digital) to find, select and evaluate information. There is also an optional study in the humanities baccalaureate called audiovisual-film.

There is a qualification in the knowledge acquired called the Diploma in IT and Internet (first and second level). Students are awarded this certificate after having studied the compulsory subjects (after primary and secondary).

Furthermore, ICT, audiovisual and multimedia products are often used in class to help teachers develop the contents.

Recent trends point towards unification of the subject matter, teaching and skills related to the different forms of media in a single field of knowledge, and at the same time, overcoming the overly technical focus in ICT teaching – to integrate it into the more critical and cultural sphere of media education.

### 2.2 School enrolment and attainment

<b>Net primary enrolment ratio (%) (2004)</b>	99
<b>Net secondary enrolment ratio (%) (2004)</b>	96
<b>Pupils and students (2004) (Total)</b>	11,902,700

<b>Youth education attainment level – total (%) (2005)</b>	82.6
<b>Lifelong learning- total (%) (2005)</b>	7.0

### 3. Country statistics

#### 3.1 General data

<b>Population (2006)</b>	62,886,171
<b>Human Development Index HDI (2004)</b>	0.942 (16 <sup>th</sup> place)
<b>Life expectancy at birth (years) (2004)</b>	79.6
<b>Adult literacy rate (% ages 15 and older) (2004)</b>	99
<b>Combined gross enrolment ratio for primary, secondary and tertiary schools (%) (2004)</b>	93
<b>GDP per capita (PPP US\$) (2004)</b>	29,300

#### 3.2 Information society data

<b>Television (%) (2006)</b>	
Households with at least one television	96
Households with no televisions	4

<b>Telephone lines (%) (2006)</b>	
Households with access to a telephone line (landline, IDNS or mobile)	99
Households with access to a main landline, but not to a mobile telephone line	21
Households with access to a mobile telephone line but not to a main landline	14
Households without access to a landline or a mobile line	1
Mobile phone subscriptions (2004)	74

<b>Internet (%) (2006)</b>	
Level of Internet access – households	41
Share of households with a broadband connection	30
Broadband penetration rate	18

<b>Total time on average weekday (%)</b>	<b>Television</b>	<b>Radio</b>	<b>Newspaper</b>
None to 1 hour	21.1	57.9	90.3
From 1 hour, to 3 hours	55.8	24.7	9.2
More than 3 hours	23	17.3	0.4

<b>Personal Computer (%) (2006)</b>	
Individuals' level of computer skills - Low	10
Individuals' level of computer skills - Medium	23
Individuals' level of computer skills - High	21

Personal computers (%) (2006)	
Households with at least one computer	56
Households with a desktop computer but not a laptop	40
Households with a laptop but not a desktop computer	6
Households with a laptop and a desktop computer	11
Households with no computers	44

Internet (%) (2006)	
Individuals who accessed Internet at home	35
Individuals who accessed Internet at place of work (other than home)	18
Individuals who accessed Internet at other places	5
Individuals who accessed Internet at place of education	6
Percentage of individuals regularly using the Internet	39
Percentage of individuals using the Internet for interacting with public authorities	24.4
<i>(obtaining information) (downloading official forms) (sending completed forms)</i>	14.3
	11.8
Share of individuals who ordered/bought goods or services for private use over the Internet in the last three months	19

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