

A Scientific and Participatory Approach for Building Bridges in Education

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Cnesco's Approach: Its Roots (1/3)

Creation of the French Centre for Education Studies (Cnesco):
law on the reorganization of the school system, 8th July 2013

- To provide independent evaluations of the education system
- By bringing together the world of research, communities of practice and policy makers

Cnesco's Approach: Its Roots (2/3)

Initial observations:

- Little use of research findings
- Lack of multidisciplinary work and cross-analyses
- Limited opportunities for dialogue among education stakeholders

Cnesco's Approach: Its Roots (3/3)

- Scientific resources (on our website www.cnesco.fr)
 - Understandable/accessible to non-researchers; Diversity of editorial formats
 - 3 dimensions: National overview, research literature review, international comparison
- 2 emblematic activity formats:
 - Consensus Conferences (CCs)
 - International Comparison Conferences (ICCs)

How We "Build Bridges" in Practice

- A long road
- Identify relevant topics to be covered
- Work with researchers with specific requirements
- Going even further with CCs and ICCs by involving stakeholders in the formulation of recommendations

Our Conferences (CCs and ICCs): Emblematic Illustrations of Our Approach

- Topic definition based on stakeholders' concerns
- Way of documenting the topic
- Way of working with researchers and international experts
- Field of research and field of practice enrich each other without compromising their integrity and legitimacy

During the conference days:

- Researchers and/or experts' presentations
- Practitioners and policy makers involvement in participatory work to come up with recommendations

Our Conferences (CCs and ICCs): Main Features of Our Approach

- A long process
- During the preparation of the conference: consultations, combination of scientific, pragmatic and participatory dimensions
- During the conference days: delegation of recommendation writing to stakeholders
- Understanding how far change is possible, not just from a material standpoint but also with regards to the amount of extra energy and effort it may require
- Taking into account stakeholders' priorities, sense of urgency, existing tensions within professions and between different professional spheres
- Tactfulness, attentiveness, acute awareness and sensitivity to constraints and degrees of freedom...

Going Further: Supporting Innovative Training Schemes with Local Stakeholders

- A context conducive to deepening partnerships with local training actors
- Building upon the “twin conferences” to develop innovative long term training schemes

Positive observation: A shared will to go further than dissemination by co-constructing new training paths; A smooth dialog between the Cnesco and the Académies that enables a real collaboration

Possible obstacles: The need to specify the role and the positioning of the Cnesco

Going Further: Sharing our Methodology with Foreign Partners

- Modelling our working processes;
- Sharing our expertise with international partners
- Current main project: The organisation of a Consensus Conference in Dakar (Senegal) about mathematics in primary schools (December 2023) (Partners: Confemen, the Ministry of Education of Senegal, AFD)

Positive observation: A shared will to build bridges and to learn from each other

Possible obstacles: The knowledge of a specific context and the adaptation of processes; the distribution of roles for relevant and smooth work

Thank you for your attention

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