

In the following years, the unstoppable spread of cognitive psychology and the predominant constructivist trends, as well as some reform interventions, mark the pedagogical and didactic debate. Particularly noteworthy are the introduction, since the 2000-2001 SY, of the TPE - Supervised Personal Works (*Travaux Personnels Encadrés*)²¹, which deliberately have the same scope as the academic MTU, and the introduction, in 2002, of programs for primary school²², which emphasise the focal points of the previous rules and regulations on both topics, i.e. library and school, librarian and teacher. They display a renewed stimulus to reading and a hint at new information supports, documentary research, searching for and directly handling documents, focusing on active learning and the central role of pupils.

The new programs for primary school – published in the *BOEN - Official Bulletin of the Ministry of National Education* on 19th June 2008²³ – are characterised by the will to fight, right from the beginning of the pupils' school career, the high failure rate affecting French schools. Open about the methods but clear and precise about the results required at each level, they do recognise that "learning paths are plural and complex" but are compactly and steadily focused on the "essential teachings, whose mastery will be indispensable to enable pupils to gain access at a later stage to other knowledge fields".

Together with an explicit orientation towards the acquisition of basic knowledge, the relevance of cognitivism and constructivism is again the strongest element: in fact, pupils shall be motivated "to reflect on texts and documents, interpret, build an argumentation", in short, "to mobilise their knowledge and competencies in gradually more complex situations, in order to argue, research and reason on their own". Documents, research, critical interpretation, autonomous reasoning: as this brief description already shows, among "the knowledge and competencies which shall be mastered at each level of the common core" several are related to IL, documentary training, and similar or partially overlapping topics.

Information and *documentation* explicitly appear in the "in-depth study cycle", the second cycle of primary school (children ranging from 8 to 11

²¹ See *infra*, the following par. *Towards a portfolio of I&D competencies?* The circular of 28th March 2003 (published in the *BOEN*, n. 14, 14th April 2003) mentions the "*documentation* and preparation of an argumentation", exactly referring to the TPE (Rapport IGEN, 2004).

²² Decree of 25th January 2002, published in the *BOEN*, special issue n. 1, 14th February 2002.

²³ Horaires et programmes d'enseignement de l'école primaire. *BOEN*, special issue n. 3, 19th June 2008.