

GenderED Coalition

National Report

Gendered disinformation in France 2024

Experts:

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The purpose of the report is to identify the “good practices” that exist within the four European partners (Bulgaria, France, Greece, Italy) on the topic of gendered disinformation as a threat to achieving inclusive environments on social media platforms (and other media), with a high Media and Information Literacy (MIL) component. The data gathered will hopefully contribute to a clearer understanding of the similarities and differences between the European countries, especially in terms of the various actors involved in the process.

Three major areas are considered that might yield pertinent answers: 1/the public policies on gender, education, disinformation (official documents, standard setting tools); 2/ the capacity-building forces and tools (competences, resources, funding and the actors); and 3/ the role of communities of practices and networks (private sector, civil society ...).

For the purpose of this study, “good practices” are defined as projects involving strategies and/or activities that have proven to be effective, sustainable and/or transferable, relying on resources and materials that have been shared and tested, with desired results, to be found via a dedicated website. They therefore reflect what is visible, with an online display, due to the focus on gendered disinformation via social media; they do not necessarily show the full range of existing strategies and actors. For feasibility purposes, national experts were asked to select a limited corpus of 5 “good practices” reflecting a mix of MIL, gender education and/or online disinformation among a larger number of initiatives. The expected results are therefore not fully exhaustive but reflect a modicum of representativity — and institutional as well as financial support — across a short period of time (2015--). They cannot be generalized but can point to major trends and emerging practices.

Such a mapping process can serve as a pilot for a more extensive diagnostic tool and as an inspirational guide to evaluate policies and practices in the European countries considered, so as to promote change in the area. The data gathered will be published as country reports on the Gender-ED website (<https://www.genderedcoalition.net/>) and compiled in a cross-country comparison report also published on the website. The results will be disseminated in diverse venues and shared with policy-makers in the shape of strategic policy recommendations.

Methodology

-Identify 5 projects (from 2015--) that, according to the experts’ experience, deal with a mix of gender, online disinformation, and MIL. Enter the description of each using the online grid to create an ID card for each project with 12 dimensions (ranging from competences to stakeholders to funding and evaluation).

-Produce a synthesis (20 pages), with 1/brief national history/context, 2/national legal and political framework, 3/ most outstanding results of comparison of 5 projects, 4/ Conclusions derived from results (major trends, identified gaps...), and 5/ recommendations for public policies.

The starting date 2015 is based on EU legislation and frameworks such as Equality in action; Roadmap for equality between women and men (2010); Strategy for equality between women and men (2010-2015). It is also based on the moment when disinformation was identified as a real democratic issue in the USA and the EU (2015--). The “good practices” approach was adopted as it is the most likely to yield concrete results in the case of issues like MIL or Gender education that are optional and cross-cutting, with no baselines for evaluating them.¹

¹ See <https://www.obs.coe.int/en/web/observatoire/-/mapping-of-media-literacy-practices-and-actions-in-eu-1>; see also <https://www.taylorfrancis.com/chapters/edit/10.4324/9781315628851-2/mapping-media-information-literacy-policies-divina-frau-meigs-irma-velez-julieta-flores-michel>

Executive Summary

Competences: There are no explicitly mentioned competence frameworks for MIL and for Gender education across the chosen good practices.

Gender: Most projects posit themselves as providing a counter-discourse to the absence of equality in professional gendered contexts, yet they do not posit themselves as feminist projects nor do they endorse an anti-patriarchal discourse. The universalist and egalitarian vision of feminism prevails, with a strong trend towards equality, often driven top-down, by contrast with equity approaches.

Social media and disinformation: Very few projects target social media and disinformation conveyed through them. They still tend to focus on more traditional media (such as photography, TV...), with main topics such as stereotypes of discriminatory representations. Cyber-violence is addressed in the same breath as real-life violence.

Systemic structuring at large: The results tend to show some structural trends at large, with a heavy top-down approach, mostly driven by existing public policies (even when dealing with private/corporate sector). Funding for the good practices examined presents a lack of clarity and transparency. Evaluation seems to be under-reported as few projects mention their full results or give an idea of their impact.

Though Gender-Based Violence is highly positioned in the legal agenda, the phenomenon of gendered disinformation is not explicitly targeted nor examined as such in the five selected projects. Despite scientific breakthroughs in showing the performativity of gender and its link to “media pedagogies of cruelty”², policy makers and practitioners do not seem to fully unveil social media dynamics, pedagogies nor impact. This often results in a lack of shared corrective measures from a technological and structural perspective, and in inadequate capacity of the platform users to recognise the patterns of gendered disinformation.

Public policies recommendations

REC#1 - Increase awareness and training in online gender disinformation by:

1. Expanding on social media risks and participation,
2. Endorsing existing MIL and gender frameworks (national, EU and international),
3. Targeting seniors and youth through a combination of traditional and social media,
4. Updating projects on current research (ecofeminism) and international frameworks (SDG),
5. Broadening the themes scope to include emerging issues in gender disinformation (pornography, IA biases, mental health...).

REC#2 - Implement evaluation by:

1. Motivating actors and sectors most directly implicated: social media platforms, audiovisual content providers, media regulatory authorities and law enforcement entities,
2. Valuing intersectoral partnership that engage all sectors and not just education: health, culture and justice,
3. Encouraging multisectoral partnerships: public, social and private,
4. Connecting academia and independent research with projects evaluation of impact and quality. Disseminating those results.

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² SEGATO, Rita Laura (2018). *Contra-pedagías de la crueldad*, Prometeo.

1. Brief national history/context

Gender-based Disinformation (GBD) meets disinformation, when sexism and misogyny intersect with online falsehoods, relentlessly targets women, with the purpose to tarnish their reputations and undermine their credibility and dignity. GBD has a “chilling effect”³ on women, resulting in silencing them, by discouraging their online discourse and altering their career paths, thus maintaining power discrepancies. No scientific research studies exist about this field in France, though the recent history of GBD, in social media, is closely linked to the evolution of gender education and to Media and Information Literacy (MIL). GBD has benefited from preventive, and not only reparatory, strategies of gender mainstreaming as a means towards realising gender equality, mainly, with education seen as the preferred tool, besides policies.

Monitoring gender and sexism

In 2024, the Haut Conseil à l’Égalité (HCE - [High Council to Equality]) declared the French situation “alarming” based on the results issued by “Baromètre Sexisme” [Sexism barometer] and the Viavoix Institute.⁴ The HCE notes that sexism is not decreasing in French society: “Some of its most violent manifestations are getting worse”, especially among the younger generations. This study, based on a 2 500 people representative of the population, asked about their perception of the phenomenon. A large majority of the population (92%) sees inequality of treatment between men and women. 14% of French people has never heard of #MeToo. Women are being targeted by new forms of harassment including online violence, verbal abuse on social media and pornography with “barbaric” content. The survey also detected a male “backlash”⁵ across French society to the #MeToo movement, with “masculinist raids” (p.30) on social media seeking “to silence women or discredit them” and a third of men (33 %) thinking that feminism threatens their role in society (p.31). This results in “a significant lack of confidence on the part of respondents in the public authorities in the fight against sexism and the ineffectiveness of the tools put in place, despite the efforts made” (p.4).

This study comes after an earlier report (2019) denouncing sexism in the media, business and politics in France.⁶ According to the 2024 ARCOM (The audiovisual media authority) report, women are less present in news topics, all themes included (justice, economy, health, social, etc.).⁷ They are less than a quarter to be solicited as experts. Which leads to the conclusion that audiovisual media are deeply androcentric. Additional research results point to the privilege of the white male gaze in war coverage.⁸

No similar research has been established for social media in France but a study by the Committee on Women’s Rights and Gender Equality (FEMM) of the European Parliament in 2023 underlines the potential damages for women in terms of algorithmic targeting, negative body images, misogyny, technology-facilitated coercive control, degradation of women in misogynistic pornography, etc.⁹ It also alerts about the “manosphere”, composed of anti-feminist and male supremacists groups online (p.37).

The FEMM report recommends “improving critical digital-media literacy is crucial. EU member states should review their educational curricula to ensure that all young people receive relatable, evidence-based education around ‘social

³ https://www.disinfo.eu/wp-content/uploads/2022/10/20221012_TechnicalDocumentGBD-2.pdf, p. 5.

⁴ https://www.haut-conseil-egalite.gouv.fr/IMG/pdf/hce_-_rapport_annuel_2023_etat_du_sexisme_en_france.pdf

⁵ In reference to Susan Faludi (1991). Backlash : la guerre froide contre les femmes, Éditions des Femmes.

⁶ https://www.haut-conseil-egalite.gouv.fr/IMG/pdf/rapport_etat_des_lieux_du_sexisme_2019.pdf

⁷ <https://www.vie-publique.fr/files/rapport/pdf/293271.pdf>

⁸ <https://www.cairn.info/revue-le-temps-des-medias-2013-2-page-176.htm?contenu=article>

⁹ [https://www.europarl.europa.eu/RegData/etudes/STUD/2023/743341/IPOL_STU\(2023\)743341_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2023/743341/IPOL_STU(2023)743341_EN.pdf)

media' literacy, digital consent and ethics, image-based sexual abuse, online gender-based violence and gender stereotyping (p.56). This fits with reports by EU Disinfo Lab that consider that online GBD is usually characterised by *sex-based* narratives that aim at silencing women or discouraging them from having a public role, often driven by coordinated actions.¹⁰

This online strategy draws attention to the role and responsibility of the very large online platforms considered as vehicles for GBD. They have been criticised for shaping the discourse on gender online and producing algorithms that favour “fake news”, cyber violence and hatred.¹¹ The social media platforms have been accused of amplifying false information and of amplifying gender stereotypes, biased versions of women issues and gender cyber-violence. Some of them have adopted moderation practices to limit these accusations but they are not in favour of any regulation, as shown regularly in audits carried by ARCOM, the French authority on media and platforms.

Education as a solution: MIL and Gender education

In application of the EU directive on Audiovisual Media services (2018), France has applied reforms in schools that make MIL compulsory, from K1 to K12. This approach has been predicated on a competence-based framework, put in place by PIX.fr, the French platform that adapts the European DigComp 2.2 to the French context.

MIL competences are taught transversally across all subject matters and are based on critical thinking and participation as they are supposed to engage young people in taking action with social and political issues. MIL addresses social media participation as well as some issues of gender, in particular role-modelling and stereotypical representations in the media, be it mass or social media. This does not mitigate the absence of a fully developed curriculum in MIL. The preventive angle is essential to combat misinformation and protean (cyber)harassment by going beyond (yet not forgetting) stereotypes, and by co-thinking and questioning the normative gender system (which categorises, divides, etc.). In schools, sexist violence (including cyber-violence) is fully integrated into MIL issues with several objectives: identification, rights, sexual health, etc.

As for gender education, it is not present as such in schools, but appears in the curriculum under the label “Male/Female Equality”, in a transversal manner, built around the fights against stereotypes, respect of others and citizenship.¹² The approach focuses on “ l'égalité filles-garçons dans les programmes d'enseignement”¹³ [Equality girls-boys within teachers' curriculum] and the liberal understanding that equal job opportunity and income needs to be addressed by the law.¹⁴ As a result, Gender frameworks for specific professional environments are being disseminated, pointing to an urge to fight against gender discrimination and its expression or representation within all kind of professional settings, from urban to medical environments.¹⁵ The introduction of legal training in high schools for teachers and students in legal issues reinforces the universalist legal approach. It is established by law since 2019, with 5 general themes among which, “Creation and digital technologies” with no mention of online or offline GBD¹⁶.

¹⁰https://www.disinfo.eu/wp-content/uploads/2022/10/20221012_TechnicalDocumentGBD-2.pdf; see also <https://www.disinfo.eu/publications/misogyny-and-misinformation%3A-an-analysis-of-gendered-disinformation-tactics-during-the-covid-19-pandemic>

¹¹ Frau-Meigs, Divina (2019). Faut-il avoir peur des fake news ? *La documentation française*.

¹² Eduscol 2021 <https://eduscol.education.fr/document/12988/download>

¹³ <https://eduscol.education.fr/document/12988/download>

¹⁴ <https://www.legifrance.gouv.fr/loda/id/JORFTEXT000037367660>

¹⁵ <https://irmavelez07.wixsite.com/irmavelez/referentielsgenre>

¹⁶ <https://eduscol.education.fr/document/24547/download>

2. Brief national legal and political framework

In terms of public policies: gender equality

Since 2016 onwards, France has a whole set of strategies for gender equality and also for dealing with attacks on sexual and reproductive health and rights. These policies are present in various political sectors (health, justice, education). France also fosters access to reliable information and education and to quality sexual and reproductive health services (including contraceptive *methods* and abortion). These policies are intended to foster education, empowerment and reduce inequality. Since 1946, in the Constitution, the principle of equality between men and women was also present in the Preamble as an inheritance of a universalist approach to Human Rights. In 2024, France modified its Constitution, to include the right to abortion in its text, the first country in the world to do so.

However, France moved towards a national strategy on gender equality per se with the 2014 Act on Real Equality between Women and Men. It summarises previous legislative steps and references gender mainstreaming, as an “integrated approach on gender” that makes gender equality a transversal must across all policy fields. This led to the 2016-2020 Inter-ministerial Plan for gender equality at work (Plan interministériel en faveur de l'égalité professionnelle entre les femmes et les hommes, PIEP). Since then, the Ministry of Culture has developed a roadmap for gender equality with other ministries adopting an action plan for gender equality.

In terms of legal frameworks: egalitarianism

France has governmental bodies and independent entities dedicated to gender equality. The government counts a Deputy Minister responsible for gender equality, attached to the Prime Minister's Office since 2017. At national level, the Service for Women's Rights and Gender Equality (SDFE) is under the responsibility of the Direction générale de la cohésion sociale (DGCS, General Directorate for Social Cohesion), within the Ministry of Solidarity and Health.

Additionally, the High Council for Equality between Women and Men (HCE), created in 2013, acts as an independent advisory body with five thematic commissions that produce reports regularly, especially one on the state of sexism in France (since 2017). Since 2011, there is also the Defender of Rights, that replaced the Haute Autorité de lutte contre les discriminations (High Authority against discriminations), with special powers and legal instruments to protect and propose legislative modifications, but no dedicated unit to gender equality. In 2020, the Commission Indépendante sur l'Inceste et les Violences Sexuelles faites aux Enfants (CIVISE) was created to collect minors' testimonies on sexual abuse and to train judges in dealing with sexual and sexist violence.

As for monitoring and reporting, several tools exist. the National Institute of Statistics and Economic Studies (Institut national des statistiques et des études économiques, Insee) has a webpage dedicated to gender statistics broken down by themes: women victims of violence, equality in the workplace, geographical inequalities, and political representation. The Deputy Minister of Gender Equality publishes a report on key figures related to gender equality, in the fields of employment, education, health, culture, and violence against women; the Ministry of Labour (DARES) focuses on the workplace; the Ministry of Education (DEPP) focuses on equality between girls and boys from school to higher education.

The 2024 EU Directive on combating violence against women and domestic violence is generating policy measures at national level. It takes crucial steps towards ensuring the safety and protection of women and girls in all spheres of life, including online. But the Directive is limited in scope and does not offer a common definition of rape. It does not consider the impact of harmful content, notably gender-based disinformation (GBD), that is not illegal and therefore offers no legal action for the victims. The harmonization of the Directive in French law is still pending, with discussions

on rape and consent as the definition in the Criminal Code is not adapted to the reality of this offence leading to many cases being dropped. Since 2024, decree no. 2023-1077 establishes the existence of a special unit to combat domestic violence within judicial tribunals and courts of appeal.

In terms of policy deployment and judiciary results

Beyond the policy and legal arsenal, there is still a major discrepancy in terms of effective results. A recently published study by the Institute of public policies (Institut des politiques publiques) on the judicial treatment of sexual and domestic violence in France shows that 72% of cases of domestic violence, 86% of cases of sexual violence and 94% of cases of rape are dismissed.¹⁷ Sexual violence and domestic violence are mainly considered insufficiently serious by the public prosecutor and are dismissed for lack of evidence. It should be noted that there has even been an increase in the number of rapes dismissed since 2012.

According to INSEE, only one in ten victims of sexual violence files a complaint, and less than one in five victims of domestic violence.¹⁸ It is also estimated that 1 to 2% of the perpetrators of rape reported by victims in victimisation surveys are convicted in France. Although the number of cases of sexual and domestic violence dealt with by the courts has risen sharply since 2017 following the #MeToo movement, it nevertheless seems that the justice system is lagging far behind in providing victims with a response and reparation.

According to a survey published in 2021 by the feminist group Noustoutes, 66% of respondents felt poorly looked after by the police when they filed a complaint about gender-based and sexual violence.¹⁹ The same group reported 135 feminicides in 2023, a higher figure than in 2011.²⁰ On 30 October 2023, the United Nations Committee on the Elimination of Discrimination against Women pointed out France's shortcomings in dealing with sexual violence and the derisory nature of the number of convictions for rape.²¹

So seven years since the start of the #MeToo explosion, the judiciary treatment of women still considers these offences are "insufficiently characterised", with arguments that consider it as belonging to the intimate sphere and for lack of presence of the notion of consent in the French Penal Code. Thus, despite a strong presence of a policy framework on gender mainstreaming, and efforts in the way cases of domestic violence are handled, the French system is still weak in its responses, struggling to grasp the scale and complexity of sexual violence, not to mention GBD. This calls for more societal awareness institutional evolution, to create confidence and enforce compliance within the democratic system. This concurs with Segato's recommendation on "gendered consciousness".

A heterogeneous mosaic of good practices

Beyond the five selected for this study, the French situation is heterogeneous and shows a lack of coordination across sectors and actors. There is a myriad of initiatives, often carried by a single person, like journalist Pauline Ferrari who gives talks in schools on the subject of her book "Formés à la haine des femmes" ("Trained to hate women"), dealing with manosphere, masculinist mechanisms on online networks, sexist hatred, gendered disinformation, cyber misogyny...). This can also be the case with online influencers, like Mary Cay on Instagram, or OlympeRêve (Sabrina Gin), though none deal with gendered online disinformation per se.

A number of good practices, with a variety of missions, tend to focus on better jobs for girls, competitions and awards for women to encourage them to be present on-line or to develop start-ups. They are carried by entities within the

¹⁷ https://www.ipp.eu/wp-content/uploads/2024/04/Note_IPP_Violences_aux_femmes-5.pdf

¹⁸ <https://www.insee.fr/fr/statistiques/5763559?sommaire=5763633>

¹⁹ https://www.noustoutes.org/ressources/resultats_enquete_prendsmaplainte.pdf

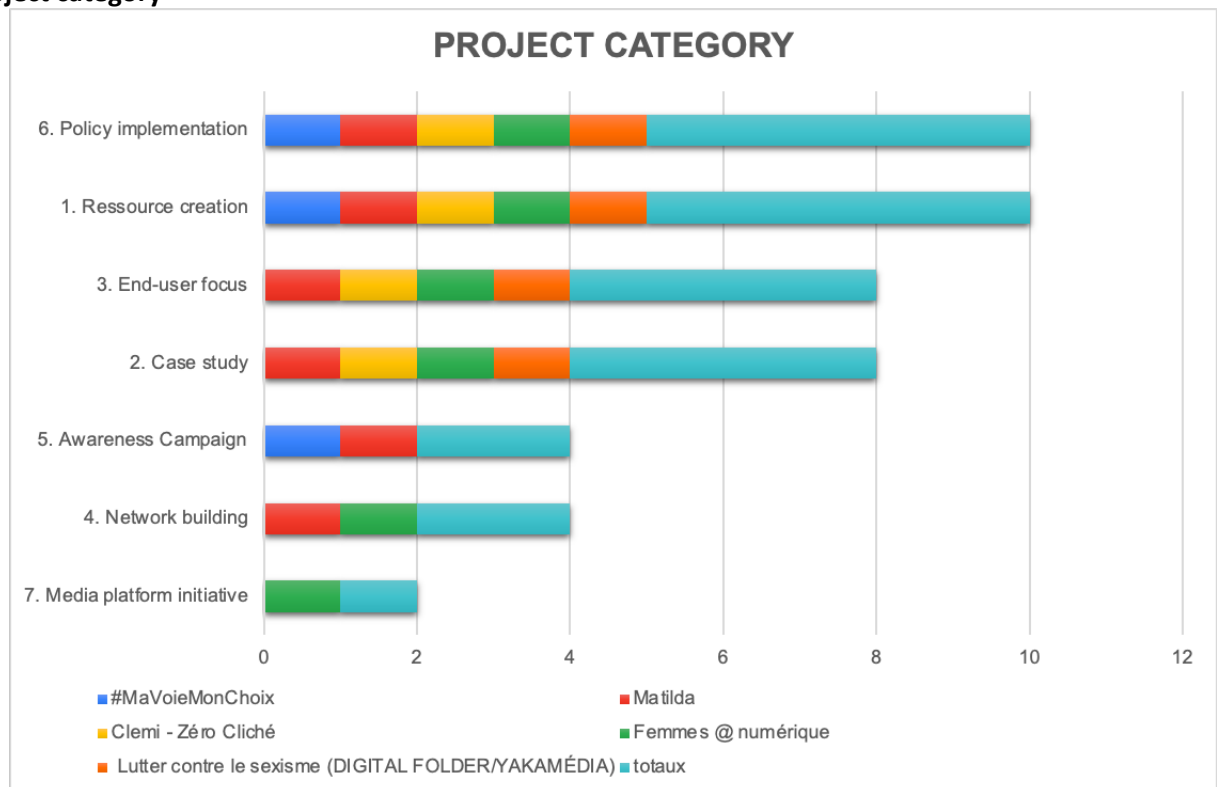
²⁰ <https://www.noustoutes.org/comprendre-les-chiffres/>

²¹ <https://www.ohchr.org/fr/treaty-bodies/cedaw>

educational system, like CLEMI or CANOPE that has a catalogue of courses for self-training such as dealing with stereotypes.²² Outside the formal system, via NGOs like Cemea or Ligue de l'enseignement, Cartooning for Peace (exhibit "Dessine-moi l'égalité des genres"). Other more recent entities, focused on the digital world also are active, like "Osez le féminisme", "NouToutes", la Fondation des femmes, or Onu.Femmes in France. The corporate sector has also yielded some coalitions like Women in Tech or Femmes@numérique that take initiatives mostly in the sector of labour and the workplace.

3. Most outstanding results of comparison of 5 projects *Evaluation of the 12 dimensions of the project across the 5 projects selected*

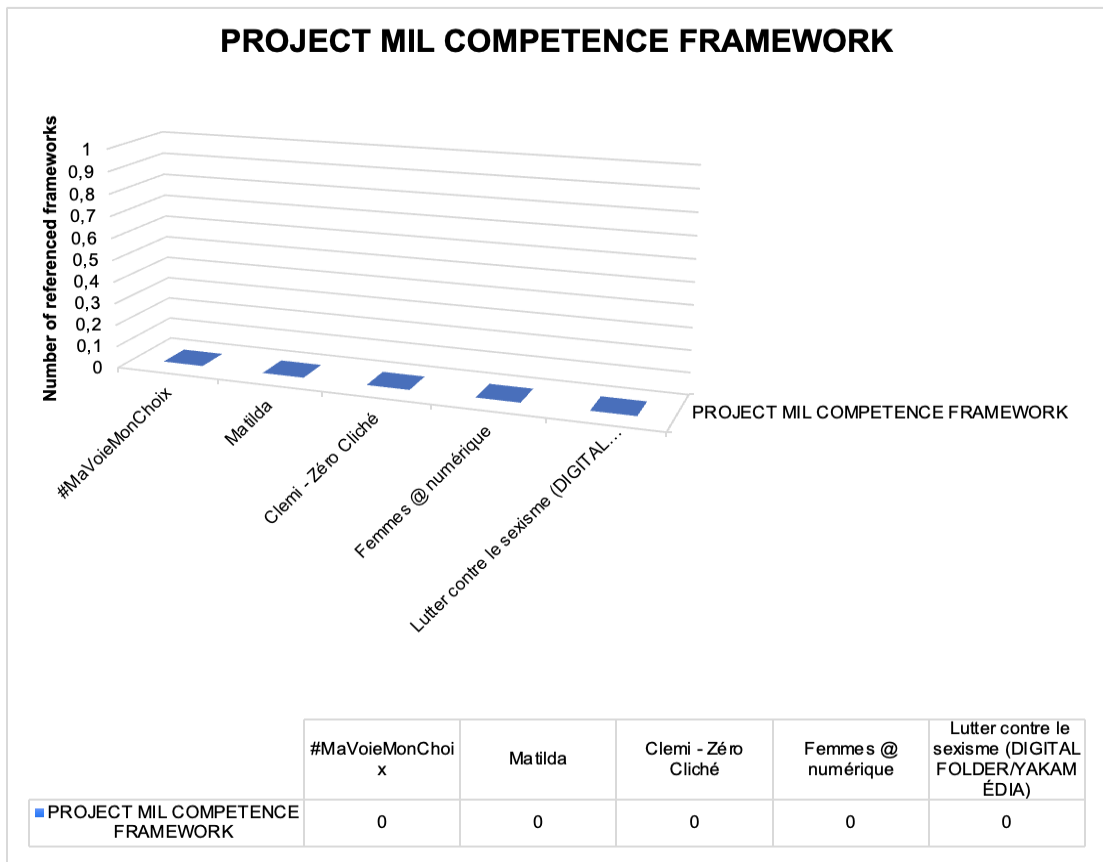
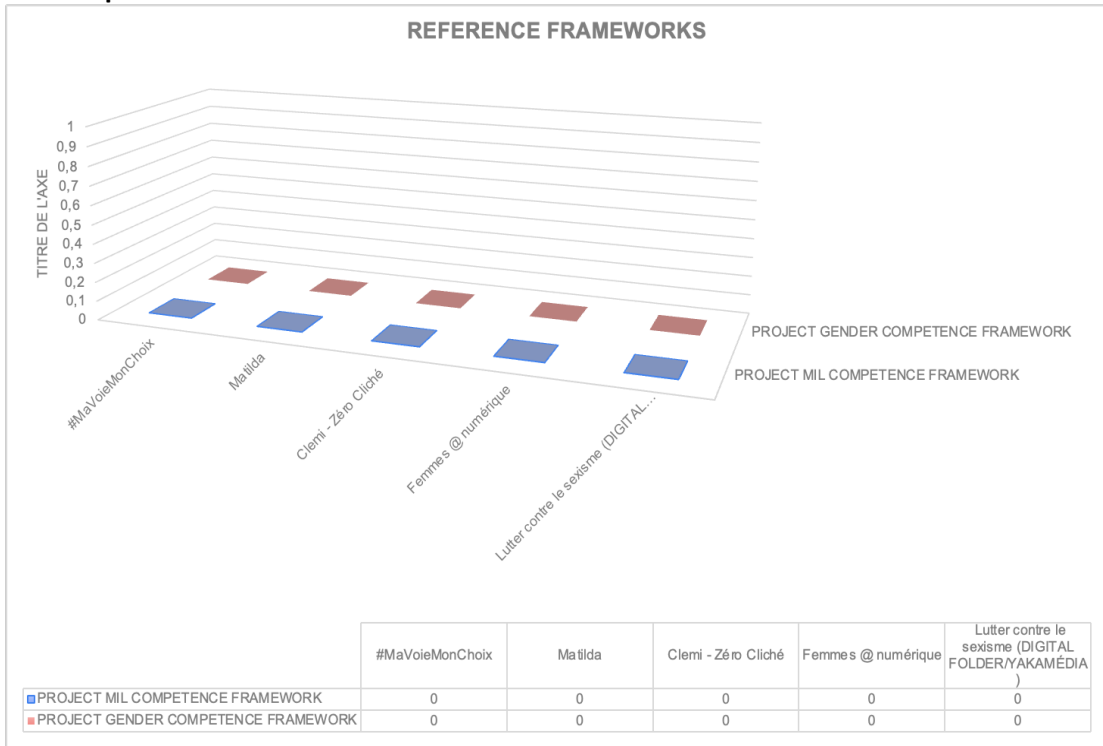
3.1. Project category



- The major trend shows that *Policy implementation* and *Resource creation* are the leading categories structuring those projects.
- *Media platform initiatives*, *Network building* and *Awareness campaigns* are among the least present of project categories
- *End-users focus* and *case studies* prevail as a methodological approach that focuses mostly on individual rather than general interest.
- The results show the specificities and advantages afforded by social media are not being used (networking, campaigning, integrated MIL/gender education).
- What dominates is a top-down approach, policy-driven, within a traditional emphasis on resource production.

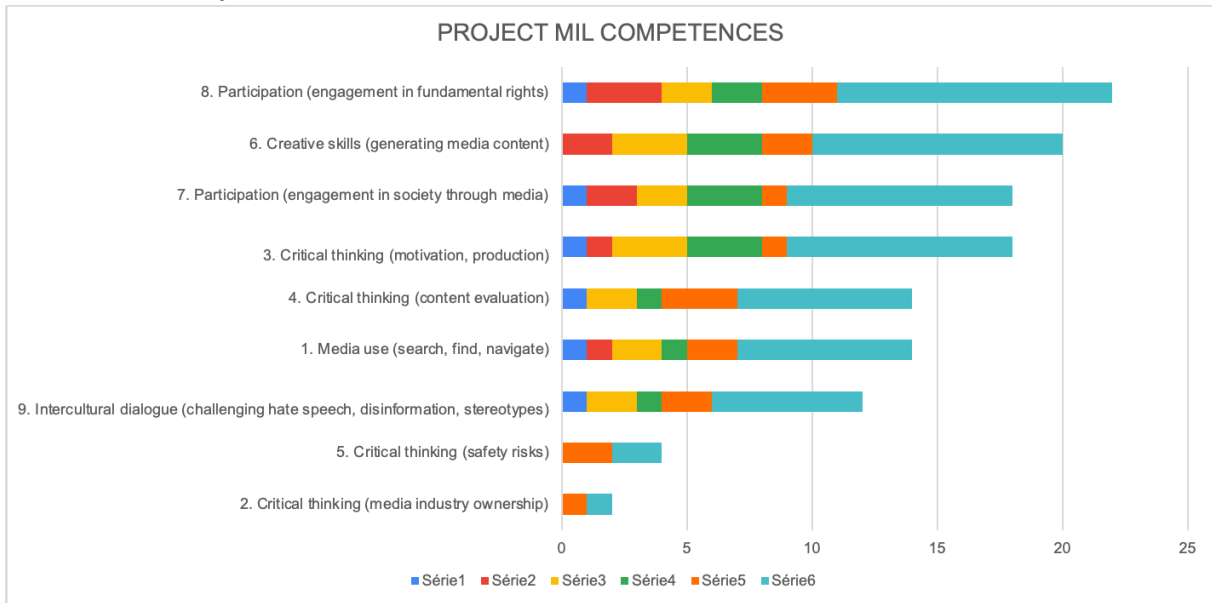
²² https://magistere.education.fr/local/magistere_offers/index.php?v=formation#offer=946

3.2. Project MIL competences that mention Gender



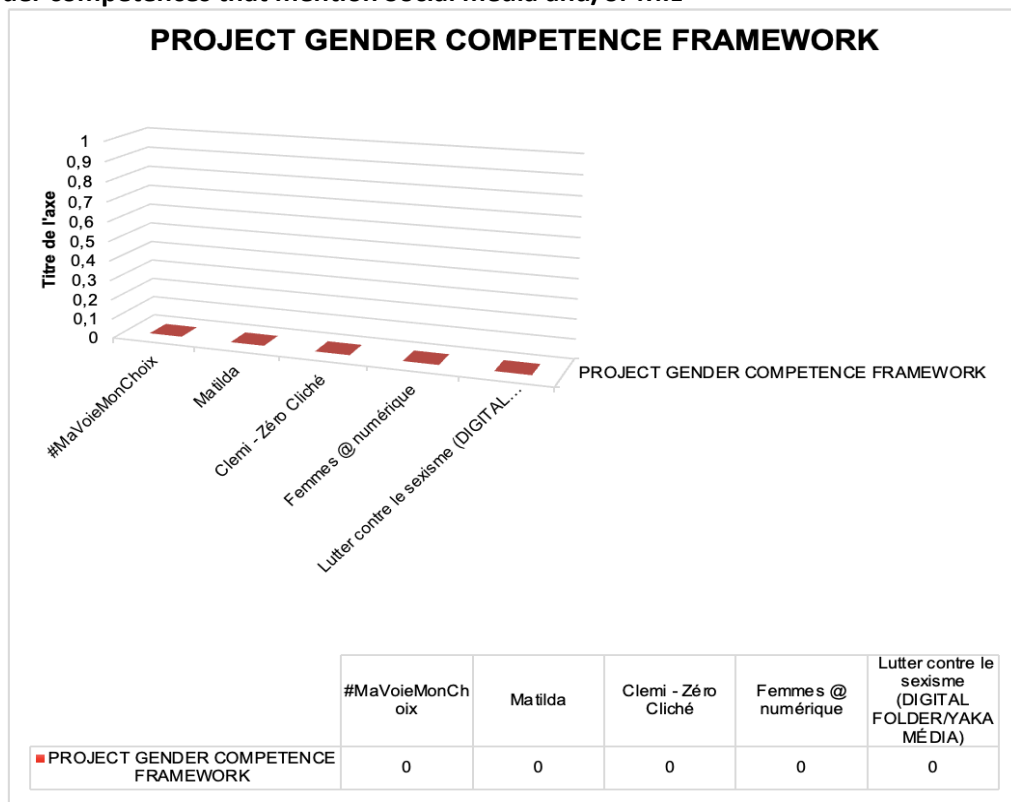
- Results confirm the lack of buttressing on MIL competence frameworks in spite of their existence in the French educational system and several professional environments.

Inferred MIL Competences



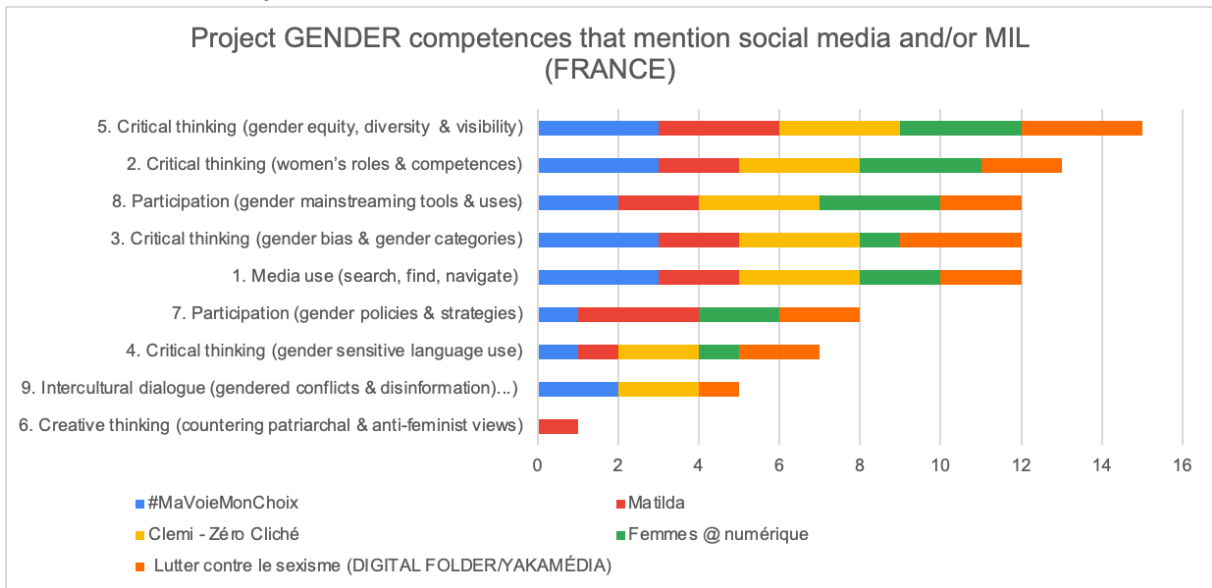
- Results confirm a strong emphasis on Participation and creative skills in MIL.
- Critical thinking and intercultural dialogue are considerably less present although these competences address issues of content evaluation, social media navigation and awareness of risks.
- Critical thinking competences are split into two: traditional content evaluation is favoured over the economy and risks of social media.

3.3. Project gender competences that mention Social media and/or MIL



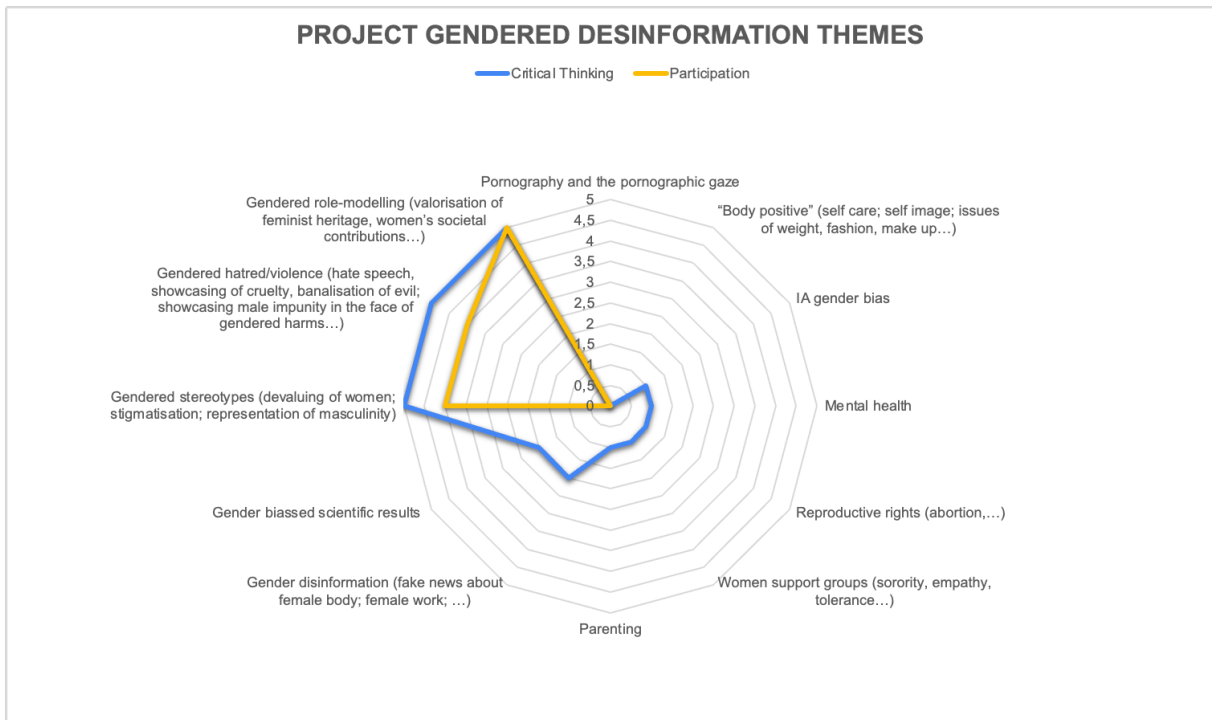
- Results confirm the lack of buttressing on gender competence frameworks in spite of their existence in the French educational system and several professional environments.

Inferred Gender Competences



- Results confirm a traditional critical thinking approach to gender issues.
- Creative thinking and intercultural dialogue are considerably less present although these competences address issues of gendered violence and disinformation.
- Participation competences are split in two: the use of tools is favoured over agency and active engagement strategies.

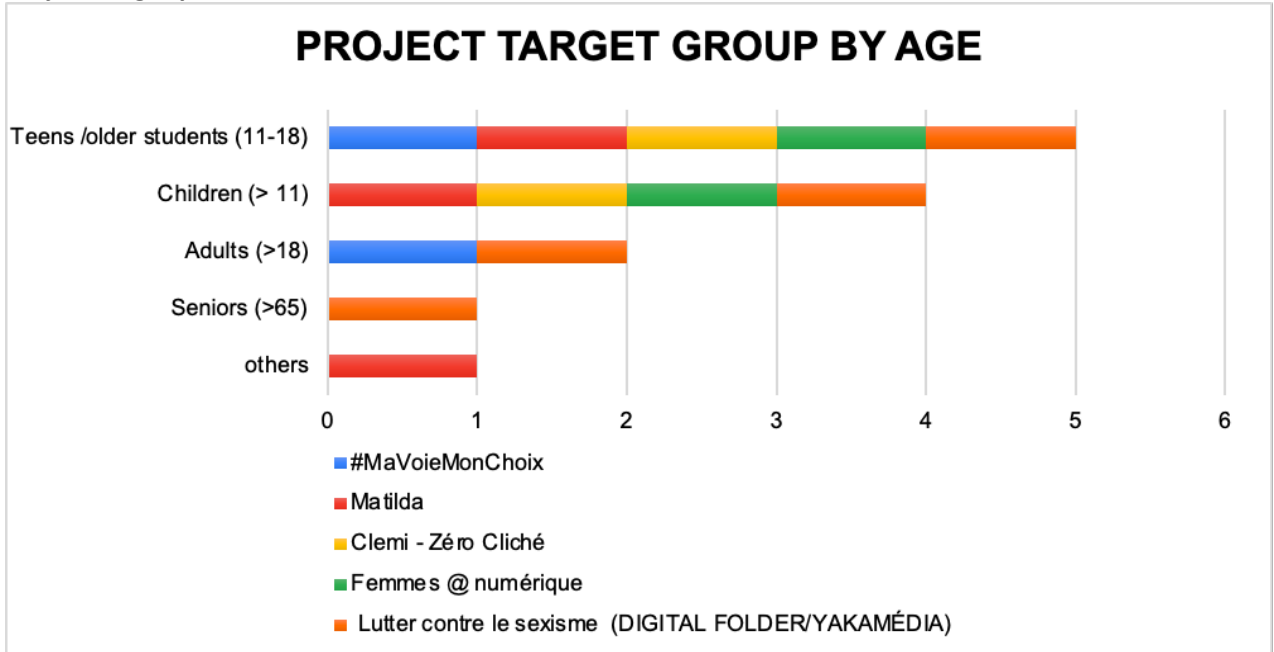
3.4. Project gendered disinformation themes



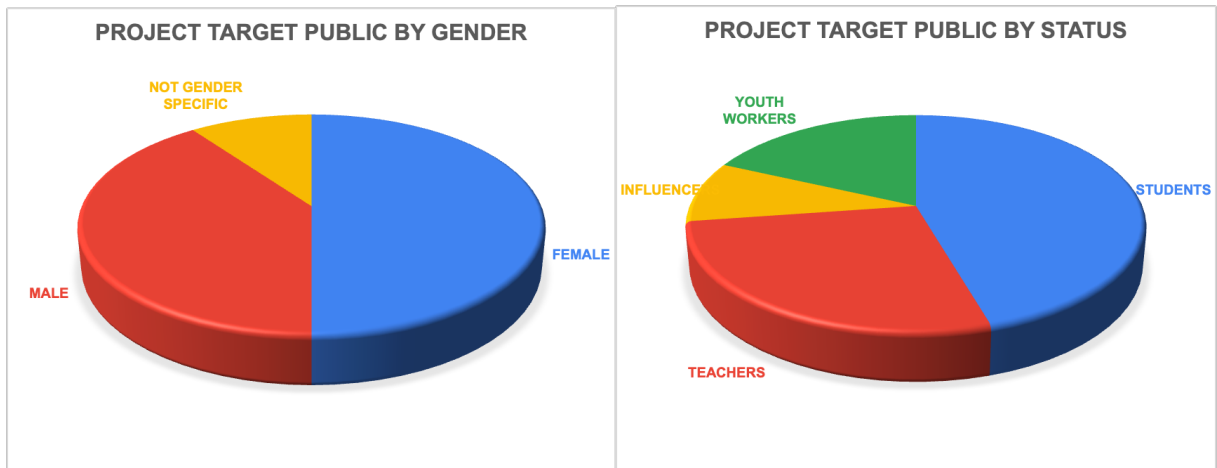
- Gendered role-modelling, gendered hatred/violence and gendered stereotypes are the prevailing themes.
- Gender biased scientific results, gender disinformation and IA gender bias seem to be emerging themes.
- Pornography & the pornographic gaze, as well as "Body positive" are two nonexistent themes.

- Participation is much less emphasised than critical thinking across the prevailing themes except for gender role modelling, where both participation and critical thinking are engaged.

3.5. Project target public

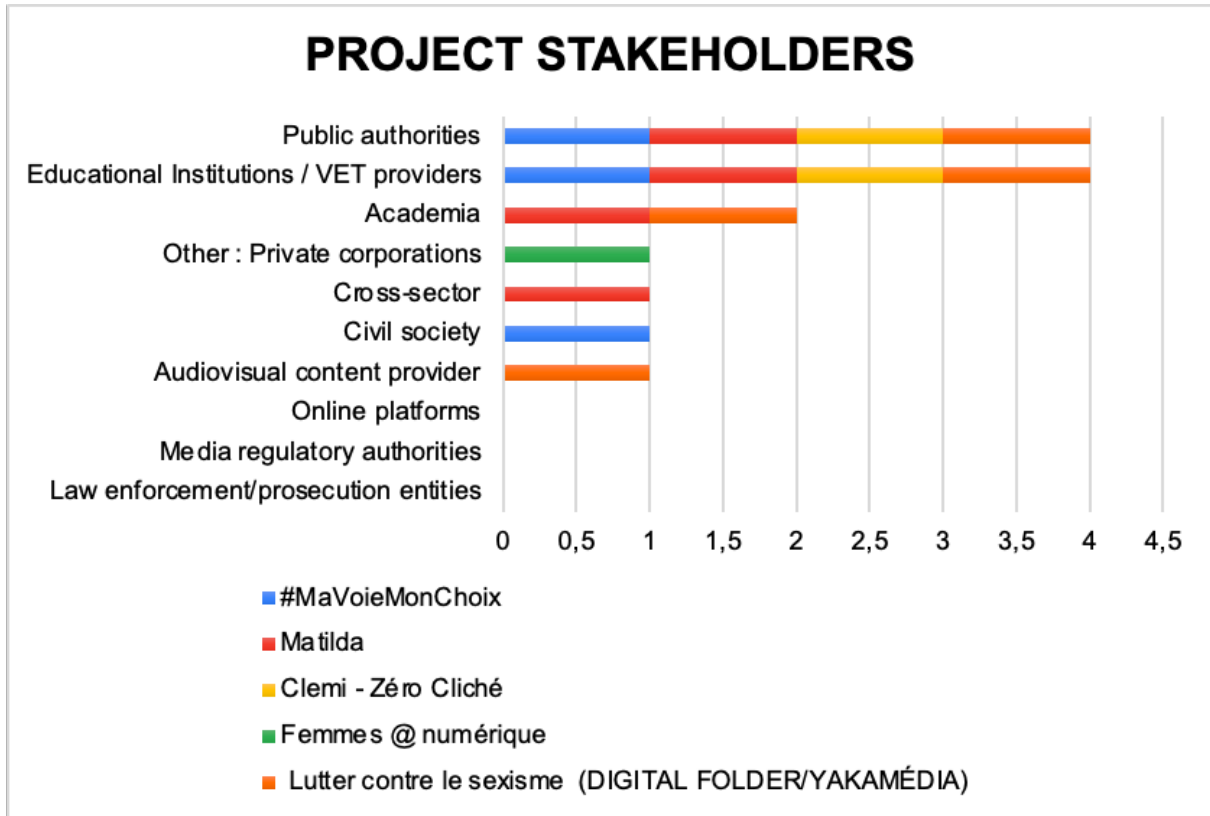


- Young people at large (Children and Teens) are the preferred target group.
- Seniors are the least targeted.



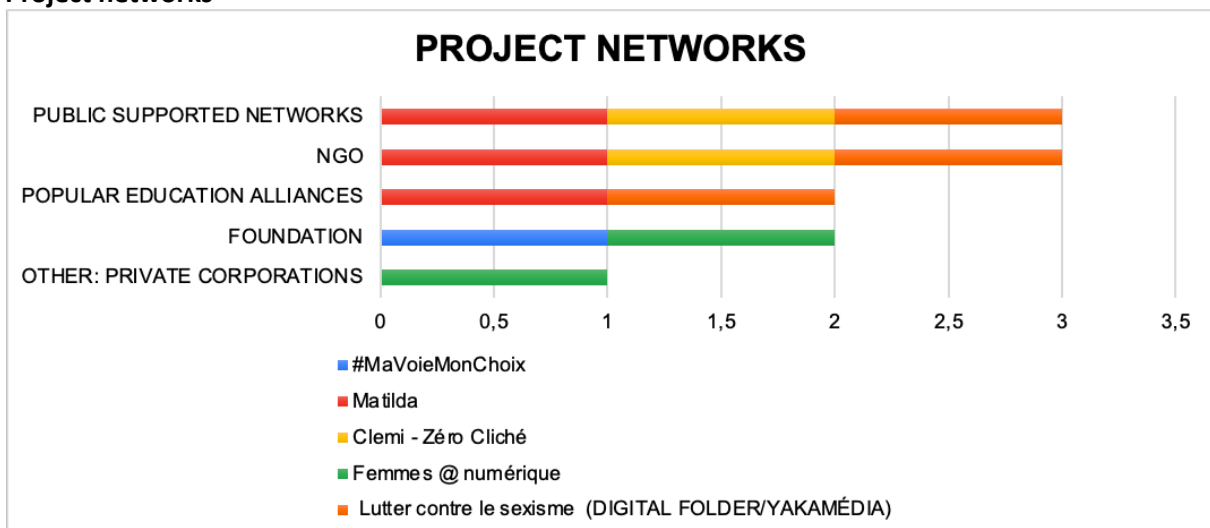
- Women are the most targeted by these projects. Men are not excluded as a target.
- Students and Teachers are also the most targeted.
- The emerging category of influencers and youth workers indicates an awareness of the role of social media and peer-to-peer online interactions.

3.6. Project Stakeholders



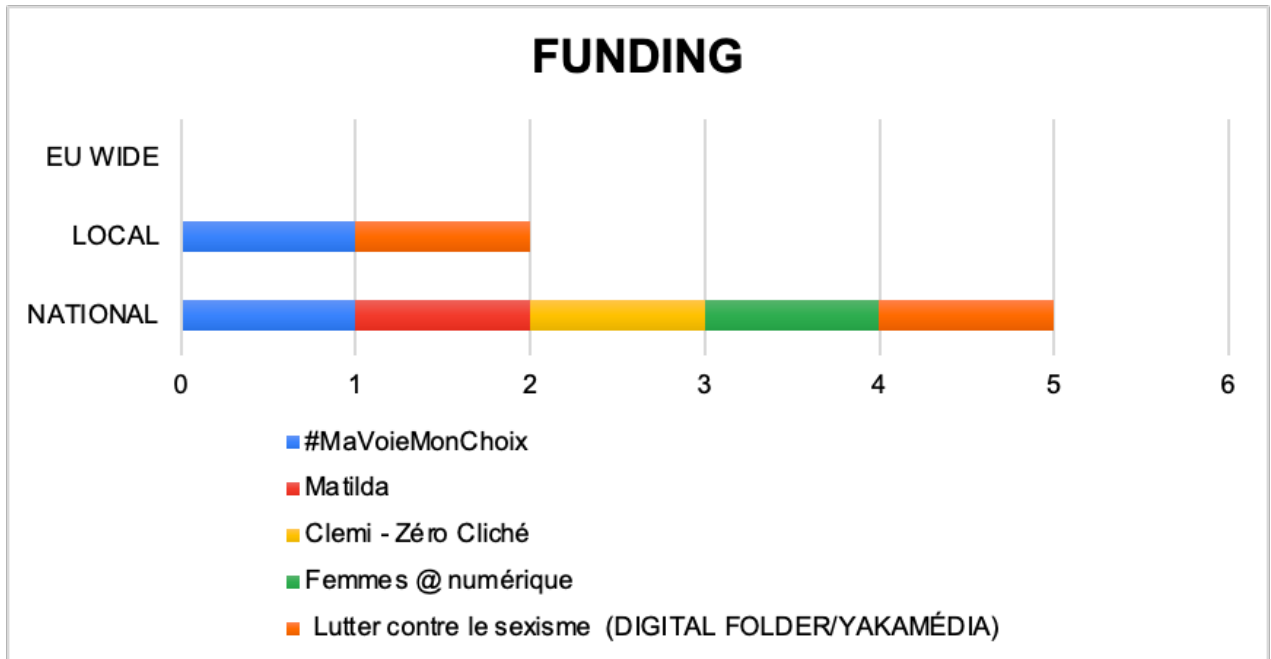
- Public authorities, educational institutions and academia are the main project holders.
- Online platforms, media regulatory authorities and law enforcement/prosecution entities are not represented.
- Cross-sector, civil society and some private corporations are emerging stakeholders.
- There is a big discrepancy between actors with little cross-sector interaction and potentially contradictory interests and goals between the private sector and the civil society sector.

3.7. Project networks



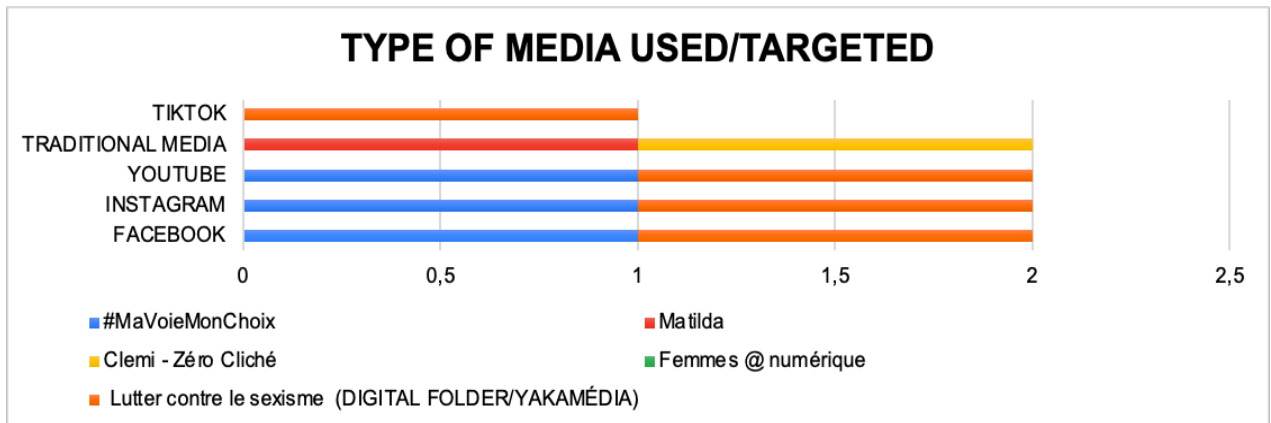
- The public supported networks as well as NGO networks (civil sector) are prevalent.
- The private sector networks (foundation and corporations) are the least activated.
- Popular education alliances and the NGO sector appear as a bridge between public and private sectors.

3.8. Project funding



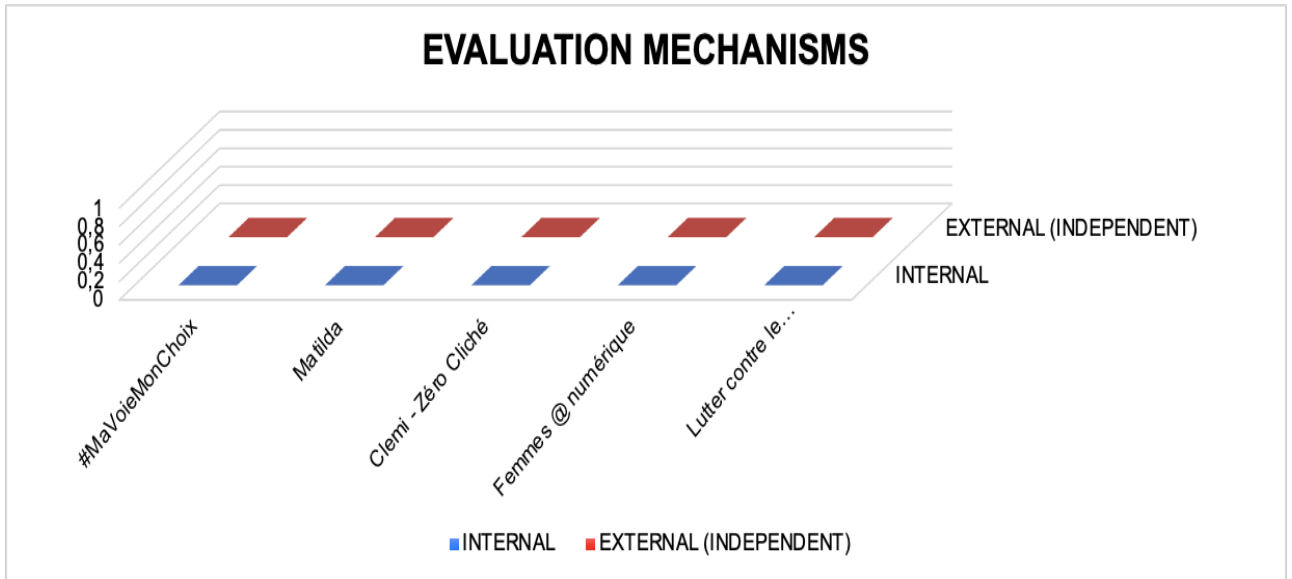
- Due to criteria of projects' choice (national focus and online presence)
 - National funding prevails by contrast with local funding.
 - EU funding is absent.

3.9. Type of media used/targeted



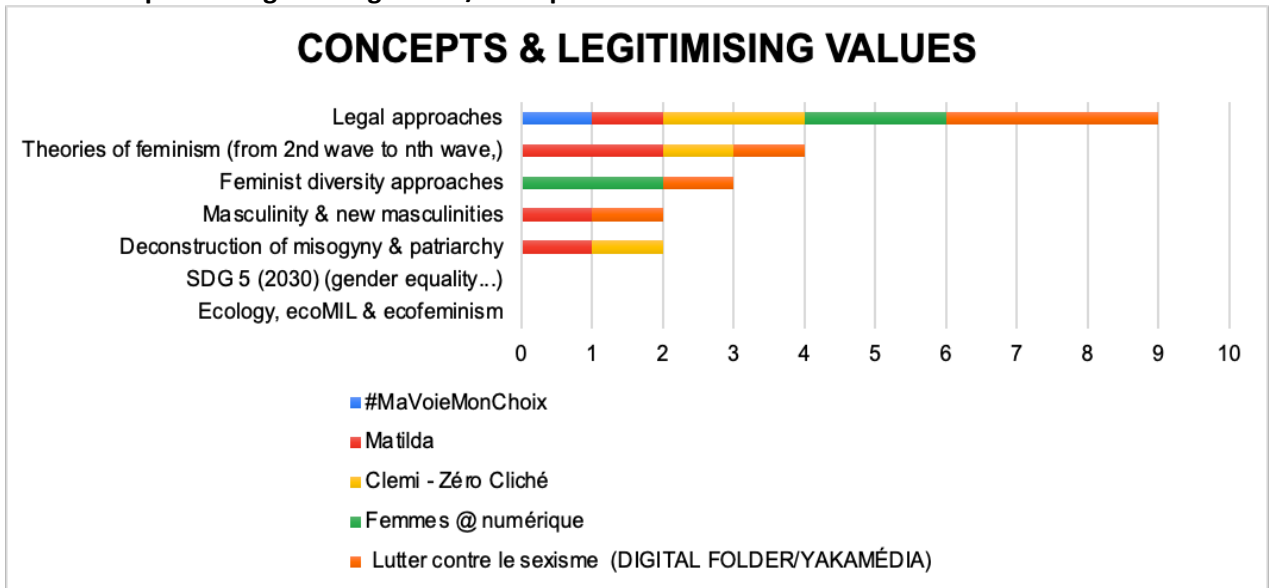
- No project targets social media per se.
- Most projects (4 out of 5) used social media for awareness dissemination.
- Traditional media are as used as social media.

3.10. Evaluation mechanisms (inside and outside project)



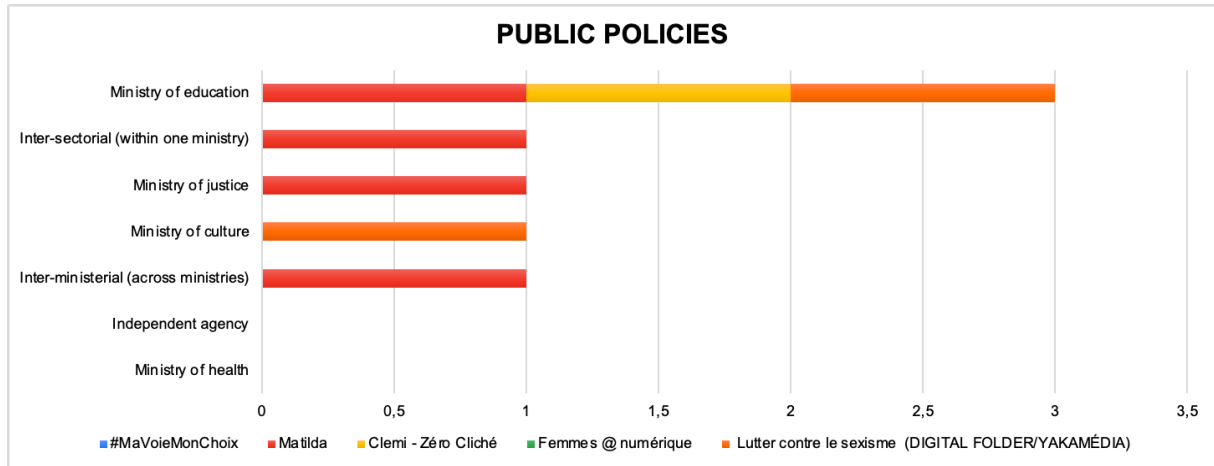
- No evaluation mechanisms are deployed, whether at internal or external level.
- It makes it difficult for the public to evaluate the success of any of these projects.
- On the project websites, the absence of evaluation mechanisms does not allow the public to appreciate the quality or the impact of the projects, including the target public.

3.11. Main concepts and legitimising values/concepts



- The major trend shows legal approach and traditional theories of feminism
- More recent values/concepts are totally absent: SDG 5 and ecofeminism.
- Emerging concepts and values are linked to the deconstruction of misogyny & patriarchy, and the consideration of new masculinities.

3.12. Public policies on Gender/Media



- The majority of projects are linked to the Ministry of education.
- No project is linked to public policies in Health or carried by an independent agency.
- Very few (1 out of 5) are endorsed by public policies within the remit of the Ministry of justice or culture.
- Very little activity across ministries appears.

3.13. Conclusions

Competences

There are no explicitly mentioned competence frameworks for MIL and for Gender education across the chosen good practices. The specific items had to be extrapolated from the actual wording of project documents and descriptions. As they are not explicitly verbalised, it suggests that they are not fully endorsed as such, even though they are implicitly referred to. Even the CLEMI, the centre for MIL, at national level is not giving visibility to its framework nor meshing it visibly to a gender framework.

The competences that are itemised tend to be general, without cultural or media specific context provided. Some educational platforms provide resources classified with tags such as MIL and Feminism, yet without referring to a MIL or Gender Framework. Some of the historical resources do not identify the stakes between the events and media. For example, in the Matilda Education project, “les tondues”²³ -the women whose hair was shorn after WW2 for collaboration- are presented by the gender historian Fabrice Virgili who describes the media show gleefully exploiting their humiliation. Virgili recalls Segato’s theory on the female body as a canvas for the expression of male violence²⁴.

Gender

Most projects posit themselves as providing a counter-discourse to the absence of equality in professional gendered contexts, yet they do not posit themselves as feminist projects nor do they endorse an anti-patriarchal discourse. The universalist and egalitarian vision of feminism prevails, with a strong trend towards equality, often driven top-down, by contrast with equity approaches.

²³ <https://matilda.education/course/view.php?id=210>

²⁴- Rita Laura Segato (2021), Transl. by Irma Velez, *L’écriture sur le corps des femmes assassinées de Ciudad Juárez*, Paris, Payot and Rita Laura Segato (2022), Transl. by Irma Velez and Cecilia Rinaldi, *La guerre aux femmes*, Payot.

MIL and feminism are often the portmanteau words for Sexuality, and they appear as such under other subject matters in school, including Civic & Moral Education. In some projects, the gender tag is missing, and the feminism tag is not always used, even when pertinent. The vision that emanates of gender is related to 2nd wave feminism more than to the current 3rd and 4th waves (intersectionality, digital # MeToo ...).

Social Media and disinformation

Very few projects target social media and disinformation conveyed through them. They still tend to focus on more traditional media (such as photography, TV...), with main topics such as stereotypes of discriminatory representations. Cyber-violence is addressed in the same breath as real-life violence. In most projects, social media tend to be used as tools for dissemination for resources on gender or MIL, not as potential parties to cyberviolence or other related online risks. Social media are not criticised *per se* and they tend to be seen as a means for campaigning and reaching out to other audiences. Risks are not addressed, though in some projects, there are campaigns for awareness-raising about hate-speech and cyber-harassment.

In a project such as Femmes@numérique, disinformation is not mentioned whereas active engagement in digital labour is highly promoted. No critical perspective is offered and yet the foundation is composed of members of Microsoft, Amazon... (which is to say digital corporations that tend to profit from disinformation). The declared intention of "Fighting against stereotypes from primary school" sends the public to an empty page. Therefore, this could look like "digital/MIL/Gender washing". The platforms foster actions aligned on liberal policies and see Gender as an opportunity to expand women integration into the digital labour force.

Systemic structuring at large

The results tend to show some structural trends at large, with a heavy top-down approach, mostly driven by existing public policies (even when dealing with private/corporate sector). This can be partly explained by the explicit emanation of state policies, some of which are national transpositions of EU Directives.

Funding for the good practices examined lacks clarity and transparency. Its provenance often can only be inferred from the official logos that appear in the footer of the websites considered. When funding appears, it is related to explicit calls for support and donations, sometimes ranging from 5 000 euros to 25 000 euros.

Evaluation seems to be under-reported as few projects mention their full results or give an idea of their impact. The criteria for evaluation, often internal, based on self-reports, tend not to be specified or filtered by teams (technical, pedagogical and scientific). This may be related to the distribution of funds via public entities, attached to public policies that do not necessarily require impact assessment as long as there is resource production.

Though Gender-Based Violence is highly positioned in the legal agenda, the phenomenon of gendered disinformation is not explicitly targeted nor examined as such in the five selected projects. Despite scientific breakthroughs in showing the performativity of gender and its link to "media pedagogies of cruelty"²⁵, policy makers and practitioners do not seem to fully unveil social media dynamics, pedagogies nor impact. This often results in a lack of shared corrective measures from a technological and structural perspective, and in inadequate capacity of the platform users to recognise the patterns of gendered disinformation.

²⁵ SEGATO, Rita Laura (2018). *Contra-pedagías de la crueldad*, Prometeo.

4. Public policies recommendations

Increase awareness and training in online gender disinformation by:

- Expanding on social media risks and participation,
- Endorsing existing MIL and gender frameworks (national, EU and international),
- Targeting seniors and youth through a combination of traditional and social media,
- Updating projects on current research (ecofeminism) and international frameworks (SDG),
- Broadening the themes scope to include emerging issues in gender disinformation (pornography, IA biases, mental health..).

Implement evaluation by

- Motivating actors and sectors most directly implicated: social media platforms, audiovisual content providers, media regulatory authorities and law enforcement entities,
- Valuing intersectoral partnership that engage all sectors and not just education: health, culture and justice,
- Encouraging multisectoral partnerships: public, social and private,
- Connecting academia and independent research with projects evaluation of impact and quality. Disseminating those results.

5. Appendix: Projects' description *(One paragraph per project including the reported project name, project summary and URL link) (2,5 pages)*

5.1. #MaVoieMonChoix

5.1.1. URL link: <https://www.mavoieмонchoix.fr/>

5.1.2. Project summary

An associated organization of the Île-de-France Region, the Hubertine Auclert Center is the Ile-de-France Center for gender equality. Its main objectives are the promotion of equality between women and men and the fight against violence against women through the Regional Observatory of Violence Against Women. It provides expertise and resources on these themes to actresses and actors who work in the Ile-de-France region.

It is the first regional centre dedicated to gender equality in France and the result of an innovative regional policy to stimulate, accompany and support all dynamics in favour of gender equality in the Island. of France. Since 2010, he has developed unique expertise in France on emerging subjects such as cybersexism, domestic cyberviolence, the budget through the prism of gender equality, the place of women in the public space and in rural areas, the sexism in school textbooks. It relies on a network of experts, actors and actors in the field to promote innovative practices and produce new knowledge

5.2. Matilda

5.2.1. URL link: <https://matilda.education/>

5.2.2. Project summary: More than 100 videos, accompanied by educational resources, on the theme of gender equality, in all fields. Matilda is also a collaborative platform for exchanging ideas, questions and achievements. Who is Matilda? Matilda, is an association born on February 1, 2017, was conceived thanks to a team of over 50 people, bringing together the skills and enthusiasm of teachers from primary, middle and high schools, universities, videographers, musicians, digital professionals and associations. It is supported by the Department for the Development and Distribution of Digital Resources, as well as the French Ministry of Education's Direction Générale de l'Enseignement Scolaire, the French Ministry of Culture, and the French Ministry for Families, Children and Women's Rights. Is an educational video platform on gender equality still necessary in the 21st century?

Women and men make up an almost equal proportion of the population. It seems legitimate to want space to be shared equally too, be it economically, culturally, intellectually, symbolically, spatially or domestically. This would undoubtedly require that human rights finally become the rights of human beings. It would also require biological sex to regain its place, as a simple by-product of human nature.

5.3. Clemi - Zéro Cliché

5.3.1. URL link: <https://www.clemi.fr/actions-educatives/concours/zerocliche>

5.3.2. Project summary : The Zéro Cliché pour l'égalité filles-garçons competition is back for its 12th edition. From kindergarten to high school, the competition gives you and your pupils the chance to create media productions (articles, blogs, TV or radio programs, podcasts, reports, etc.) to analyse gender stereotypes in everyday life. The issue of equality between women and men is omnipresent in the news, and is a national priority at the heart of educational issues in general, and media and information literacy in particular. CLEMI offers a competition and specific resources. You can also follow a training course to understand the related EMI issues and get ideas for classroom activities.

5.4. Femmes @ numérique

5.4.1. URL link: <https://femmes-numerique.fr/>

5.4.2. Project summary: Women are missing from the digital world! We are working with all players - public, private, associative and educational - to support initiatives and impact projects aimed at promoting women's access to jobs and responsibilities in the digital ecosystem. We believe in collective action to change scale, and we look forward to working with you to ensure that, by 2030, women make up 50% of the workforce in digital professions.

Three stakes :

1 - Talent diversification to attract a more diverse talent pool, stimulating innovation and creativity.

2 - Increased competitiveness for better economic performance, particularly in terms of problem-solving and adaptability.

3 - Responding to markets under pressure, to reduce the risk of entire sectors of the economy being weakened by a lack of talent.

5.5. Lutter contre le sexisme S'outiller pour lutter contre les violences basées sur le genre, identifier les stéréotypes genrés et sensibiliser aux violences sexistes et sexuelles (DIGITAL FOLDER/YAKAMÉDIA)

5.5.1. URL link: <https://yakamedia.cemea.asso.fr/nos-collections/lutter-contre-le-sexisme>

5.5.2. Project summary : This is one of the digital folders produced by YAKAMÉDIA, an educational media library and the training website of CEMEA (NGO for popular education). CEMEA trains trainers to be youth workers in various fields, including MIL.