



ACT: A multi-national Erasmus+ project

Citizenship projects led by students and accompanied by teachers



 **cnesco**
 conseil national
 d'évaluation
 du système scolaire

ACT | PROJECT



Co-funded by the
Erasmus+ Programme
of the European Union

- 
- Context
 - Objectives
 - Implementation
 - Evaluation
 - Expected results
 - Innovations

A European priority

- The **Paris Declaration** of 17 March 2015
- The 2015 **Strategic framework for European cooperation in education and training (ET2020)**
- The 2015 call for proposals launched by the European Commission in the framework of the **Erasmus+ programme, under Key action 3: Support for policy reform** and aimed at « *Promoting fundamental values through Education and Training* »

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Promoting active citizenship

- **Main objective** → Improve student outcomes as regards democratic engagement, tolerance and inclusion, and civic skills
- **Intermediate objective** → Build the capacity of teachers to practice pedagogical methods that have been shown to support these outcomes in students

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Erasmus+ calendar 2017-2020

Partners:

- **England** – BC, LES
- **France** – CIEP, DGESCO, CNESCO, PSE, UCP
- **Greece** – IEP, MERRA, NKUA
- **Spain** – MECD, EFSE

Pilot Phase
2017-18

3 schools per country
1-2 teachers per school

Field Trials
2018-19

100 schools per country
(50 treatment, 50 control)
1-2 teachers per school

Impact analysis
2019-20

In-country
Cross-country

ACT implementation in classrooms

>>SEPTEMBER<<

- Carry out teacher training

>>OCTOBER<<

- Introduce ACT to students
- Introduce self and peer assessments
- Offer mentoring to teachers

>>NOVEMBER – MARCH<<

- Implement citizenship projects
- Perform self and peer assessments
- Continue mentoring activities

>>APRIL<<

- Finalise citizenship projects
- Perform final assessments
- Complete mentoring activities

1. Teacher training

- Initial 2-day face-to-face training
 - **Day 1** → International context, national framework, creating a positive space for students, understanding the importance and nature of citizenship, understanding citizenship education
 - **Day 2** → Run-through of the ACT protocol for classrooms, presentation of evaluation protocol, introduction to eTwinning and online mentoring tools
- Online mentoring and follow-up activities
 - Trainer available to respond to questions
 - ETwinning to put participating teachers in contact with one another

2. Active citizenship projects

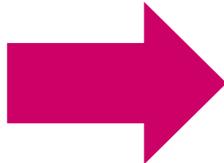
- Student-led, teacher-accompanied projects
- 3 possible themes:
 1. Social inclusion
 2. Fighting discrimination
 3. Cultural diversity
- Initial project design during 3 class periods, ending with a vote
- 4-5 months of project development and implementation

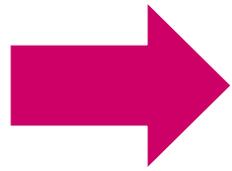
3. Innovative assessment methods

- **Self- and peer-evaluation** → Throughout the project, students are asked to consider their own behaviours, attitudes and actions along with those of their peers in the context of a specific aspect of project development and implementation
- **Assessment categories** → Values, attitudes, skills, knowledge & critical understanding,
- **Assessment scale** → Low to excellent mastery

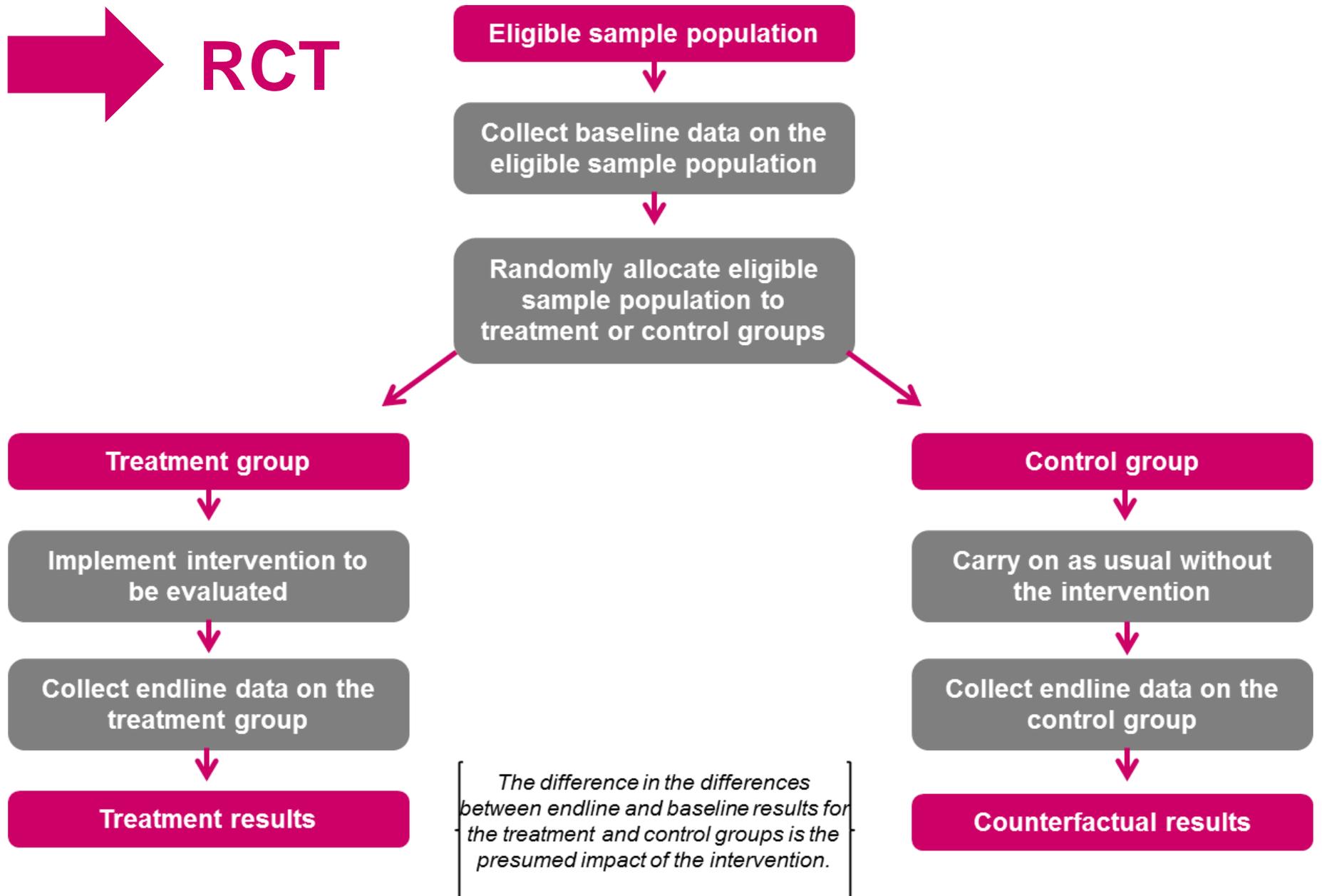
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1. Quantitative evaluation

- **Study** → Randomised control trial (RCT) 
- **Sample** → All schools and classrooms in both the treatment and control groups
- **Instruments** → Survey data; serious games; administrative data
- **Method** → Difference-in-differences (DID)

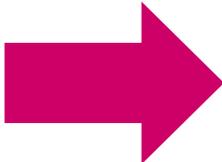


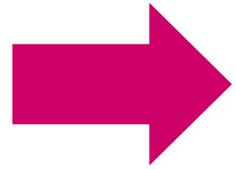
RCT



The difference in the differences between endline and baseline results for the treatment and control groups is the presumed impact of the intervention.

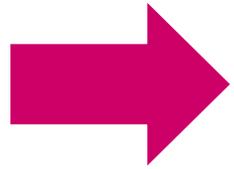
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Cnesco national survey (1/2)

- **Title** → « **School and Citizenship Survey** »
- **Justification** → Lack of information on students' civic attitudes and behaviours as well as on citizenship education
- **Steering committee** → Researchers, inspectors, ministerial representatives, school principals, other school personnel
- **Implementation** → Survey creation and pilot phase (2016), legal process (2017), administration (2018)

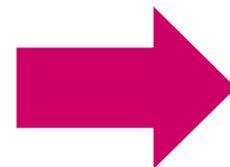


Cnesco national survey (2/2)

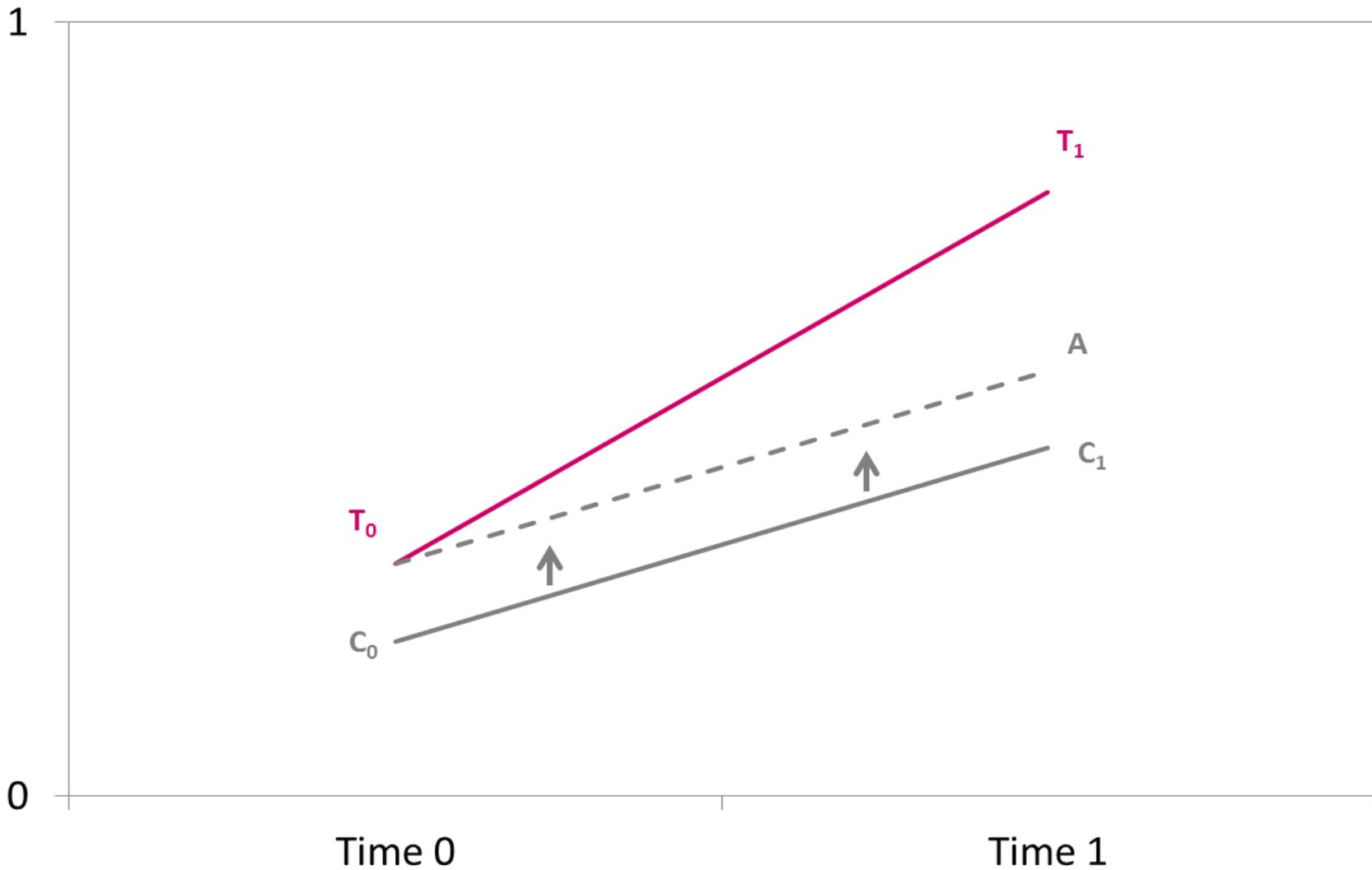
- **Sample** → Random selection; 275 middle schools and 240 high schools; nationally representative; 2 classes per school; at the 3^e and *Terminale* levels
- **Content** →
 - Relationship with citizenship:**
 - Civic knowledge
 - Citizenship attitudes
 - Media and social networks
 - Conception of democracy
 - Confidence in institutions, individuals
 - Relationship with secularism, religion, Law, politics
 - Citizenship education:**
 - Pedagogical practices
 - School policies
 - Opportunities for civic engagement at school

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DID



2. Qualitative evaluation

- **Sample** → 20% of schools in the treatment group; chosen to be representative of the diversity of treated schools
- **Instruments** → Collection of background information, observations, interviews, focus groups
- **Method** → Minimally intrusive observations, face-to-face interviews, randomly selected participants for focus groups

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Supporting policy reform & scaling up

- Policy recommendations
- Introduction of a whole school approach
- Training toolkit and resources

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Aiming to maximize impact

- Pilot phase
- Interaction effects
- Spill-over effects
- In-country and cross-country analyses
- Scaling up

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Regard du Cnesco - la lettre d'information



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Il est composé de scientifiques issus de champs disciplinaires variés, de parlementaires, provenant de la majorité comme de l'opposition, ainsi que de membres du Conseil économique, social et environnemental, nommés pour 6 ans.

Le Cnesco mène une évaluation scientifique et indépendante du système scolaire afin d'éclairer les divers acteurs de l'école et le grand public. Il met à disposition son expertise sur les méthodologies d'évaluation. Enfin, il promeut une culture d'évaluation en direction des professionnels de l'éducation et du grand public.