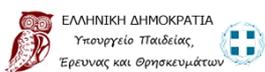


ACT Experimental Protocol

Field Trials 2018-19



National and Kapodistrian
UNIVERSITY OF ATHENS



| | |
|-----------------------|---|
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Abstract

This document provides the experimental protocol for the Field Trial phase of the ACT Project. Its contents have been provided by project partners following testing of the draft protocol during its pilot phase over the 2017-18 school year. The aim of this document is to give a description of the entirety of the ACT protocol, in order to ease coordination among international partners and to ensure that ACT is carried out in such a way as to enable a cross-country comparison of its results following the field trials. It defines the parameters under which each phase of the intervention is to occur as regards the preparation phase, teacher training and mentoring, project implementation in the classroom, and the qualitative and quantitative evaluations. It not only provides a global description of each component of the project but also details the ways in which the project will be adapted to each country. Finally it includes country-level contact information and the timeframe for implementation for each country.

Versioning and contribution history

| History version | Date | Modification | Modified by |
|-----------------|------------|--|---------------|
| V0 | 15/05/2018 | Draft version | Emily Helmeid |
| V1 | 26/07/2018 | After contributions | Emily Helmeid |
| V2 | 01/10/2018 | After final review by consortium members | Emily Helmeid |

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Part 1 : ACT experimental protocol

Preparation phase

Three steps must be completed before the ACT Project may be implemented in schools in each of the participating countries. First, at least 100 schools in each country must volunteer to participate in the ACT Project. Second, volunteer schools must supply Evaluators with the names of the teacher(s) and students who they propose to take part in the project. Third, half of volunteer schools must be assigned to the treatment group and the other half to the control group for the purposes of carrying out the impact evaluation of ACT.

Recruitment of schools and teachers

The recruitment phase of the field trials is carried out by the Public Authority or delegated body of the Public Authority in each country. This phase should begin around February of the school year preceding that of the Field Trials. The exact steps taken depend on national context. The areas from which schools and teachers are recruited also depend on how the education system in each country functions. When carrying out this phase, Public Authorities must take into consideration issues such as the amount of political support the project might receive or not receive in certain districts and the feasibility of carrying out the quantitative and qualitative evaluations.

Prior to beginning recruitment, Evaluators in each country should provide precise details concerning evaluations of ACT implementation during field trials to their Public Authority counterparts. These details concern:

- Random allocation to treatment or control groups;
- The time demands for the control group regarding evaluation (2 hours);
- The time demands for the treatment group regarding teacher training (2 days face-to-face, 8-16 hours mentoring), citizenship project implementation (15 hours) and evaluation (2 hours + serious games);
- Evaluation timeline (teacher surveys, randomization, student surveys, etc.).

Armed with this information, Public Authorities in each country prepare the letter(s) that will be used to recruit schools for the ACT field trials. These letters shall include the above-mentioned components provided by WP4 as well as the following information:

- The chosen incentive scheme (e.g. Control groups will receive treatment the following school year);
- Implementation timeline.

The draft letters should then be validated by Evaluators in each country who must ensure that they contain all necessary information but do not unduly influence future project implementation by schools and teachers. Once validated, Public Authorities send out the letters and carry out follow-up steps or further campaigns for interest as necessary.

Schools have a period of 1-4 months to express their interest in participating in ACT. The way in which this is carried out will be different in each country. If too many schools express interest, it may be necessary to turn down some schools and ministries may know which schools to withdraw from the sample. If too few schools express interest, it may be necessary to expand the campaign. Once the quota of at least 100 schools has been reached, Public Authorities and Evaluators work together to determine the schools that will comprise the field trial sample (as necessary).

Collection of class lists

After the schools have been selected, Public Authorities will collect teacher and student lists from these schools and communicate them to the Evaluators. This information will be collected between July and September 2018, depending on countries and schools. Evaluators must be given this information before they may take the next step in the protocol.

Random allocation of schools

Once Evaluators have received the teacher and student lists, 50 schools out of the 100 voluntary schools will be randomly selected to participate in the project treatment group, while the 50 remaining schools will form the control group. Randomization will take place sometime between late August and October, depending on the country.

Performing random allocation allows Evaluators to avoid situations in which classroom composition by school heads is affected by the treatment status of the school and to ensure that students in the treatment and the control group are strictly comparable. To the extent possible, randomization will be stratified, meaning that groups of at least four schools will be formed such that they are as homogenous as possible (a strata): within each strata, half of the schools will be randomly allocated to treatment (using pseudo-random numbers in any statistical package). Homogeneity criteria will be region, school-level student performance, social background and school size, depending on the data available in each country. These criteria will be treated sequentially to form strata.

Once schools have been allocated to treatment and control groups, they will be informed of their placement by the Public Authorities in each country.

Sample timelines

| Timing | Model 1 | Model 2 | Model 3 |
|-------------------------|---|---|--|
| <i>February-June</i> | Recruitment of schools | Recruitment of schools | Recruitment of schools |
| <i>June - July</i> | Teacher lists Teacher surveys | Recruitment ctd. | Teacher & student lists Teacher survey Randomisation |
| <i>August - October</i> | Student lists Randomisation Student surveys | Teacher lists Teacher surveys Student lists Randomisation Student surveys | Student surveys |

Teacher training

The methodology for ACT teacher training is based on the best practices that have been identified and proven in the research for effective teacher training. The training will be delivered through two-day face-to-face sessions at the start of the academic year and will be followed by mentoring conducted by assigned trainers. The mentoring aims to promote and encourage networking and interaction among teachers. Towards the end of the academic year, a final face-to-face debriefing session may take place in some countries. Teacher training is organized around the following resources, which are meant to guide and support teachers throughout implementation of the ACT Project:

- **teacher training guidelines and resources**, which are entirely organised around the methods and practices that will support ACT implementation in the classroom;
- **mandatory ACT lesson plans**, which are an integral part of the teacher toolkit; and
- **guidelines for self and peer assessment**, which will ensure that teachers are prepared to implement these methods with their students in the context of ACT.
- **Guidelines for mentoring (ways and tools)** which will ensure that the teachers are well encouraged and supported for the implementation phase in the classroom

Training of trainers

The Public Authority in each country will arrange either a “training of trainers” session or a preparatory meeting, depending on the number of trainers it will employ to carry out ACT teacher training. These training sessions might include the involvement of Evaluators or other members of the ACT consortium who have internalised the project’s objectives and protocol during its pilot phase and may be able to help in communicating these elements to the trainers.

Two-day face-to-face training

Trainers will carry out face-to-face teacher training sessions for the secondary school teachers that have been selected into the treatment group of the ACT Field Trials. The two-day training session will aim to:

- explore the nature and the objective of ACT project to promote active learning.
- realise how the programme meets the current educational needs, thus promoting active citizenship within an international and European context.
- understand the importance and the endeavour of the programme to help both teachers and students to face the challenges of the 21st century.

- be informed about the stages of the programme and the methodology to be followed in each stage, with emphasis on ACT implementation in the classroom.
- apprehend the anticipated beneficial outcomes of the ACT project for all participants; students, teacher, school community as well as local community.
- familiarise themselves with the multifaceted roles the programme stipulates for both teachers and students.
- implement innovative assessment methods (self and peer evaluation).

Online mentoring of pilot teachers

An important aspect of the ACT Project is continued guidance for participating teachers throughout the project implementation period. The ACT Project is asking teachers to step outside of their comfort zone and to modify the traditional teacher-student relationship so that students have the opportunity to exercise autonomy as fellow citizens. In a school setting, this can be a particularly difficult change to make, as both teachers and students have an ingrained understanding of their respective roles in a classroom.

Teachers participating in the ACT field trials will continue to receive support, feedback and guidance throughout the ACT implementation period via a mentoring programme that has been organised with the same trainers responsible for the face-to-face training at the beginning of the project. This mentoring programme will take the following form:

- It will be carried out virtually and may contain either synchronous (video chat, instant messaging, phone calls) or asynchronous (email exchange, resource files, message board, etc.) elements
- The web-based collaborative platform, utilised during the project implementation period by all partners, will serve the purposes of mentoring by providing teachers with valuable and practical information and helping them to collectively develop strategies and skills on how to best implement their versatile role in the ACT Project.

Debriefing session (optional)

Depending on the availability of resources, Public Authorities may decide to organize a face-to-face debriefing session for teachers in the treatment group at the end of the project implementation period. This session is optional, but may serve as an opportunity for reflection that can both improve the ACT project for future iterations and help teachers more firmly anchor the teaching practices and strategies implemented during ACT into teachers' minds for future use. Teacher trainers would run these sessions, but other members of the project consortium would likely be present to receive feedback.

ACT in the classroom

During the 2018-19 school year, the ACT project is carrying out its “field trials”, which involve approximately 100 schools in each of the 4 participating countries. Of these 100 schools, half will be assigned to the “treatment group” and fully participate in the ACT project, and half will be placed in the “control group” and will not participate in ACT during the 2018-19 school year.¹

Participating classes in the “treated” schools will implement “citizenship projects” over the course of the school year, from roughly October through April. Students will work in small groups to design a citizenship project proposal that they will present to the class for a vote. Once the class has voted for the project they wish to implement, the teacher will work with the class to co-construct an action plan for project implementation. Working in randomly-assigned small groups, students will share responsibility for the implementation of their chosen citizenship project and the realisation of its activities.

ACT lesson plans and activities

The ACT protocol is primarily composed of a series of pre-ACT activities to set the tone for the ACT project. These are followed by three mandatory lesson plans designed to enable teachers and their students to launch the ACT project in their classrooms under the best possible conditions and in a way that will allow Evaluators to measure the impact of the ACT project on participants in each country and classroom. Finally, a set of optional activities that may be used during the citizenship project implementation period are proposed. These are meant to suggest possible ways of addressing the challenges and questions that arise over the course of project implementation and to make the link between the initial lesson plans and the actual implementation of citizenship projects by students.

Pre-ACT activities: ground rules, portfolios and debates

The pre-activities are an integral part of the experimentation protocol. ACT is based on the idea that citizenship education is most effective when students are given the opportunity to act for themselves. In this project, students are asked to implement a concrete “citizenship project”. Thus it is essential to prepare them for this type of active pedagogy, before the introduction of the ACT project itself, through the following activities:

- establishing ground rules for small group work and presenting student portfolios,
- introducing self and peer evaluation and continued use of the student portfolios,
- preparing for in-class debates and voting to solve disagreements,

¹ Schools in the control group will be given the opportunity to carry out the ACT project during the 2019-20 school year instead.

along with certain habits that will help students to get into the ACT project and the construction of their own citizenship projects.

These pre-activities are transposable to different teaching contexts and different classes. It does not matter when or where they are put in place, only that students are introduced to each of these pre-activities before the three mandatory lesson plans that introduce ACT in the classroom.

Lesson plan 1: Introducing ACT (Compulsory)

This lesson plan constitutes the **first two teaching hours** officially dedicated to ACT implementation in participating classrooms. This class period will be devoted to introducing the ACT Project, its context, objectives, themes and organisation. It includes a total of five activities:

1. A reflection on the concept of “citizenship” as a status, a feeling and a practice
2. Group brainstorming on the ways in which students already operate in “project mode” when they hang out with their friends and plan their own activities
3. An activity on students’ expectations for what the future of the world holds
4. Definition of a “citizenship project”
5. Introduction of the ACT Project and its themes

Lesson plan 2: Designing citizenship project proposals (Compulsory)

Students work in small groups to each come up with a citizenship project proposal that they can present to their class. These proposals should be based on the three ACT Project themes – fighting discrimination, social inclusion, cultural diversity – and should be realistic and feasible. They must also involve actions and activities that are permitted in schools. This lesson plan sets the tone for the entire ACT Project and teachers are asked to prepare for it in advance.

Lesson plan 3: Voting on citizenship project proposals (Compulsory)

The third and final mandatory lesson plan for the ACT Project is devoted to presentations of group citizenship project proposals to the class and then to a vote by the class for the project that they will be implementing throughout the school year. Once the project has been chosen, the teacher will work with the class to incorporate the best aspects of the losing projects into the winning project design. This final step of the process is crucial to ensuring that all students feel motivated to carry out the chosen project with their class. Finally, there is an optional activity designed to take the first steps toward the implementation of innovative assessment methods in the context of the ACT Project.

Project implementation activities (Optional)

These activities relate to both the way in which the class can approach the planning stages of the project and to the challenges that each class is likely to encounter during the implementation period.

Citizenship project implementation

An ACT citizenship project is an activity or set of activities (events, services, campaigns...) organised around at least one of the ACT themes (fighting discrimination, social inclusion, cultural diversity) and designed to benefit a specific group of people, either at school or in the community. It has a well-defined objective (to raise awareness, to inspire change, to promote dialogue, to bring people together...) around which these activities are organised. It also has a target audience (other classes in the same grade, classes from lower grades, another school, community groups, the whole community) at which the activity or activities will be directed. Above all, an ACT citizenship project is led by students and guided by the teacher.

Besides what ACT will hopefully provide for students, it is also envisioned that ACT citizenship projects will have a positive impact on schools and communities. This is an opportunity to build bridges between generations (youth and adults) and between spheres (school and work). It is hoped that ACT citizenship projects will also have a lasting impact on the local landscape, whether in a tangible or non-tangible way.

Innovative assessment methods

Within the framework of ACT, “innovative assessment methods” refer to self and peer evaluation that should be carried out with students over the course of ACT implementation.

Although these methods are generally well known and well regarded, they are still not widely used, particularly when it comes to peer evaluation. This is the final **mandatory aspect of the ACT protocol** in classrooms.

Quantitative evaluation

For the quantitative evaluation of ACT, Evaluators must survey teachers and students at the beginning (baseline) and at the end of the school year (end-line), through the implementation of questionnaires. Evaluators must also collect the administrative data, either via existing administrative databases or directly from the schools, that are relevant to ex-post analysis of the project.

There are two important conditions that must be met as regards administration of the questionnaires and collection of the administrative data:

- All questionnaires must be taken online
- All teachers and students must follow the same evaluation protocol, meaning that teachers and students from both the treatment and the control groups must take both the baseline and endline questionnaires. Administrative data must also be collected in this manner.

Administrative data

The quantitative evaluation protocol necessitates the collection of administrative data by Evaluators on the following student outcomes (provided that they are available):

- Students' grades
- Standardized national/regional test scores
- Absences and tardiness
- Suspensions and disciplinary warnings
- Participation in student government/parliament
- Participation in school associations / extra-curricular activities
- Any other information relevant to the study

This data should be collected on all students participating in ACT, in both treatment and control schools. If this information is not made available in a national or local administrative database, then it should be collected directly from schools by Evaluators.

Student questionnaires

Students involved in the ACT project (both in the treatment and the control groups) will be surveyed through a baseline and an endline questionnaire. Both questionnaires will be administered online, during collective sessions at school, through the use of school computers.

Student baseline questionnaire

- *Date:* Before (or as soon as possible after) the random draw, which will occur at different period across countries.
- *Duration:* 50 minutes or less
- *Implementation:* Online, at school, through the use of school computers. Every session must be supervised by a member of the school staff.

Student endline questionnaire

- *Date:* End of the school year (May-June).
- *Duration:* 50 minutes or less
- *Implementation:* Online, at school, through the use of school computers. Every session must be supervised by a member of the school staff.
- *Note:* In addition to standard questions, this questionnaire will include "serious games", which are interactive games that students will play online.

Teacher questionnaires

Teachers involved in the ACT project (both from the treatment and the control groups) will be surveyed at the beginning and at the end of the school year. This will be done through online questionnaires, which will be directly sent to teachers.

Teacher baseline questionnaire

- *Date:* Ideally, before the random draw. Can be implemented as soon as teachers are registered for participation in ACT.
- *Duration:* 20 minutes or less
- *Implementation:* Online survey

Teacher endline questionnaire

- *Date:* End of the year (May-June)
- *Duration:* 30 minutes or less
- *Implementation:* Online survey
- *Comments:* Some teachers from schools who are not directly involved in ACT may also be surveyed in order to learn about friendship networks in the classroom.

Ethical and legal considerations

The coordinating partner for the quantitative evaluation has submitted the full project to the Paris School of Economics Internal Review Board (registered with the US Department of Health and Human Services under no. IORG0008879).

Data protection is following each country's legal requirements, but a shared protocol consists in asking students their explicit consent before starting each student questionnaire: the nature and objective of the study is presented and students are informed that they are free to answer, with no consequences. In addition, schools must send information letters to parents at the beginning of the school year: those letters will contain an opt-out form. This protocol was tested and validated during the pilot phase (2017-2018).

Teachers are also asked for their explicit consent before filling in their questionnaires, using the same wording as for students.

Qualitative evaluation

ACT field trials will also be accompanied by a qualitative impact evaluation aimed at identifying the underlying factors that may be at play when it comes to the measurable success or failure of the ACT project and shedding light on the quantitative results in order to better contextualize and interpret the results.

Selection of the sub-sample

The qualitative evaluation will take place in a small subsample (10) of the schools implementing the project. Evaluators will select these schools from among those in the treatment group, taking into consideration their size, location, social and economic composition, etc so that the sub-sample is as representative as possible.

Observation of teacher training

The method of data collection consists of observing participants in the program. The Evaluator takes notes, observes behaviours and, if possible, tracks changes over time. Direct observation can be complemented by the recording (audio and/or video) of the sessions. This method requires a significant time investment on the part of Evaluators, as they must generally be on site multiple times in order to better note how a programme or project is being implemented and what impacts are being realised. It is important that Evaluators carrying out observations in the field maintain a certain distance from the project so that they do not end up biasing the results. The extent to which Evaluators observe teacher training sessions will be different in each country.

Interviews with school principals

Evaluators will perform interviews of school principals in order to acquire more in-depth personal, social, cultural, family, etc. regarding students as well as additional school-level data. These interviews will also aim to gather more in-depth information regarding active citizenship education in the school and on the way in which the ACT project has been received and perceived by individuals in the school. The Evaluator will carry out a structured interview but has the freedom to adapt her/his line of questioning depending on how the participant responds.

Interviews with teachers

Evaluators will perform interviews with participating teachers for many of the same reasons enumerated above. An additional set of questions are designed to better understand the teacher's own background and views as well as to get insight into how ACT is being implemented in the classroom. The scope of these interviews depends on how many will be performed and at what point during ACT implementation they will occur.

Classroom observations

Evaluators will observe participating classes in action as they implement key stages of the ACT lesson plans and the citizenship projects they have designed. The classroom observation will be carried out in much the same way as the teacher training observation, with the Evaluator taking care not to influence what is occurring in front of her/him. It should be noted that not all countries will be able to carry out direct observations in the classroom. Instead, these countries will attempt to collect information regarding students' behaviour through teacher interviews and student focus groups.

Focus groups with students

Evaluators in each country will carry out student focus groups in some or all of the sub-sample of schools selected for the qualitative evaluation. These focus groups will convene a small number of students from participating classrooms as a means of questioning students on their experience and view as regards implementation of the ACT project as well as their own views on related subjects.

Ethical and legal considerations

Implementing direct observations of classroom activities or carrying out focus groups requires the written consent of students' parents.

Part 2 : ACT field trials by country

England

Preparation phase

| | |
|---------------------------------|---|
| <i>Location of schools:</i> | Nation-wide |
| <i>Sector(s):</i> | Publically funded secondary schools only |
| <i>Number of schools:</i> | 130 schools, expecting some to drop out |
| <i>Recruitment channels:</i> | <p>Multitude of channels e.g. online, via social media, targeted messages to contacts in the British Council database, through official newsletters of partners (Think Global, Durham County Council, South Yorkshire Development Education Centre) etc.</p> <p>Schools/teachers need to volunteer to be part of the project by filling out an online form.</p> |
| <i>School incentives:</i> | In 2019-20, the control group will be offered teacher training + ACT materials. We may run a celebration event to give the schools 'profile' for participating and a certificate for students involved. We will offer financial support for supply teachers as much as the budget allows. |
| <i>Teacher incentives:</i> | Only the intrinsic value. |
| <i>Teacher lists available:</i> | July 2018 |
| <i>Student lists available:</i> | Mid-September 2018 |

Teacher training

| | |
|---|---|
| <i>Training of trainers:</i> | There is only one teacher trainer. A meeting will be held with her in advance of the teacher training sessions in order to plan them together with the British Council. |
| <i>Face-to-face (F2F) training:</i> | There will be probably 3 or 4 training sessions, which will take place in November, possibly December. |
| <i>Number of teachers per training:</i> | Approximately 15 teachers per training session |
| <i>Number of mentoring hours:</i> | 5 hours per teacher (in group sessions or one-on-one) |
| <i>Optional F2F debriefing:</i> | No, but some kind of end-of-the-year event might be planned, budget permitting. |

ACT in the classroom

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|----------------------------------|--|
| <i>Implementation format:</i> | 2 teachers/2 projects or 1 teacher/1 project. |
| <i>Grade level (ages):</i> | Year 9 (13-14 year olds) |
| <i>Course:</i> | Citizenship (In many cases, citizenship education may be delivered during history class or another subject. This will depend on the school.) |
| <i>Number of teaching hours:</i> | 15 hours |
| <i>Anticipated schedule:</i> | Normally 1 per week although all schools work differently so it's hard to predict |
| <i>Project funding:</i> | There will be no official project funding by the British |

| | |
|-------------------------------|--|
| | <p>Council; however, schools may decide to set aside a small budget for the project if they wish.</p> <p>In addition, teachers and students are permitted to do their own fundraising.</p> |
| <i>Ethical considerations</i> | <p>ACT will be delivered in normal school time, so parents can't opt out as a matter of course. If there are off-site visits, etc. it may be appropriate to seek explicit permissions.</p> |

Quantitative evaluation

| | |
|---|--|
| <i>Administrative data already available:</i> | <ul style="list-style-type: none"> - Authorised student absences - Unauthorised student absences - Student suspensions |
| <i>School-level data to be collected:</i> | <ul style="list-style-type: none"> - Progress 8 - Percentage eligible for FSM (Free School Meals) - School type (e.g. Academy, Maintained School) - Size - Location - Urban or rural/coastal |
| <i>Class-level data to be collected:</i> | <ul style="list-style-type: none"> - Teacher experience (years in service) - Subject chosen to implement the ACT project - Class size <p><i>NOTE:</i> All these things should be obtained from the baseline teacher questionnaire that needs to be performed prior to randomisation</p> |
| <i>Access to computer labs:</i> | Yes, in one form or another. |
| <i>Ethical considerations</i> | <p>Parents will receive an 'opt out' letter, while students must provide 'opt in' consent to participate.</p> <p>LSE has obtained clearance from the Research Ethics Committee for the ACT project.</p> |

Qualitative evaluation

| | |
|---------------------------------------|---|
| <i>Number of schools:</i> | Approximately 10 schools |
| <i>Teacher training observations:</i> | One meeting with group of teachers at the British Council |
| <i>School principal interviews:</i> | Only if necessary |
| <i>Teacher interviews:</i> | 1-2 per school, in 10 schools |
| <i>Classroom observations:</i> | This will not be implemented in England |
| <i>Student focus groups:</i> | 1 per school, in 5 schools |
| <i>Ethical considerations:</i> | <p>When it comes to participating in focus groups outside the classroom, pupils' parents or legal guardians must provide authorisation in writing, and pupils themselves must also give consent. If parental consent is not forthcoming, the researcher will talk to pupils about the project in the classroom setting, with the teacher present.</p> |

Contacts

| | | |
|----------------------------|----------------|---|
| British Council | Stephen Hull | Teacher training /Recruitment /ACT in the classroom |
| London School of Economics | Sandra McNally | Randomisation /Quantitative evaluation |
| London School of Economics | Anne West | Qualitative evaluation |

GANTT Chart

| GANTT Chart: ACT field trials | ACT PROJECT | | | | | | | | | | |
|---|----------------|---------------|--------------|--------------|--------------|---------------|---------------|---------------|--------------|--------------|---------------|
| | août-18 M-1 | sept-18 M0 | oct-18 M1 | nov-18 M2 | déc-18 M3 | janv-19 M4 | févr-19 M5 | mars-19 M6 | avr-19 M7 | mai-19 M8 | juin-19 M9 |
| Preparation phase | | | | | | | | | | | |
| Recruitment of schools and teachers | Completed | | | | | | | | | | |
| Class lists for participating teachers available | | | | | | | | | | | |
| Random allocation of schools to treatment or control groups | | | | | | | | | | | |
| Teacher training | | | | | | | | | | | |
| Training of trainers | | | | | | | | | | | |
| 2-day face-to-face training | | | | | | | | | | | |
| Online mentoring (in parallel with implementation stages) | | | | | | | | | | | |
| 1-day (or less) face-to-face debriefing | | | | | | | | | | | |
| Citizenship project implementation | | | | | | | | | | | |
| Pre-ACT activities | | | | | | | | | | | |
| Lesson plan 1 implemented | | | | | | | | | | | |
| Lesson plan 2 implemented | | | | | | | | | | | |
| Lesson plan 3 implemented | | | | | | | | | | | |
| Optional implementation activities may be carried out | | | | | | | | | | | |
| Citizenship project implementation phase | | | | | | | | | | | |
| Final activities/events take place | | | | | | | | | | | |
| Innovative assessment of students | | | | | | | | | | | |
| Citizenship project portfolios created and maintained | | | | | | | | | | | |
| Peer assessment in small groups (in parallel with implementation stages) | | | | | | | | | | | |
| Self assessment and reflection (in parallel with implementation stages) | | | | | | | | | | | |
| Teacher assessment of students (to complement peer and self assessment) | | | | | | | | | | | |
| Quantitative evaluation (online) | | | | | | | | | | | |
| Baseline teacher questionnaire administered | | | | | | | | | | | |
| Baseline student questionnaire administered | | | | | | | | | | | |
| Endline student questionnaire with "serious games" administered | | | | | | | | | | | |
| Endline teacher questionnaire administered | | | | | | | | | | | |
| Qualitative evaluation (in person or at a distance) - in a subset of schools | | | | | | | | | | | |
| Observation of initial face-to-face teacher training | | | | | | | | | | | |
| Interviews with school principals | | | | | | | | | | | |
| Interviews with teachers | | | | | | | | | | | |
| Classroom observations | | | | | | | | | | | |
| Focus groups with students | | | | | | | | | | | |

France

Preparation phase

| | |
|---------------------------------|--|
| <i>Location of schools:</i> | In 6 <i>académies</i> : Aix-Marseille, Amiens, Nancy-Metz, Nantes, Versailles, Orléans-Tours |
| <i>Sector(s):</i> | Public lower secondary schools only |
| <i>Number of schools:</i> | 100 schools |
| <i>Recruitment channels:</i> | <p><i>February:</i> The Ministry of Education (MEN) will send a letter to the rector of each <i>académie</i> to inform him or her of the project, solicit support and request a contact person for that <i>académie</i>.</p> <p><i>March:</i> The contact person from MEN, Christelle Jouhannau, will meet with her contacts in each <i>académie</i>. Then a call to participate in ACT will be sent out to schools via the <i>académie</i>.</p> |
| <i>School incentives:</i> | No, but being able to have 1 or 2 teachers per school participate in the ACT Project is considered an incentive |
| <i>Teacher incentives:</i> | The participation in ACT will be entered in the annual review of the teacher |
| <i>Teacher lists available:</i> | May/June |
| <i>Student lists available:</i> | July/August |

Teacher training

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| <i>Training of trainers:</i> | 5-6 June 2018 for 4 trainers who have been recruited for ACT Project implementation |
| <i>Face-to-face (F2F) training:</i> | In France, 6 face-to-face training sessions will be implemented, one in each “ <i>Académie</i> ” between 17/09/2018 and 7/11/2018. |
| <i>Number of teachers per training:</i> | 1 training per region with about 16 teachers in each training session |
| <i>Number of mentoring hours:</i> | 10 hours per teacher |
| <i>Optional F2F debriefing:</i> | No, not in person. There will be an online mentoring sessions devoted to reflecting on the overall ACT project at the end of the year. |

ACT in the classroom

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| <i>Implementation format:</i> | 1 teacher/1 project or 2 teachers/1 project |
| <i>Grade level (ages):</i> | 4 ^e (13-14 year olds) and 3 ^e (14-15 years old) |
| <i>Course:</i> | Moral and civic education (<i>i.e.</i> EMC), citizen pathway or other courses |
| <i>Number of teaching hours:</i> | 15 hours |
| <i>Anticipated schedule:</i> | It depends on the schedules of the classes and the choice of teachers but generally one hour per week |
| <i>Project funding:</i> | There will be no funding allocated by the Ministry of |

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| | Education. Teachers and students are not permitted to do their own fundraising. |
| <i>Ethical considerations</i> | Not applicable, what happens during classroom hours is up to teachers and schools |

Quantitative evaluation

| | |
|---|---|
| <i>Administrative data already available:</i> | <ul style="list-style-type: none"> - Authorised student absences - Unauthorised student absences - Student tardiness - Student grade repetition - Record of student behavioural issues |
| <i>School-level data to be collected:</i> | <ul style="list-style-type: none"> - School size (# of students) - Performance on the DNB (standardised test) in Math, French and history - Socio-economic indicator (proportion of disadvantaged students to privileged students as measured by parents' professional categories) |
| <i>Class-level data to be collected:</i> | <ul style="list-style-type: none"> - Electives taken by students in the class (modern languages, Latin, Greek, etc.) |
| <i>Access to computer labs:</i> | Generally, yes, but they are sometimes rather small. A class of 25 students might have to be divided into 2 groups to respond to a questionnaire. |
| <i>Ethical considerations</i> | <p>Parents must be informed (opt out option); children have opt in option on line.</p> <p>The ACT project and corresponding evaluation have been registered with the legal body for data protection (CNIL) and with the PSE Ethics committee (IRB).</p> |

Qualitative evaluation

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| <i>Number of schools:</i> | 10 schools |
| <i>Teacher training observations:</i> | 2 days per <i>académie</i> , in 4 <i>académies</i> |
| <i>School principal interviews:</i> | 10 schools |
| <i>Teacher interviews:</i> | 2-3 per school, in 10 schools |
| <i>Classroom observations:</i> | 5 per school, in 5 schools |
| <i>Student focus groups:</i> | 1-2 per school, in 10 schools |
| <i>Ethical considerations:</i> | Parents must provide explicit consent |

Contacts

| | | |
|-----------------------------------|-----------------------|---|
| MEN | Christelle Jouhanneau | Teacher training /Recruitment /ACT in the classroom |
| Paris School of Economics | Simone Briole | Randomisation /Quantitative evaluation |
| Sciences-Po Saint-Germain-en-Laye | Géraldine Martin | Qualitative evaluation |

GANTT Chart

| GANTT Chart: ACT field trials | ACT PROJECT | | | | | | | | | |
|---|-------------|---------|--------|--------|--------|---------|---------|---------|--------|--------|
| | août-18 | sept-18 | oct-18 | nov-18 | déc-18 | janv-19 | févr-19 | mars-19 | avr-19 | mai-19 |
| | M-1 | M0 | M1 | M2 | M3 | M4 | M5 | M6 | M7 | M8 |
| Preparation phase | | | | | | | | | | |
| Recruitment of schools and teachers | | | | | | | | | | |
| Class lists for participating teachers available | | | | | | | | | | |
| Random allocation of schools to treatment or control groups | | | | | | | | | | |
| Teacher training | | | | | | | | | | |
| Training of trainers | Completed | | | | | | | | | |
| 2-day face-to-face training | | | | | | | | | | |
| Online mentoring (in parallel with implementation stages) | | | | | | | | | | |
| 1-day (or less) face-to-face debriefing | | | | | | | | | | |
| Citizenship project implementation | | | | | | | | | | |
| Pre-ACT activities | | | | | | | | | | |
| Lesson plan 1 implemented | | | | | | | | | | |
| Lesson plan 2 implemented | | | | | | | | | | |
| Lesson plan 3 implemented | | | | | | | | | | |
| Optional implementation activities may be carried out | | | | | | | | | | |
| Citizenship project implementation phase | | | | | | | | | | |
| Final activities/events take place | | | | | | | | | | |
| Innovative assessment of students | | | | | | | | | | |
| Citizenship project portfolios created and maintained | | | | | | | | | | |
| Peer assessment in small groups (in parallel with implementation stages) | | | | | | | | | | |
| Self assessment and reflection (in parallel with implementation stages) | | | | | | | | | | |
| Teacher assessment of students (to complement peer and self assessment) | | | | | | | | | | |
| Quantitative evaluation (online) | | | | | | | | | | |
| Baseline teacher questionnaire administered | | | | | | | | | | |
| Baseline student questionnaire administered | | | | | | | | | | |
| Endline student questionnaire with "serious games" administered | | | | | | | | | | |
| Endline teacher questionnaire administered | | | | | | | | | | |
| Qualitative evaluation (in person or at a distance) - in a subset of schools | | | | | | | | | | |
| Observation of initial face-to-face teacher training | | | | | | | | | | |
| Interviews with school principals | | | | | | | | | | |
| Interviews with teachers | | | | | | | | | | |
| Classroom observations | | | | | | | | | | |
| Focus groups with students | | | | | | | | | | |

Greece

Preparation phase

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| <i>Location of schools:</i> | In the 7 Directorates of the region of Attica |
| <i>Sector(s):</i> | Public secondary schools only |
| <i>Number of schools:</i> | 100 schools |
| <i>Recruitment channels:</i> | <p>The Ministry of Education and Religious Affairs (MERRA), supported by the Institute of Educational Policy (IEP) and the National and Kapodistrian University of Athens (UoA), shall publish an open call for submission of applications of interest by schools in the Attica region.</p> <p>The call will require that the following criteria be met by interested schools: 1.) previous experience in related projects, 2.) qualified and trained staff, 3.) facilities to enable participation in survey polls and other digital forms of project evaluation, 4.) supportive administration.</p> <p>Schools that wish to express an interest in participating in the ACT Project must send an application form along with the minutes from the teaching staff meeting during which staff agreed to participate in the project, nominated 1-2 teachers who would participate and named the class(es) that would be in the project.</p> |
| <i>School incentives:</i> | Schools might be awarded The "European ACT" Label, as a way of certifying their participation in the project. |
| <i>Teacher incentives:</i> | Teachers might receive a Certificate for participating in the Act project |
| <i>Teacher lists available:</i> | October |
| <i>Student lists available:</i> | October |

Teacher training

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| <i>Training of trainers:</i> | Mid-October |
| <i>Face-to-face (F2F) training:</i> | 30-31 October, 4-8 trainers to train 55-60 teachers in various locations |
| <i>Number of teachers per training:</i> | 8-15 teachers per training group |
| <i>Number of mentoring hours:</i> | 4 hours per teacher |
| <i>Optional F2F debriefing:</i> | June 2019 – debriefing session for reflection and feedback. |

ACT in the classroom

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| <i>Implementation format:</i> | 1 teacher/1 project or 2 teachers/2 projects |
| <i>Grade level (ages):</i> | 3rd year of secondary school (14-15 year olds) |
| <i>Course:</i> | Social and Civic Education |
| <i>Number of teaching hours:</i> | 15 hours |
| <i>Anticipated schedule:</i> | It depends on the teacher |
| <i>Project funding:</i> | <p>MERRA will not be providing funding to schools for project implementation.</p> <p>Teachers and students are permitted to receive funding</p> |

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| | from State Institutions such as the Church or the municipality |
| <i>Ethical considerations</i> | The teachers shall sign a collaboration agreement with MERRA and participate in the field trials, as stipulated in the experimentation protocol of the project relative to ethical considerations for the evaluation phase of the project. |

Quantitative evaluation

| | |
|---|---|
| <i>Administrative data already available:</i> | <ul style="list-style-type: none"> - Authorised student absences - Unauthorised student absences - Student grade repetition - Record of student behavioural issues |
| <i>School-level data to be collected:</i> | <ul style="list-style-type: none"> - School size (number of students) - Social profile of the school (cultural/multicultural background), - Socio-economic profile of the region/community that the school belongs to (income and education) |
| <i>Class-level data to be collected:</i> | <ul style="list-style-type: none"> - Students' drive in taking initiatives - Teacher's experience in implementing projects - Number of Teachers engaging in the project - Class Performance in Language |
| <i>Access to computer labs:</i> | Yes, they do |
| <i>Ethical considerations</i> | Parents and legal guardians must all first consent to students' participation in the project. |

Qualitative evaluation

| | |
|---------------------------------------|---|
| <i>Number of schools:</i> | 10 schools |
| <i>Teacher training observations:</i> | 2-day training, in one of the locations |
| <i>School principal interviews:</i> | 1 per school prior to training, in 10 schools |
| <i>Teacher interviews:</i> | 3 per teacher, in 10 schools |
| <i>Classroom observations:</i> | 1 per school, in 5-10 schools |
| <i>Student focus groups:</i> | 1 per school, in 5-10 schools |
| <i>Ethical considerations:</i> | Parental consent must be received in written form |

Contacts

| | | |
|-------|--------------------------------------|--|
| MERRA | Antonia (Tonia) Papatriantafyllou | Recruitment / Teacher training |
| IEP | Efstratios (Stratis) Psaltou | Teacher training/ ACT in the classroom |
| UoA | Yannis Tsirbas | Randomisation/ Quantitative and Qualitative evaluation |

GANTT Chart

| GANTT Chart: ACT field trials | ACT PROJECT | | | | | | | | | | | |
|---|----------------|---------------|--------------|--------------|--------------|---------------|---------------|---------------|--------------|--------------|---------------|--|
| | août-18 M-1 | sept-18 M0 | oct-18 M1 | nov-18 M2 | déc-18 M3 | janv-19 M4 | févr-19 M5 | mars-19 M6 | avr-19 M7 | mai-19 M8 | juin-19 M9 | |
| Preparation phase | | | | | | | | | | | | |
| Recruitment of schools and teachers | completed | | | | | | | | | | | |
| Class lists for participating teachers available | | | | | | | | | | | | |
| Random allocation of schools to treatment or control groups | | | | | | | | | | | | |
| Teacher training | | | | | | | | | | | | |
| Training of trainers | | | | | | | | | | | | |
| 2-day face-to-face training | | | | | | | | | | | | |
| Online mentoring (in parallel with implementation stages) | | | | | | | | | | | | |
| 1-day (or less) face-to-face debriefing | | | | | | | | | | | | |
| Citizenship project implementation | | | | | | | | | | | | |
| Pre-ACT activities | | | | | | | | | | | | |
| Lesson plan 1 implemented | | | | | | | | | | | | |
| Lesson plan 2 implemented | | | | | | | | | | | | |
| Lesson plan 3 implemented | | | | | | | | | | | | |
| Optional implementation activities may be carried out | | | | | | | | | | | | |
| Citizenship project implementation phase | | | | | | | | | | | | |
| Final activities/events take place | | | | | | | | | | | | |
| Innovative assessment of students | | | | | | | | | | | | |
| Citizenship project portfolios created and maintained | | | | | | | | | | | | |
| Peer assessment in small groups (in parallel with implementation stages) | | | | | | | | | | | | |
| Self assessment and reflection (in parallel with implementation stages) | | | | | | | | | | | | |
| Teacher assessment of students (to complement peer and self assessment) | | | | | | | | | | | | |
| Quantitative evaluation (online) | | | | | | | | | | | | |
| Baseline teacher questionnaire administered | | | | | | | | | | | | |
| Baseline student questionnaire administered | | | | | | | | | | | | |
| Endline student questionnaire with "serious games" administered | | | | | | | | | | | | |
| Endline teacher questionnaire administered | | | | | | | | | | | | |
| Qualitative evaluation (in person or at a distance) - in a subset of schools | | | | | | | | | | | | |
| Observation of initial face-to-face teacher training | | | | | | | | | | | | |
| Interviews with school principals | | | | | | | | | | | | |
| Interviews with teachers | | | | | | | | | | | | |
| Classroom observations | | | | | | | | | | | | |
| Focus groups with students | | | | | | | | | | | | |

Spain

Preparation phase

| | |
|---------------------------------|--|
| <i>Location of schools:</i> | Nation-wide |
| <i>Sector(s):</i> | Public secondary schools only |
| <i>Number of schools:</i> | 120 schools |
| <i>Recruitment channels:</i> | The Ministry of Education and Vocational Training (MEFP) send a first letter requesting regional governments to ask for the participation of their schools, with an informational document on ACT attached. Second letter is addressed directly to the schools to detail their engagement and responsibilities. |
| <i>School incentives:</i> | None. |
| <i>Teacher incentives:</i> | Participating teachers will received some training credits. |
| <i>Teacher lists available:</i> | September |
| <i>Student lists available:</i> | September |

Teacher training

| | |
|---|---|
| <i>Training of trainers:</i> | Last week of September – 4 trainers in total, including the person who participated in the pilot phase |
| <i>Face-to-face (F2F) training:</i> | There will be a two-day face-to-face training conducted by 4 to 8 trainers, by end-October. One person, most likely the same individual who has participated in the pilot phase of the project, will act as a mentor. |
| <i>Number of teachers per training:</i> | 15 teachers per trainer |
| <i>Number of mentoring hours:</i> | 4 hours |
| <i>Optional F2F debriefing:</i> | No, not in person. There will likely be an online space dedicated to sharing good practices, uploading videos, presentations, etc. Teachers will probably also be asked to provide feedback on the ACT project. |

ACT in the classroom

| | |
|----------------------------------|--|
| <i>Implementation format:</i> | 2 teachers/1 project or 1 teacher/1 project |
| <i>Grade level (ages):</i> | 3º ESO (14-15 year olds) |
| <i>Course:</i> | Ethical Values or tutoring hour |
| <i>Number of teaching hours:</i> | 15 hours |
| <i>Anticipated schedule:</i> | 1 hour per week |
| <i>Project funding:</i> | MEFP will not be providing any funding to schools. Teachers and students are permitted to fundraise on their own however. |
| <i>Ethical considerations</i> | Not applicable, what happens during classroom hours is up to teachers and schools |

Quantitative evaluation

| | |
|---|--|
| <i>Administrative data already available:</i> | <ul style="list-style-type: none"> - Authorised student absences - Unauthorised student absences - Student tardiness - Student grade repetition - Record of student behavioural issues - Student involvement in extra-curricular activities |
| <i>School-level data to be collected:</i> | <p>School-level data has been gathered through an on-line questionnaire to school principals:</p> <ul style="list-style-type: none"> - School location - Educational levels taught - Number of students (total; in secondary education; in Ethical Values subject) - Percentage of students in a disadvantaged situation (special education, foreign language, economically disadvantaged...) - Number of teachers - Socio-economic level - Volunteering activities offered at school |
| <i>Class-level data to be collected:</i> | None. |
| <i>Access to computer labs:</i> | Yes, but the number of available computers might vary from one school to the next. |
| <i>Ethical considerations</i> | Parents must be informed, with opt-out option. |

Qualitative evaluation

| | |
|---------------------------------------|---|
| <i>Number of schools:</i> | 10 schools |
| <i>Teacher training observations:</i> | 2-day training, in one of the locations |
| <i>School principal interviews:</i> | 1 per school prior to training, in 10 schools |
| <i>Teacher interviews:</i> | 3 per teacher, in 10 schools |
| <i>Classroom observations:</i> | 2 per school, in 5 schools |
| <i>Student focus groups:</i> | 1 per school, in 10 schools |
| <i>Ethical considerations:</i> | Parents must provide explicit consent |

Contacts

| | | |
|--|---|---|
| MEFP | Beatriz Canal | Teacher training /Recruitment /ACT in the classroom |
| European Foundation Society and Education (EFSE) | Daniel Santín (CC: Lola Velarde) | Randomisation /Quantitative evaluation |
| EFSE | Juan Carlos Rodríguez (CC: Lola Velarde) | Qualitative evaluation |

GANTT Chart

| GANTT Chart: ACT field trials | ACT PROJECT | | | | | | | | | | |
|---|-------------|---------|--------|--------|--------|---------|---------|---------|--------|--------|---------|
| | août-18 | sept-18 | oct-18 | nov-18 | déc-18 | janv-19 | févr-19 | mars-19 | avr-19 | mai-19 | juin-19 |
| | M-1 | M0 | M1 | M2 | M3 | M4 | M5 | M6 | M7 | M8 | M9 |
| Preparation phase* | | | | | | | | | | | |
| Recruitment of schools and teachers | | | | | | | | | | | |
| Class lists for participating teachers available | | | | | | | | | | | |
| Random allocation of schools to treatment or control groups | | | | | | | | | | | |
| Teacher training | | | | | | | | | | | |
| 2-day face-to-face training of pilot teachers (cf. Option 1 & 2) | | | | | | | | | | | |
| Online mentoring of pilot teachers (in parallel with implementation stages) | | | | | | | | | | | |
| 1-day (or less) face-to-face debriefing of pilot teachers (cf. Option 1) | | | | | | | | | | | |
| Citizenship project implementation | | | | | | | | | | | |
| Pre-ACT activities may be carried out | | | | | | | | | | | |
| Lesson plan 1 implemented | | | | | | | | | | | |
| Lesson plan 2 implemented | | | | | | | | | | | |
| Lesson plan 3 implemented | | | | | | | | | | | |
| Post-ACT activities may be carried out | | | | | | | | | | | |
| Citizenship project implementation phase | | | | | | | | | | | |
| Final activities/events take place | | | | | | | | | | | |
| Innovative assessment of students | | | | | | | | | | | |
| Citizenship project portfolios created and maintained | | | | | | | | | | | |
| Peer assessment in small groups (in parallel with implementation stages) | | | | | | | | | | | |
| Self assessment and reflection (in parallel with implementation stages) | | | | | | | | | | | |
| Teacher assessment of students (to complement peer and self assessment) | | | | | | | | | | | |
| Quantitative evaluation (online) | | | | | | | | | | | |
| Baseline teacher questionnaire administered | | | | | | | | | | | |
| Baseline student questionnaire administered | | | | | | | | | | | |
| Teacher training questionnaire administered | | | | | | | | | | | |
| Endline student questionnaire with "serious games" administered | | | | | | | | | | | |
| Endline teacher questionnaire administered | | | | | | | | | | | |
| Qualitative evaluation (in person or at a distance) - in a subset of schools | | | | | | | | | | | |
| Observation of initial face-to-face teacher training | | | | | | | | | | | |
| Interviews with school principals | | | | | | | | | | | |
| Interviews with teachers | | | | | | | | | | | |
| Classroom observations** | | | | | | | | | | | |
| Focus groups with students** | | | | | | | | | | | |