WP3. Formal Media Education

FRANCE

1. Education System

The French education system is composed of three levels of learning. Primary schools, *l'école maternelle et élémentaire* (2-11years), depend on municipalities; *collèges* (11-15years) on *départements;* and *lycées* (15-18years) on the region to which they belong. The first two levels are considered mandatory, which means that French students are obliged to attend school until the age of sixteen.

The French Ministry of Education is responsible for a centralized education system with programs and content which are the same for all schools, both public and private. There are also some regional initiatives called *Académies* that depend on local authorities, which teach the cultural traditions of the region where they are, but which implement directives and policies.

2. Policies in Media Literacy

Media literacy policies began in 2005 with a law making media education compulsory in the school curriculum. Since then, some of the more important landmarks have been the following:

> **By law, as of 2005, media education should be part of the curriculum of the French educational system**

- 2006: Media education appears in a government decree as an objective in teaching skills related to civic and social participation.
- 2009: Measures are taken to promote media literacy across the country, such as the development program of ICT in rural schools and the introduction of digital textbooks in 12 *academies*. Since then, the state, the media, associations and families have created entities that seek to develop media education outside the school in a safe and secure environment for children and adolescents.
- 2013: The law on *Refondation de l'École de la Republique* proposed the computerization of society through education, whose main goal is to ensure that by the end of the mandate (2016) all students are familiar with computer tools, receive media education and become sensitive to the changes produced by the ever-changing technological society.

3. Media Literacy and National Curricula

Media education does not exist as a specific subject in the school curriculum but it has existed traditionally since this subject has always existed in the education

> **La Semaine de la Presse et des médias dans l'école have been held since 1989, which is an example of media education**

environment without a specific denomination. The way of assessing media literacy, more related to ICT and Information Literacy in terms of searching for information than with education about and with the media, is through regular reviews of the education system.

The event that best describes media education in France is *La Semaine de la Presse et des Médias dans l'école* which has taken place every year since 1989 and promotes the relationship between journalism and the world of education. The objective is to present the news to students and develop activities related to journalism throughout the entire week.

4. Tools to measure the Level of Competencies

Student media literacy in the three types of school is done via an examination: the diploma in IT (*B2i - Brevet Informatique et Internet*) which measures: 1. the ability of students to work with computers, 2. searching for information on the Internet, in library catalogs or databases and 3. respect for the conditions of use of information, etc.

> **Skills directly related to the knowledge and use of traditional media are not assessed**

5. Teacher Media Training

The law of 2013 on the *Refondation de l'école de la Republique* determines that new teachers must be trained in information skills in the Higher School for Teachers and Education (ESPE). Teachers of first and second degrees should pursue further education at institutions such as the CLEMI where they learn to incorporate new technologies into their teaching practices.

Teachers need to validate their ICT skills through the certificate *C2i - Certificat Informatique et Internet*, which they must pass in order to enter tertiary teacher training institutions (*IUFM*).

Teacher-librarians support the rest of the teaching faculty by training them in media education. Their task is to collect material to use and deal with the topic in schools. In 2013 these teachers called on the government to take into better consideration their role in the development of a culture of media education among students.

The national portal Eduscol, which is dedicated to professionals in education, provides information on training courses, resources and news and contains a section for working on digital technologies in the classroom.

6. ICT in Schools

The keys to the inclusion of ICT in French schools can be summarized as:

- The country has had a significant delay in terms of the introduction of ICT in schools compared to other European countries.
- In 2008, France was ranked 23 (out of 27) in the use of computers in the classroom.
- In 2013 the French government's main initiative for the Back to School program has been the program *Faire entrer l'école du numérique dans l'ère* whose goal is to put everything digital at the service of education.

Annex. Country Key Features

(a)	Languages	French (official) 100%, rapidly declining regional dialects and languages (Provencal, Breton, Alsatian, Corsican, Catalan, Basque, Flemish) **Overseas departments:** French, Creole patois, Mahorian (a Swahili dialect)
	Population	65,951,611 (July 2013 est.)
	Major cities	PARIS (capital) 10.41 million; Marseille-Aix-en-Provence 1.457 million; Lyon 1.456 million; Lille 1.028 million; Nice-Cannes 977,000 (2009)
	Government type	Republic
	GDP (Purchasing Power Parity)	$2.253 trillion (2012 est.)
	GDP real growth rate	0.1% (2012 est.)
	GDP per capita (PPP)	$35,500 (2012 est.)
	GDP composition by sector	Agriculture: 1.9% Industry: 18.3% Services: 79.8% (2012 est.)
(b)	GDP per head (PPS)	107.0 (year 2011) (Index, EU27=100)
(c)	Year of EU entry	Founding member (1952)
	Currency	Member of the eurozone since 1999 (€)
	Schengen area	Member of the Schengen area since 1985
(d)	Pupils and students (ISCED levels 1-6) (1 000)	12.366,2 (year 2011)
	Pupils at ISCED level 1 (1 000)	4.171,8 (year 2011)
	Pupils at ISCED level 2 (1 000)	3.265,8 (year 2011)
	Pupils and students at ISCED level 3 (1 000)	2.622,6 (year 2011)

Students at ISCED level 4 (1 000)	43,9 (year 2011)

Source: Authors, using data from:

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(c) European Union (2013). Member states of the EU. European Union [Retrieved from: http://europa.eu/about-eu/countries/index_en.htm]

(d) Eurostat (2013). Education and training. Pupils and students (tps00051). File: educ_ilev.xls [Retrieved from: http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/main_tables]

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http://www.collectifciem.org/

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http://www.inrp.fr/mvtspeda/crap.htm

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