

ACT WP3 FIELD TRIALS REPORT (France)

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Glossary

Acronym	Meaning
CECSC	Health and Citizenship Education Committee
CIEP/FEI	International Centre for Pedagogical Studies/France Education international
CNRS	French National Centre for Scientific Research
CVC	School Council
DAREIC	Academic Network for European and International Relations and Cooperation
DNB	<i>Diplôme national du brevet</i> – (ISCED 2011 = 244)
DGESCO	Directorate-General of School Education
DREIC	Directorate of European and International Relations and Cooperation
EACA	European Association of Communications Agencies
EMC	Civic and Moral Education
IA – IPR	Schools Inspector – Regional Educational Inspector
PAF	Academic Training Plan
PVS	Head of academic life
GDPR	General Data Protection Regulation

1. Objectives

The ACT project has three key objectives:

1.1. To respond to political and institutional contexts

On 17 March 2015, European Union Education Ministers signed the *Declaration on promoting citizenship and the common values of freedom tolerance and non-discrimination through education*¹, (commonly known as the “Paris Declaration”), calling for mobilisation on all levels so that education can further promote the common values of freedom, tolerance and non-discrimination, strengthen social cohesion and help young people to become responsible, open and active members of our diverse and inclusive society. The Paris Declaration was immediately followed by the publication, in 2015, of the Joint Council/Commission Report on the implementation of the “Strategic Framework for European cooperation in education and training (ET2020)”², reiterating the importance of education and training to “promote inclusion and equality, cultivate mutual respect and underpin fundamental values in an open and democratic society”(European Commission, 2015). This institutional emphasis on education and citizenship is echoed in the work of the Council of Europe. The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education in 2010³ was the basis for a series of publications issued as part of this project⁴.

In the aftermath of the attacks in Europe, the need to shore up citizenship education has become even more pressing. European authorities have unanimously expressed their support for citizenship education, acknowledging its crucial role in the defence of common fundamental values which are the glue of a strong, united and inclusive European Union.

Recent years have seen a rise in extremist ideas and populist parties, at the same time there has been increase in non-participation in national and European elections. Today, the need to teach citizenship in European countries is ever increasing. In this context, two aspects of citizenship education must be improved: current approaches must be revised in regard to theory and the connection between global and national civic awareness must be improved.

1.2. Promoting new approaches in the area of citizenship education

Results from recent research show that students’ citizenship skills are derived mainly from elements outside school⁵. School can still have a positive impact on the acquisition of citizenship skills.

¹ https://ec.europa.eu/commission/sites/cwt/files/dp_mobilisation_europeenne_20150317.pdf

² https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_fr

³ <https://rm.coe.int/16803034e4>

⁴ Council of Europe, *Competences for Democratic Culture*, Strasbourg, 2016

⁵ Géraldine Bozec, *Education à la citoyenneté à l'école. Politiques, pratiques scolaires et effets sur les élèves*, Cnesco, 2016
D.E Campbell, “What is education’s impact on civic and social engagement, *Measuring the effects of education on health and civic engagement. Proceedings of the Copenhagen Symposium*, OCDE, 2006, J.E Kahne, S.E Spote, “Developing citizens: the

Citizenship education in Europe has often been limited to theoretical education, yet the transmission of democratic values relies on a set of practical skills which reflect the multidimensional nature of citizenship. In France, to a large extent, citizenship education provision stems from a single discipline, Civil and Moral Education (EMC), comprising specific teaching hours and content as defined by set programmes. Those published in July 2018 for primary and secondary schools set out the different skills required to engender civic culture, these include skills relating to a “culture of engagement” such as taking responsibility and initiative as part of a collaborative project⁶.

The ACT project is part of this approach. It aims to promote educational practises which encourage openness, inclusion and engagement ensuring that students become active citizens in their schools and their environment. It is also about encouraging teachers to engage with more horizontal strategies in order to support their students in the practical application of active citizenship.

1.3. Developing a European citizenship education project

The different common declarations by European countries highlight the willingness to further develop the dimensions of citizenship education beyond national boundaries. Without overlooking national specificities, the countries of the European Union have expressed their determination to defend their common foundations through the creation of a form of citizenship, which makes connections between countries and determines integration with the European Union. These foundations are based on defending common values, such as the respect for human rights and democratic freedoms.

In terms of the variability reflected in current school curricula and in accordance with the responsibilities of Member States with regard to citizenship education, addressing the common challenge of citizenship education is an important area of cooperation for all Member States of the European Union.

European in its design, implementation and results, the ACT project is an example of this cooperation. From the start of the programme, the project consortium ensured that the methodology defined for the implementation of the citizenship projects at secondary level could be applied to any education system, regardless of the types of methods used nationally for teaching citizenship. The protocols, resources and communication tools as well as the evaluations were jointly developed.

impact of civic learning opportunities on students commitment to civic participation”, *American Research Journal*, 45 (3), 738-766.

⁶ Civil and moral education programme for primary and secondary schools (cycle 2, 3 and 4), Official Bulletin of the French Ministry of Education, No. 30, 26-7-2018

2. Methodology

2.1. Recruitment of institutions

Originally, and in accordance with the application terms of the ACT project, the objective was to recruit 100 volunteer schools per country in order to yield sufficiently significant results to be of interest on a scientific level. The schools needed to be randomly separated into two groups:

- A test group, actually trying out the approach;
- A control or comparison group, not implementing the approach.

2.1.1 Selection of academies and identification of ACT representatives

Six academies took part in the deployment phase of the ACT project: in addition to the three academies involved in the pilot phase (Nancy-Metz, Marseille, Versailles), two additional academies (Amiens, Nantes) were initially invited by post to the chief education officer to join the deployment phase (2018-2019). In order to reach the threshold of 100 schools and to establish a representative sample, the project's national pilot group eventually incorporated a sixth academy into the project, by inviting the Orléans-Tours academy.

The identification of the academies was made by the Direction Générale de l'Enseignement scolaire (DGESCO – the Directorate General for Schools), involving, in particular, the sub-directorate in the performance and dialogue with the academies, in order to establish a diverse panel of contexts and sectors of the public and to be representative of French state schools. The criteria employed included the proportion of students from priority education schools and from rural institutions, exam pass rates and the concentration of young teachers.

Each academy was asked to identify one or two representatives for the project, responsible for identifying the schools and monitoring the teams involved in the project, in conjunction with the DGESCO. The DGESCO representative went out to meet the representatives of the academies to present the project and the protocol to them, and to answer any questions they had. This was designed to strengthen the relationships and boost team commitment. The designated representatives have generally been history and geography IA-IPR (Schools Inspectors-Regional Educational Inspectors) "Memory and citizenship" representatives on the one hand, and academics from the Délégué Académique aux Relations Européennes et Internationales et à la Coopération (DAREIC – Network for European and International Relations and Cooperation), on the other.

Table No. 1: List of academies and representatives involved in the selection of participating schools

Academy	ACT Representatives
Aix-Marseille (pilot phase)	<ul style="list-style-type: none"> - Rodrigue Coutouly, PVS - Véronique Blua, corresponding academic for priority education
Amiens	<ul style="list-style-type: none"> - Jean Bourdin, DAREIC - Jérôme Damblant, history/geography IA-IPR and Memory and citizenship representative
Orléans-Tours	<ul style="list-style-type: none"> - Sylvie Ragner, DAREIC - Florence Chaix, history/geography IA-IPR, secularism representative and Memory and citizenship academic representative
Nancy-Metz (pilot phase)	<ul style="list-style-type: none"> - Evelyne Beaudeau, DAREIC - Vincent Borella, history/geography IA-IPR and Memory and citizenship representative
Nantes	<ul style="list-style-type: none"> - Patricia Gave de Butler, DAREIC and IA-IPR director.
Versailles (pilot phase)	<ul style="list-style-type: none"> - Pernelle Benoît, DAREIC - Valérie Dautresme, history/geography IA-IPR and Enseignement Moral et Civique (EMC – Civic Education), Memory and citizenship representative

2.1.2 Recruitment of institutions and teachers

Each academy was given a recruitment target of 20 schools (one class per school and the opportunity for teamwork by involving two teachers per class). The internal recruitment process was at the discretion of the academies themselves: direct invitation to schools and teachers as with the pilot phase in Marseille, call for expressions of interest as in Nantes or more targeted network-focused dissemination as in the case of Amiens.

The panel had to be representative of French state school communities, avoiding the disproportionate representation of priority education network + (REP+) lower secondary schools as was the case in the pilot phase. In total, of the 80 schools chosen, 17.5% were in priority education networks (14 schools, 7 REP and 7 REP +) (see Annex 2). In order to align itself with the criteria set by the different partner countries, the recruitment of teachers was carried out on a voluntary basis.

It was also necessary to have pairs of representative schools for the draw (one test school, one comparison school).

Finally, the project was open to classes from year 9, as well as those from year 10. This broadening out of the group proved to be relevant and effective with respect to the

implementation of the testing, including year 9 meant that there was less pressure on teachers than in year 10, in which they start to prepare for the *Diplôme national du Brevet* (DNB – isced 2011 = 244), an exam taken by all students in year 10, and to the management of time and programmes linked to the testing. Furthermore, the majority of participating classes (55%) were from year 9, compared with 45% from year 10 classes.

Table No. 2: Summary of the stages and objectives of the recruitment of schools phase

Date	Action	Objectives
February – March 2018	Sending out a letter to the chief education officers ⁷ of the academies joining the project (Amiens et Nantes)	<ul style="list-style-type: none"> - Consent from the academy chief education officers to participate in the project - Designation of one or two ACT project academic representatives (DAREIC or Memory and citizenship representative)
March – July 2018	Identification of 100 institutions likely to participate in the project from the selected academies (some twenty institutions per academy) subject to a call for applications on a voluntary basis in each academy	<ul style="list-style-type: none"> - 100 representative institutions from all profile types, from the most privileged to REP+ institutions (equal number of each type of institution in anticipation of the draw) - One or two teachers per class - Students aged 13 to 15, in years 9 and 10 - One class per identified school (to prevent one class being chosen in the draw and others not).
September 2018	A draw to select the institutions from each academy	<ul style="list-style-type: none"> - 50 institutions must carry out the testing - 50 institutions must be a control group - There were some 10 institutions involved in the project from each academy

2.1.3 Draw procedure

The draw to establish, firstly, the schools in the test group, and secondly, the schools in the control group, was carried out in two parts: the first in September (in the first week of the new academic year) for academies in Amiens, Nancy-Metz, Nantes and Versailles; the second in mid-October for academies in Aix-Marseille and Orléans-Tours, where the recruitment period was extended in order to meet the required number of school candidates. The Orléans-Tours academy was chosen slightly later than the others and was given extra time to recruit its institutions.

⁷ An academy is a specific administrative district of French state national education. The chief education officer is responsible for an academy and represents the French Ministry of Education at a local level.

2.1.4 Final number of schools participating in the ACT project

The target of 100 schools participating in the approach has almost been achieved, with the final sample consisting of 80 schools divided into 84 classes (4 schools had submitted 2 classes for the project). The original target threshold was only achieved using the academy in Nantes (20 school candidates, 10 in the test group, 10 in the control group).

2.2. Organisation and coordination with teams in charge of assessment

Two types of assessment were employed in the ACT project:

2.2.1 Quantitative assessment

Quantitative assessment was based on online questionnaires directed at teachers and students, as well as through games for the students. Two questionnaires were submitted to participants: the first was completed before the draw as an *ex-ante* assessment; the second was submitted in May/June, after the end of projects in the schools and as an *ex post* assessment.

In France, the quantitative assessment was carried out by Marc Gurgand and Simon Briole at the Paris School of Economics and should result in an assessment report being issued in the first half of 2020.

The assessment sessions that took place in May/June were based on slightly different questionnaires and also included activities aimed at measuring attitudes (critical thinking, engagement, intentions). The games were conducted on the same day as the questionnaires on an online platform developed for the project. The institutions only had to make their computer rooms available and establish time slots for the assessment, without creating additional work for the educational teams.

2.2.2 Qualitative assessment

Qualitative assessment was based on class observations as well as on structured interviews with head teachers, teachers and students.

In France, this work was carried out by Leïla Delannoy, Géraldine Martin and Alice Simon at the Institute of Political Studies in Saint-Germain-en-Laye.

The research team selected ten institutions for the qualitative survey in order to provide a diversified and representative sample (5 academies, 5 institutions in priority education networks, year 9 and 10 classes, projects led by teachers from different disciplines).

In total, the survey covered 10 institutions, 15 teachers and 12 projects. 8 interviews were conducted with head teachers, 14 with teachers at the start of the project and 12 with teachers at the end of the project. 17 focus groups with students and 28 session observations and implementation events were also conducted.

An assessment report will be published in the first half of 2020.

2.2.3 Agreements

Intervention by research teams and in particular the team carrying out the quantitative assessment required several types of approach in order to protect data.

Firstly, an agreement was drawn up between each school participating in the approach and the Paris School of Economics so that each of the institutions understood clearly the different stages of the project. The agreement contained 4 articles (Article 1: establishing the year of project implementation; Article 2: teacher questionnaires; Article 3: student questionnaires; Article 4: school feedback). The agreement also provided explanations on the different stages of the project, the principals of the questionnaires and the procedures for respecting participants' rights and privacy rules. (see Annex 3)

Furthermore, the data protocol for collecting student and teacher data was the subject of exchanges with the CNRS Data Protection Officer, initially in regard to the pilot scheme carried out in 2017 – 2018, and subsequently for the implementation in 2018 – 2019. A registration form was submitted in July 2018 and a registration certificate dated 6 February 2019 was issued as validation (see Annex 4), demonstrating that the programme was compliant with General Data Protection Regulation (GDPR). The procedures and consent forms from parents, teachers and students were certified by this authority and therefore comply with the regulation.

2.2.4 Coordination between the government department and the teams in charge of assessment

The implementation of assessment activities in the schools, with teaching teams and students, required close cooperation between the Paris School of Economics (EEP/PSE), the University of Cergy/Institute of Political Studies in Saint-Germain-en-Laye and the Ministry of Education and Youth (MENJ) (Directorate General for Schools – DGESCO). The limits between the roles of the assessors and the government department were often porous and the department was consulted on different matters, in particular to:

- harmonise communications;
- introduce the assessor teams to the head teachers;
- provide the assessor teams with the implementation timetable for the class projects and the protocol prior to the deployment phase;
- define the approved assessment timetable;
- pass on the lists of participating students before the new academic year starts;
- transmit a validated partnership agreement model with educational institutions (EEP/PSE signed an agreement with each school involved in the research scheme);
- provide assessors access to training sessions and online tutoring resources.

In response to the recommendations from the Executive Agency (EACEA) in Brussels in March 2017 at a meeting on the implementation of Key Action 3 Erasmus+ projects, the government department teams have been committed to nurturing communication channels with educational institutions and to carry out important mediation work between the assessment teams and the institutions to ensure the project's success.

3. Implementation of the project in France

The implementation of the deployment phase of the project can be divided into three stages: 1. Selection of schools (in purple); 2. Training of teachers (in blue); 3. Implementation in classes (in green).

Table No. 3: Implementation timetable for the deployment phase in France

Date	Action	Methods
February – April 2018	Identification of academies	<ul style="list-style-type: none"> - Letter to chief education officers - Identification of academic representatives responsible for recruiting schools and educational teams - Meetings with academic representatives
March – September 2018	Identification of academic trainers and recruitment of schools and educational teams	<ul style="list-style-type: none"> - Trainers identified by IA-IPR representatives - Methods chosen by each academy: invitation for expressions of interest or more targeted dissemination through networks (as in the case of Amiens)
June 2018	Training of academic trainers (1 per academy)	Hybrid method (M@gistère training platform) comprising: <ul style="list-style-type: none"> - Preliminary distance learning - Two days of face-to-face training at the academy - Focus groups led by the national DGESCO representative using the M@gistère tool
September 2018	Assessment (prior to the draw)	Assessment questionnaires in all institutions, prior to the testing
September-October 2018	Draw to determine the sample	<ul style="list-style-type: none"> - First week of September, shortly after the start of the academic year, for the Amiens, Nancy-Metz, Nantes and Versailles academies - Mid-October for the Aix-Marseille and Orléans-Tours academies
September-October 2018	Training of teachers from the selected schools	Hybrid method (M@gistère training platform) comprising: <ul style="list-style-type: none"> - Preliminary distance learning - Two days of face-to-face training at the academy - Remote support and subsequent visits
November-December 2018	Definition and implementation of citizenship projects in the classes	<ul style="list-style-type: none"> - Implementation of protocol in the schools - Development of citizenship projects in the selected classes
January-May 2019	Implementation of citizenship projects in the classes	<ul style="list-style-type: none"> - Project management with observation and assessment phases in the selected schools
May-June 2019	Issuing of certificates	<ul style="list-style-type: none"> - Posting out of certificates by the MENJ to the educational institutions - Issuing of certificates by teachers to students, upon project completion
May-June 2019	Assessment of identified schools	Assessment questionnaires in all institutions, subsequent to the testing

3.1. Training sessions

3.1.1 Participants

In France, four academic trainers were trained in June 2018 at the International Centre for Pedagogical Studies (CIEP) in Sèvres⁸. All the teacher training sessions then took place in the academies between 17 September and 21 November 2018. Each training session was attended by the ACT representative from the DGESCO (Christelle Jouhanneau). The training calendar proceeded as follows:

Table No. 4: Teacher training timetable

Academy	Dates	Location	Trainer(s)	Number of teachers trained
ALL	5 and 6 June 2018	CIEP Sèvres	Christelle Jouhanneau	
Amiens	Monday 17 and Tuesday 18 September 2018	Lycée Madeleine Michelis in Amiens	Christelle Jouhanneau Natacha Fouilloy	4
Versailles	Thursday 20 and Friday 21 September 2018	CIEP Sèvres	Christelle Jouhanneau Pascal-Eric Lalmy	11
Nantes	Monday 24 and Tuesday 25 September 2018	Lycée Michelet in Nantes	Christelle Jouhanneau Stanislas Guillet	17
Nancy-Metz	Monday 1 and Tuesday 2 October 2018	Lycée Varoquaux in Tomblaine	Christelle Jouhanneau Lauriane Renault	18
Orléans Tours	Tuesday 6 and Wednesday 7 November 2018	Lycée Jean Zay in Orléans	Christelle Jouhanneau	7
Aix Marseille	Tuesday 20 and Wednesday 21 November 2018	Collège Edgar Quinet in Marseille	Christelle Jouhanneau	7
				TOTAL = 64

3.1.2 Training kits

As a support for these training sessions, a training kit was developed with European partners. The two documents it contained are available from the ACT website (<https://www.act-euproject.com/ressources-pedagogiques/?lang=fr>):

⁸ The International Centre for Pedagogical Studies (CIEP) became France Education International (FEI) in 2019.

- A manual for trainers outlining the two training days, the first focusing on the concept of citizenship, and the second on the implementation of the citizenship project in the classroom. It also features available resources such as guides on practices and collaborative discussions, and assessing projects.
- A manual for teachers containing the protocol and the portfolio:
 - The ACT protocol is the set of procedures required to implement and assess the project in the classroom (see *below* p.18-19);
 - The citizenship project portfolio is a handout for students to use to present the work they have produced as part of the citizenship project classes and to assess the acquired skills. The items in the proposed assessment grid include the reference framework of competences from the Council of Europe for democratic culture⁹.

3.1.3 *Delivering the training sessions*

Teachers from the schools drawn to take part in the test group were trained between September and November 2018. The aim of the training was to present the protocol to be implemented, but also to promote awareness and train teachers in the active pedagogical practises used during the ACT project.

- The first day of the training focused on citizenship. The different activities explored the subject using the Osler and Starkey mode¹⁰: often limited to a status, citizenship is defined by other attributes such as feelings of belonging, participation and different forms of engagement (see Annex 5). The aim is to allow participants to explore the range of issues linked to citizenship and the social and civic competences required for their transmission. Very specific different situations gradually lead to “practical” citizenship in order to understand the transition between the “responsible citizen” (someone who knows their rights and duties) and the “active citizen” who uses and practices their rights by acting alone or in association with other people in order that society gains solidarity and fairness: organising events, voting, lifestyle and consumer choices, involvement in campaigns, etc.

⁹ Council of Europe, *Competences for Democratic Culture*, Strasbourg, 2016 <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806ccc08>

¹⁰ According to Audrey Osler and Hugh Starkey, *Citizenship and Language learning*, Trentham Books, 2004.

JOUR 1 - MODULE 1 POSER UN CADRE DE RÉFÉRENCE POUR L'ÉDUCATION À LA CITOYENNETÉ ET LA MISE EN ŒUVRE DE PROJETS CITOYENS	
9h00	<i>Accueil des participants</i>
9h15	Présentation des participants et des observateurs; point logistique et présentation du programme des deux journées
9h45	Présentation du projet : éléments de contexte, insertion dans le cadre de référence français
10h15	<i>Pause café</i>
10h30	Créer un environnement pédagogique de confiance
11h00	A quoi pourrait ressembler un projet citoyen réussi, quels rôles pour les professeurs et les élèves ?
11h20	Comprendre la citoyenneté en tant que statut, sentiment et pratique
13h00	<i>Déjeuner</i>
14h15	Explorer les thèmes du projet ACT
15h30	<i>Pause café</i>
15h45	Identifier la dimension citoyenne
16h30	Citoyens du futur
17h30	Fin de la première journée

Focus on: the balloon trip – citizenship, status and rights

During the “balloon trip” activity, teachers have to imagine that they are about to set off on a balloon trip which will last several weeks. They must take with them 10 things they will need (material or immaterial items) and write them on a balloon. Working in groups of 2 or 3 they must pool their ideas and come up with a joint list for a single balloon.

All the participants are then invited to attach their suggestions to a sheet of paper representing a hot-air-balloon, and as a group they must discuss and decide on their final list of ten items.

Once this activity is over, a list of headings is distributed to participants (security, education, entertainment, privacy, freedom of assembly, clean environment, nutritious food, etc.) and their final list must match up to these different categories. The trainer then explains that in reality the list is a set of universal rights protected by the law which are just some of the aspects of our citizenship status and he/she initiates a discussion with the participants on what they found surprising, their feelings and any gaps in their commonly held views. (see Annex 5)

- The second day of training is devoted to the implementation of the citizenship project in the classroom. With a focus on professional attitudes, the day is dedicated to presenting the protocol and communicating the different tools to foster participation, exchanges and discussions.

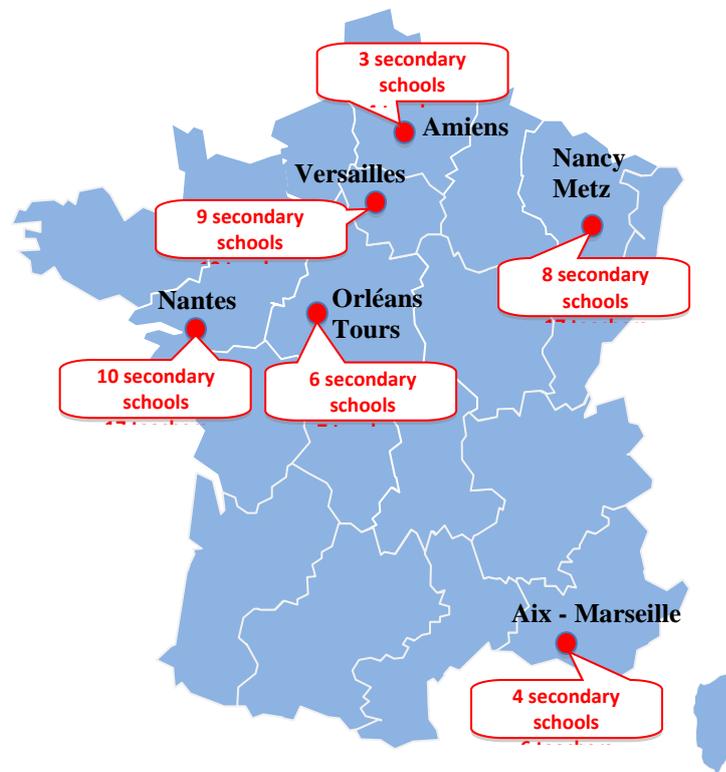
JOUR 2 - MODULE 2 PROTOCOLE D'EXPÉRIMENTATION ET PROTOCOLE D'ÉVALUATION	
<i>8h30</i>	<i>Accueil des participants</i>
<i>9h00</i>	<i>Aider les élèves à co-construire leur projet citoyen</i>
<i>10h30</i>	<i>Pause café</i>
<i>10h45</i>	<i>Présentation du protocole ACT</i>
<i>12h30</i>	<i>Déjeuner</i>
<i>14h00</i>	<i>Evaluer des élèves dans le cadre du projet ACT et utiliser les portfolios</i>
<i>15h00</i>	<i>Présentation du protocole d'évaluation du projet ACT / Echanges</i>
<i>15h45</i>	<i>Feedback</i>
<i>16h00</i>	<i>Fin de la formation</i>

Feedback collected from teachers attending the two training days is overwhelmingly positive and demonstrates a willingness to change classroom approaches and practises.

3.2 Implementation of the project in the classroom

3.2.1 Geographic distribution of project implementation

44 classes distributed between 40 secondary schools in 6 different academies have now implemented the ACT project.



3.2.2 Supporting students

Different approaches to supporting students have been implemented by different schools. The majority of schools chose to have one teacher for one class for the project (26 schools out of 40), in 13 other schools support was provided by a multidisciplinary team of teachers made up of between two and four teachers for a single class. Finally, in a minority of cases (2 schools out of 40), teachers have supported two classes during the project.

3.2.3 Profiles of teachers involved

The 62 teachers involved in the project came from ten different disciplines. Nevertheless, the largest number were history and geography teachers (42 out of 62 or around 68%). The reason for this high concentration was due to:

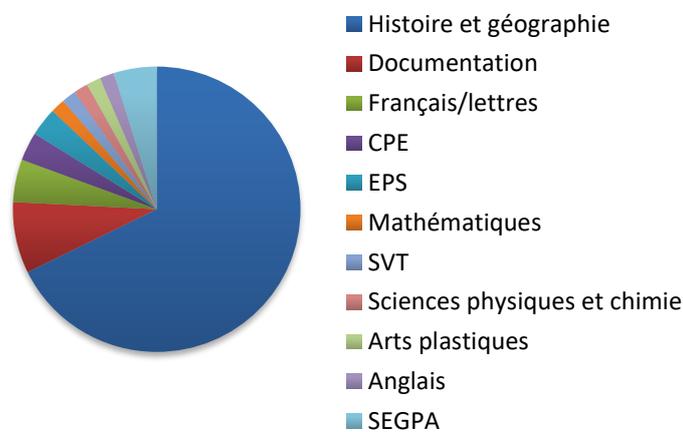
- history and geography teachers often being responsible for teaching Civil and Moral Education (EMC), a logical fit for the ACT project;
- the majority of the academic representatives responsible for overseeing the recruitment of the teams being history and geography IA-IPR and “Memory and

citizenship” representatives, and naturally they approached their own teacher networks first.

It is interesting to note the inclusion of five teacher librarians, whose involvement is justified due to their experience of working with other teachers in multidisciplinary projects.

Finally, also involved were two conseillers principaux d’éducation (CPE – Chief Educational Advisers), as part of the educational team engaged in the school life. In regard to academies, Nantes and Nancy-Metz were the academies with the most diverse profiles.

Graph No. 1: Breakdown of project participant teacher profiles



3.2.4 Protocol followed for project implementation

During the project, teachers were invited to follow a protocol defined in conjunction with partners. The protocol was divided into four different phases: 1. Preparation activities (in purple); 2. Mandatory lessons (in red); 3. Implementation of citizenship projects (in green); 4. Tools available throughout the project (in blue) (see Annex 6).

Phase	Activity description
<p>Preparation activities: an initial group of activities aimed at promoting project implementation under the best possible conditions</p>	<p>Teachers were free to decide when and how to carry out the activities with their students, but were strongly encouraged to complete them. Their objective was to present the ACT project and to jointly establish working methods in project mode. Activities included:</p> <ul style="list-style-type: none"> - establishing ground rules for group work and portfolio presentation; - presenting assessment charts and using portfolios; - preparing class discussions and resolving disagreements by voting.
<p>Mandatory lessons: three mandatory lessons had to be followed by teachers. Each</p>	<p>The first lesson, lasting two hours, was an introduction to the ACT project: divided into several activities, the lesson encouraged the students to think about the idea of citizenship</p>

<p>activity was assigned a duration, all the same, teachers were given flexibility to adapt to the pace of their students.</p>	<p>in the same way as the teachers did during their training: as a status, a feeling, a practise (e.g.: the world in 2050). The activities also encouraged the students to recognise their own skills, their role in the project and to understand what a citizenship project is all about.</p>
	<p>The second lesson, lasting one hour, was focused on developing proposals for citizenship projects. At the end of this session, each group of students had to have produced a proposal to present to the rest of the class. The project proposals had to meet the following criteria: involve the ACT project themes (fight against discrimination, social inclusion, cultural diversity); be realistic, feasible and respect the authorised actions and activities in each school.</p>
	<p>The third lesson, lasting between sixty and ninety minutes, was devoted to voting for citizenship proposals. three activities were proposed for this lesson: presenting the projects, voting, and a re-motivation activity for students whose projects were not chosen. The last activity aimed to incorporate the best elements of the other proposals in the chosen citizenship project, to devise a plan and to divide up the responsibilities of project implementation so that students whose projects were not selected could remain involved and motivated for the remainder of the ACT project.</p>
<p>Implementation of citizenship projects: once a project had been selected by the class, the protocol became much less restricted</p>	<p>Teachers had to let students lead the project themselves, their role was limited to acting as facilitators and regulators. In fact, there were no other set lessons, only several post-activities were proposed in the protocol: help students to review their knowledge on the project theme, support their research activities, help with the definition of a project implementation strategy, etc.</p>
<p>Throughout the project: students were provided with a portfolio to use throughout the project implementation</p>	<p>The portfolio provided a reminder of the classroom work rules, a Gantt chart (activity planning) and contained a “skills booklet” for skills acquired during the project and a self-assessment section, an assessment in pairs and a teacher assessment.</p>

Broadly speaking, teacher feedback indicated that the protocol was largely respected and that it provided real support for the students in the preparation phase of the project.

3.2.5 Project themes chosen by students

According to the rules established in the ACT project, the student project had to fit into one of the following themes: the fight against discrimination, social inclusion and cultural diversity.

Of the 44 classes participating in the approach, a small majority, 39% or 17 of the 44 projects, chose the theme of “social inclusion”. 34% of classes, or 15 of the 44 projects, chose the theme of “the fight against discrimination”. Lastly, 11% of classes, or 5 out of the 44 projects, chose the theme of “cultural diversity”.

Of the 44 classes participating in the scheme, 7 pieces of data were missing, this may be explained by project abandonment during the year.

Graph No. 2: Breakdown of project themes chosen in the 44 classes participating in the scheme

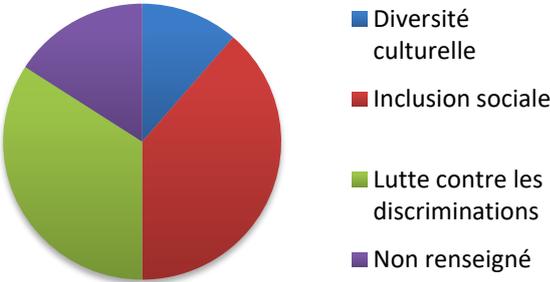


Table No. 5: Examples of citizenship projects undertaken as part of the ACT project (see Annex 7)

Theme	Project examples (illustrations annexed)
Social inclusion	Collège Gaston Beaucourt in Roisel (80), Amiens academy: “Equality through sport, together we are stronger!” staging a sports day with entertainment and activities for able-bodied and disabled participants.
	Collège Albert Camus in Gargenville (92), Versailles academy: collections in a supermarket and in their school to raise money for two homeless charities. They handed over their collection themselves and spent a day with the recipients helping to make food for the evening outreach and care packages to distribute to the homeless.

The fight against discrimination	Collège Jean Moulin in Le Pecq (78), Versailles academy: production of a short film on discriminatory harassment with a showing at school open days and for local politicians, the video was also made available on YouTube.
	Collège Jules Ferry in Montaigne (85), Nantes academy: organisation of an awareness campaign against school bullying (posters, games, etc.).
Cultural diversity	Collège Jean Zay in Verneuil-sur-Seine (78), Versailles academy: organisation of an exhibition and activities on cultural diversity (geek, teen and sports cultures and different geographical regions) rounded off with a shared meal during open days.
	Collège Simone Veil in Cauffry (60), Amiens academy: creation of a flag wall in the school hall representing the students' countries of origin to celebrate cultural diversity.

3.3 Mentoring teachers

Several types of mentoring was used, combining both face-to-face and remote approaches.

3.3.1 Support from the M@gistère training platform ¹¹

Six M@gistère academic areas were created to make project related resources available and forums lead by academic training representatives were set up.

DGESCO also led regular national sessions on M@gistère from December 2018. These meet ups also provided the opportunity to exchange ideas on the initial developments of the protocol and the ACT project in secondary schools and to explore answers to potential questions.

3.3.2 On site visits

The DGESCO national project representative also went to meet the teams in person promptly. She visited ten secondary schools, in four different academies, and was able to monitor the implementation of the testing. If the ten secondary schools visited by Sciences Po Saint-Germain-en-Laye as part of their assessment are added on to the number of visits, it means that 20 of the 40 secondary schools were visited during the testing period.

¹¹ M@gistère is an e-training tool established as part of the Framework Act on the Reform of the Schools of the Republic of 8 July 2013. It has been devised for primary and secondary teachers. A range of training approaches may be offered: practical training, hybrid face-to-face or remote synchronous training, distance learning self-study courses.

Table No. 6: Timetable of visits by Christelle Jouhannau as part of teacher mentoring

Academy	Dates	Location
Amiens	04 April 2019	Collège Simone Veil, Cauffry (60) Collège Gaston Beaucourt, Roisel (80)
Versailles	4 December 2018	Collège Bois d'Aulne, Conflans-Ste-Honorine (78)
	11 December 2018	Collège Guy Môquet, Gennevilliers (92) Collège Jean Moulin, Le Pecq (78)
	10-11 April 2019	Collège Jean Zay, Verneuil-sur-Seine (78) Collège Albert Camus, Gargenville (78)
Nantes	–	–
Nancy-Metz	24 and 25 January 2019	Collège Georges de la Tour, Nancy (54) Collège Jacques Gruber, Colombey-les-Belles (54)
Orléans Tours	14 March 2019	Collège Jean Rostand, Lamotte-Beuvron (41)
Aix Marseille	–	–

4. Key findings

The key findings presented in this section are taken from teacher training feedback, testimonies and observations collected mainly by the DGESCO. Therefore, they do not constitute a project assessment by any means, the responsibility for which lies with the assessment teams, but they do show trends that the government department was able to observe during and after the project.

4.1. Short term effects

4.1.1 *The effects observed in the classroom*

There were two types of effects:

- Observations and testimonies from teachers revealed that the project appeared to have had a positive impact on the classroom dynamic:
 - the different moments of the project, in particular the achievements and restitutions prompted by classroom dynamics were still in evidence the year after their implementation;
 - the approaches enabled the creation of new classroom synergies: the random creation of classroom research and discussion groups had positive effects on the group;
 - finally, the project helped to improve the atmosphere in certain classes judged to be difficult by teachers.
- The project had an impact on the individuals involved:
 - firstly, students acquired new knowledge about citizenship, inclusion, discrimination and methods of combating them;
 - students developed civic and social skills. Many teachers noted improvements in independence, initiative, planning, empowerment, expression, the capacity to present a complex point of view and to change opinions, etc.;
 - in year 10 classes that had followed the ACT approach, some students chose to present the project in the oral DNB exam at the end of the year. On average, between two and five students from groups of twenty individuals also incorporated the project into a citizenship programme. The ACT project is seen to have been beneficial to students according to this review.

4.1.2 The effects observed in teacher training

Training feedback proved a valuable resource in highlighting three types of changes that the ACT project could bring to citizenship education practice.

- In regard to training, many teachers pointed out that previously their teaching was not based on solid enough knowledge. The majority reported that they wanted to reinvest in the Osler and Starkey model (see *above*), as confirmed by the visits from the DGESCO representative and the different testimonies shared by the teachers.
- Related to their knowledge, other educational skills were mentioned by the teachers. Their understanding of the project challenges during the training prompted them to adopt active approaches in:
 - the implementation of projects which required set aims, innovative professional approaches and support, and the adoption of a supportive posture;
 - the organisation of debates which enshrined a protocol activity. This activity allowed learning outcomes in this areas to be reinvested.

These elements will be developed within the inventory of beneficial practices.

4.1.3 The effects observed among trainers

As a result of exchanges with the DGESCO representatives, ACT protocol trainers have announced three changes to their practices:

- The preparation of ACT training required working conceptually with the values underpinning the teaching in order to explain and contextualise them using reference texts, programmes, exams and teaching competition tests and their transmission.
- It was also vital for trainers to reflect on the transmission of these values. Training teachers and educational staff who have an awareness of the impact a sense of belonging, their own practices and commitments as citizens has on their teaching requires the ability to share personal ideas and citizenship practices.
- This engaged and active posture is combined with support during and after the training, including the M@gistère platform (see above).

4.2 Long-term effects

4.2.1 What reinvestment will there be for educational teams during the 2019-2020 period?

Due to limited hindsight, it is still difficult to assess the outcomes of the programme on the 2019-2020 academic year. Based on feedback from the trainers and teachers, it is estimated

that 20-25% of teachers will repeat the project this year. Others have decided to apply elements from the training to their EMC sequences.

At this stage, it is merely an estimate and it may be appropriate to consider a more in-depth study at the end of the school year to get a more reliable assessment of the situation. An assessment at the end of the school year could also contain indicators and criteria on school life to be used to observe the longer term impact that the ACT project may have on school life and on helping bodies such as the Conseil à la Vie Collégienne (CVC School Council) and the Comité d'éducation à la santé et à la citoyenneté (CESC Health and Citizenship Education Committee): the only relevant feedback related to the institutions where the ACT activities such as "The world in 2050" were used to train delegates and eco-delegates.

4.2.2 How will the ACT project be integrated into the 2019-2020 Academic Training Plan (PAF)?

The Ministry of Education and Youth trained one trainer in each academy and encouraged representatives and key contacts to sign up for ACT training as part of their 2019-2020 continuing Academic Training Plan (PAF); this may only be limited to an informal endorsement as the DGESCO is unable to make any binding decisions relating to the competence of the academies. Furthermore, trainers involved in the project have proposed training for the PAF:

- To date, only the Nancy-Metz academy has implemented a training programme. ACT training was open, whereas the PAF was closed due to the action of DAREIC and the history and geography IA-IPR in order to create the control group for schools not selected in the draw (designated authority). It was decided to extend the offer of training to other history and geography colleagues who had attended the "Teach EMC in secondary schools" training session as part of the "EMC and Citizenship Programme" module in April 2019. The training took place on Thursday 14 and Friday 15 November 2019 and followed the protocol established during the session in June 2019 at the CIEP in Sèvres. The IA-IPR responsible for citizenship was involved in offering support, partly to decide on how to merge different groups and training, namely the *Demokratiebildung* (Greater Region group with the academy in Nancy-Metz, Luxembourg, Belgium and Germany), the citizenship programme focus group (CPE, history and geography teacher) and the "Teach EMC differently" training with the ACT project with a view to sharing best practice on an academy level to which the schools make requests.
- The trainers trained in June 2019 were not able to incorporate ACT into the PAF that had already been decided for 2019-2020 for timetabling reasons. However, the programme was presented in Créteil to the "French Values team" and was used in the academy in Bordeaux by the DAVL to teach on cultural references and secondary

school life. In other academies, the protocol was used in several classes in trainee institutions.

4.2.3 What links are there with the Universal National Service?

In the context of the introduction of the Service National Universel (SNU – Universal National Service) in France, two lines of thinking could be envisaged in order to assess the value of the ACT project.

- Firstly, the ACT project could help to strengthen the educational continuum linked to citizenship. The themes of the projects undertaken and the benefits observed as part of the ACT framework (deconstructing prejudices, strengthening cohesion, empowerment, recognising young people as a valid contributors, etc.) provide common ground with the aims developed by the SNU.
- The tools developed as part of the ACT project could be adapted and expanded for dissemination to those involved in the SNU cohesion residential. In effect, as with ACT, the SNU is a programme devised according to active educational principals; therefore the background work undertaken in the development of the protocol for the ACT project, which promotes using real-life situations and practical approaches, could contain useful components for communication to a wider audience than just teaching staff (civil servants, associations, etc.).

5. Key challenges

5.1. Methodological challenges

5.1.1 Creating educational materials

The differences in approaches related to the diversity of content and the methodology embedded in the teaching programmes of the different partner countries were the source of tensions which were subsequently overcome through the adoption of a broad definition of citizenship and referring to the Competences for Democratic Culture reference framework from the Council of Europe (see above).

5.1.2 Coordination with teams in charge of assessment

The principal of independence between the assessors and the government department was challenged from the start of the project. Nevertheless, researchers responsible for the assessments have communicated with the government department representatives for the duration of the project on procedural questions such as communication with academies and institutions. When differences of opinion surfaced between the department and the assessors regarding the content of the questionnaires given to teachers and students, the questionnaire development was eventually left to the discretion of the assessment teams in order to retain the independent nature of the assessment, and guarantee the success and scientific rigour of the ACT project.

5.2. Technical challenges

5.2.1 Linking secondary schools with their European counterparts

The testing context in which the ACT project was developed provided for the possibility to link secondary schools with their European counterparts in three partner countries. The *eTwinning* platform could have been used as a management and exchange tool for the different participants.

However, the specific national context for school and DNB reform, which would affect all the teachers participating in the ACT project, linked to the training already required for the project to be introduced, led to temporarily sidelining the *eTwinning* platform as using it would require training and additional work processes for teachers.

Nevertheless, in order to bridge the communication gap between teachers and schools in the different partner countries participating in the project, France Education Internationale organised a contact seminar ahead of the final conference to take place at the beginning of 2020. The seminar, bringing together several participants from each of the consortium countries, would be an opportunity to develop the European dimension of the project by sharing feedback and good practice amongst the teachers involved. The contact seminar

could also provide an opportunity to discuss the potential benefits that eTwinning could bring to the ACT project, beyond the programming period, a European extension.

5.2.2 Using the portfolio

Broadly speaking, the portfolio available to students during the project appears to have been underused. Several factors may explain this finding: the portfolio was a complex tool that required a significant amount of the participants' time to become familiar with it (trainers, teachers, students). The time spent on it during the two days of training was not sufficient to promote it adequately. Finally, some teachers argued that the assessment grids did not match the skills described in the programmes or in the reference documents from their countries.

ANNEXES

1. Details of the classes selected for the project (participants and control groups)

Amiens Academy (3 schools with 4 participating classes + 5 control schools)		
Lower secondary school	Class	Teachers
Les Frères Le Nain Laon (02)	Yr 9	Maxence Mantelet (HG)
Gaston Beaucourt Roisel (80)	Yr 9	Justine Le Goff (HG)
Simone Veil Cauffry (60)	Yr 10	Charlène Roussin (HG)
Simone Veil Cauffry (60)	Yr 10	Camille Blanchet (HG)
Control schools		
Le Point du jour_ Auneuil_(60) Du Servois_ La Chapelle en Serval_(60) Aristide Briand_ Chaulnes_(80) Jacques-Yves Cousteau_ Breuil-le-Vert_(60) Louis-Jouvet_ Gamaches_(80)		

Aix-Marseille Academy (4 participating schools + 5 control schools)		
Lower secondary school	Class	Teachers
Achille Mauzan Gap (05)	No data	Romain Dautais (HG)
Jean Giono Manosque (04)	Yr 9 SEGPA	Natacha Avinens (PE – SEGPA Maths) Violaine Joubert (PE – SEGPA French) Daniel Hessing (SEGPA director)
Saint-Exupéry Bédarrides (84)	No data	Antonin Peyraud (HG)
Arc de Meyan Aix-en-Provence (13)	Yr 10	Isabelle Gaudier (HG)
Control schools		
Edouard Manet_ Marseille_(13) Marcel Pagnol_ Pertuis_(84) Edgar Quinet_ Marseille_(13) Les Matagots_ La Ciotat_(13) Alexandre Dumas_ Marseille_(13)		

Nancy-Metz Academy (8 participating schools + 6 control schools)		
Lower secondary school	Class	Teachers
Georges de la Tour Nancy (54)	Yr 9	Laurie Grellier (HG)
Jacques Gruber	Yr 9	Lauriane Renault (HG)

Colombey-les-belles (54)		
Haut de Penoy Vandoeuvre-lès-Nancy (54)	Yr 9	Estelle Beurton (HG) Elsa Nozière (maths)
Maurice Barrès Verdun (55)	Yr 9	Deborah Arnette (CPE)
Jean-Marie Pelt Hettange- Grande (57)	Yr 9	Elodie Brulat (HG) Sylvie Donati (visual arts) Jennifer Richert (HG)
Jean Burger Moyeuvre-Grande (57)	Yr 9	Sandrine Doucoure (humanities) Sarah Schiavone (librarian)
La Carrière Saint-Avold (57)	Yr 9	Myriam Schafer (HG) Sarah Muller (librarian) Nabil Fassih (CPE)
Mangin Sarrebouurg (57)	Yr 10	Isabelle Moscioni (HG) Nicolas Rebel (HG) Magalie Della Vallee (HG) Noel Andrissen (HG)
Control schools		
EREA François Richard Joubert_Flavigny-sur-Moselle_(54) Louis Pergaud_Fresnes-en Woëvre_(55) Robert Aubry_Ligny en Barrois_(55) Louis Pasteur_Florange_(57) Jules Ferry_Woippy_(57) Eugène François_Gerbéviller_(88)		

Nantes Academy (10 participating schools + 10 control schools)		
Lower secondary school	Class	Teachers
La Ville aux Roses Châteaubriand (44)	No data	Angélique Chapelle (French) Maïté Norgeot (physical sciences)
Georges Desnos La Ferté Saint Bernard (72)	No data	Valérie Kerangall (HG)
Jacques Laurent Les Achards (85)	No data	Ms Desson (English)
André Tiraqueau Fontenay Le Comte (85)	No data	Julie Gaudin (HG) Mr Vautour (PE) Ms Barre (librarian)
Iles de Loire Sebastien sur Loire (44)	No data	Ms Vastel (HG)
Pierre Abélard Vallet (44)	No data	Ms Chesnel (French) Valérie Goutier-Defontaine (life and earth sciences)
Jules Ferry Montaigu (85)	No data	Karine Anne Poulard (HG) Jeanne Pere (PE)
Saint-Exupéry La Montagne (44)	No data	Alexandra Sevestre (HG)
Stendhal Nantes (44)	No data	Perrine Barre (librarian) Etienne Heraud (HG) Julien Parmentier (HG)
Truffaut de Longué Longue Jumelles (49)	No data	Margot Raimbault (HG)

Control schools
Honoré de Balzac_Saumur_(49) Anjou Bretagne_Mauges Sur Loire_(49) Berthelot_Mans_(72) Jean Rostand_Les Herbiers_(85) Les Sables d'Or_Thoure Sur Loire_(44) Michel Ragon_Saint Hilaire de Loulay_(85) Auguste Mailloux_Loroux Bottereau_(44) Jean Monnet_Angers_(49) Salvador Allende_Reze_(44) Vauguyon_Le Mans_(72)

Orléans-Tours Academy (6 schools with 7 participating classes + 5 control schools)		
Lower secondary school	Class	Teachers
Jean Moulin Saint-Amand-Montrond (18)	No data	Frédéric Sauzeau (HG)
Jean Moulin Saint-Gaultier (36)	No data	Hugo Servant (HG)
Pierre de Ronsard Bourgueil (37)	Yr 9	Eric Reppel (HG)
Michel Bégon Blois (41)	Yr 10	Catherine Romary (HG)
Jean Rostand Lamotte-Beuvron (41)	No data	Baptiste Minier (HG) Andrea Cosquer (HG)
Jean Rostand Lamotte-Beuvron (41)	No data	Andrea Cosquer (HG)
Maurice Genevoix Romorantin (41)	Yr 10	Françoise Beauger-Cornu (HG)
Control schools		
Rollinat_Argenton-sur-Creuse_(36) Pierre Mendès-France_Chécy_(45) Marcel Proust_Illiers-Combray_(28) La Fayette_Châteauroux_(36) Charles Riviere_Olivet_45		

Versailles Academy (9 schools with 11 participating classes + 9 control schools)		
Lower secondary school	Class	Teachers
Guy Môquet Gennevilliers (92)	Yr 9	Erwan Desnos (HG)
Bois d'Aulne Conflans-Sainte-Honorine (78)	Yr 9	Stéphane Pihen (HG)
Bois d'Aulne Conflans-Sainte-Honorine (78)	Yr 9	David Roudaut (HG)
Jean Moulin Le Pecq (78)	Yr 9	Anne Françoise Bouhan (HG) Teacher Librarian
Jean Zay Verneuil-sur-Seine (78)	Yr 9 (D)	Aurore Maciejczak (HG)

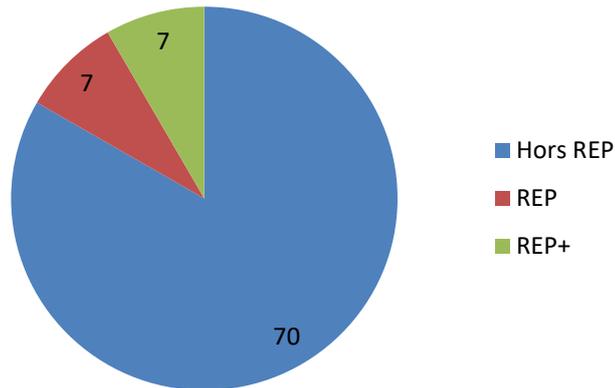
Jean Zay Verneuil-sur-Seine (78)	Yr 9 (G)	Aurore Maciecjak (HG)
Les Toupets Vauréal (95)	Yr 9	Christophe Bignon (HG)
Les Châtelaines Triel-sur-Seine (78)	Yr 10	Cécile Péturaud (HG)
La Vaucouleurs Mantes la Jolie (78)	Yr 9	Virgine Harruis (HG)
L'Agiot Elancourt (78)	Yr 9	Vincent Chalumeau (HG)
Albert Camus Gargenville (78)	Yr 9	Audrey Aumonier (HG)
Control schools		
Albert Camus_Bois Colombes_(92) Jean Perrin_Nanterre_(92) Le Corbusier_Poissy_(78) Claude Monet_Argenteuil_(95) Lakanal_Sceaux_(92) Charles Péguy_Palaiseau_91 Les Plaisances_Mantes-la-Ville_(78) Jean Lurçat_(91) Les Merisiers_Jouy-le-Moutiers_(95)		

2. Characteristics of the schools selected for the project

Priority education networks

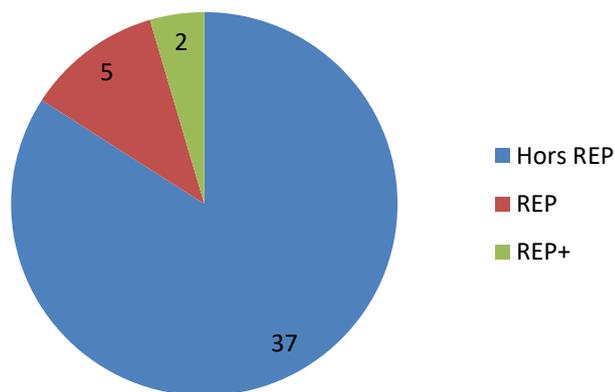
Of the 80 schools chosen, 14 were in priority education networks (7 REP and 7 REP +), which represents approximately 17.5% of the sample.

Graph No. 3: Distribution of classes in priority education networks



In total, based on the 80 schools recruited, the French sample consisted of 40 secondary schools (44 classes) involved in the testing and 40 control secondary schools (40 classes). Of the 40 schools involved in testing, 7 were in priority education networks (5 REP and 2 REP +), which represents 17.5% of the sample.

Graph No. 4: Distribution of classes involved in testing in priority education networks

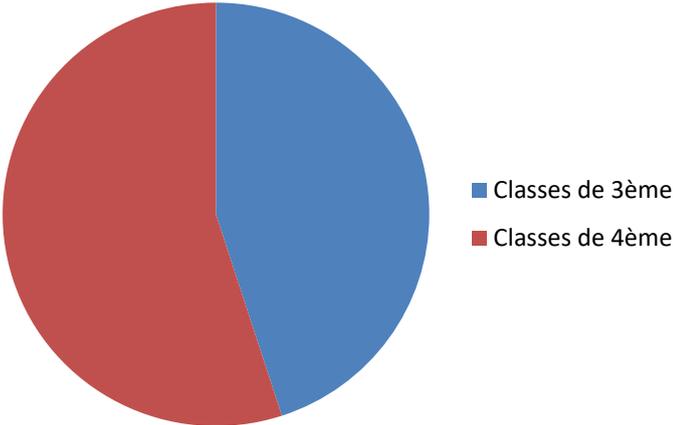


Year groups

Broadening the scope to include applications from year 9 classes proved to be relevant and effective, meaning that there was less pressure on teachers than in year 10, in which they start to prepare for the DNB and would have to manage the time and programmes linked to the testing.

Furthermore, the majority of participating classes (55%) were from year 9, compared with 45% from year 10 classes.

Graph No. 5: Distribution of classes involved in testing by year group



3. Example of a partnership agreement between the Paris School of Economics and a school participating in the programme.



ACT|PROJECT



PARIS SCHOOL OF ECONOMICS

Convention de partenariat entre le collège Edouard Manet – 13014 Marseille - et l'Ecole d'économie de Paris dans le cadre du dispositif de recherche sur le projet ACT

Entre

Le collège Edouard Manet,
ci-après dénommé « **Le collège** », d'une part,

et

PSE – École d'économie de Paris, Fondation de coopération scientifique située au 48, boulevard Jourdan à Paris (14^{ème}), représentée par sa Secrétaire générale, Madame Marie PHILIPON, dûment habilitée à l'effet des présentes,
ci-après dénommée « **PSE** », d'autre part,

Préambule

Le projet Erasmus+ ACT est un projet expérimental européen visant l'éducation à la citoyenneté, à travers la mise en œuvre de pédagogies actives en France, en Angleterre, en Espagne et en Grèce. Il est accompagné d'un dispositif de recherche ambitieux.

Le collège s'est porté volontaire pour participer au projet et, de façon indissociable, à la recherche. Il engage son personnel et ses élèves dans le projet, et bénéficie de formations et d'accompagnement assurés par la DGESCO. PSE coordonne la recherche, mobilise ses chercheurs, et engage les ressources fournies par le programme Erasmus +.

La présente convention décrit les éléments du protocole de recherche que le collège et PSE s'engagent à mettre en œuvre durant l'année scolaire 2018-2019. Ce protocole a été testé en 2017-2018 avec deux à trois établissements dans chaque pays afin d'en assurer la qualité et la viabilité. Il constitue un effort important et inhabituel pour les établissements et les équipes, qui traduit l'ambition et la rigueur du dispositif de recherche mis en place de façon homogène dans les quatre pays.

Article 1 : Détermination de l'année de mise en oeuvre du projet

Parmi tous les collèges volontaires pour participer au projet, certains recevront les formations à l'automne 2018 et mettront en œuvre les projets citoyens pour la première fois durant l'année 2018-2019 ; d'autres seront formés en 2019 et mettront en œuvre les projets citoyens pour la première fois durant l'année 2019-2020.

Suivant les standards de la recherche internationale, les chercheurs tireront au sort, parmi tous les collèges volontaires, l'année de formation et de mise en œuvre du projet. Cela permet, *dans cette année transitoire*, de comparer les élèves bénéficiaires et non-bénéficiaires du projet de façon très rigoureuse.



Au mois de juin ou juillet 2018, le collège indique quels enseignants seraient responsables du programme si l'établissement le démarrait en 2018 ; un bref questionnaire en ligne sera aussitôt proposé à ces enseignants par les chercheurs.

Au plus tard fin août 2018, le collège transmet aux chercheurs la liste des élèves qui participeraient au projet s'il démarrait en 2018.

Sitôt ces listes reçues, les chercheurs procèdent au tirage au sort et indiquent au collège s'il accède aux formations et met œuvre les projets citoyens en 2018 ou en 2019. Aucun tirage au sort ne pourra être effectué sans ces listes. Il est entendu que des modifications dans la composition des classes peuvent toujours intervenir à la rentrée et après, mais cela ne doit pas retarder la transmission des listes telles qu'elles se présentent fin août.

Les chercheurs transmettent cette information à la DGESCO, qui peut alors émettre les convocations aux formations si le collège est désigné pour démarrer en 2018.

Article 2 : Questionnaires enseignants

Quelle que soit l'année de démarrage du projet dans le collège, des questionnaires sont proposés aux enseignants potentiellement responsables du programme qui auront été indiqués aux chercheurs. Un questionnaire en ligne leur est proposé en juin ou juillet 2018, puis à nouveau en juin 2019.

Leur consentement éclairé est requis pour répondre à ce questionnaire, et ils sont informés de leur droit d'accès et de rectification. Les données font l'objet d'une déclaration à la Cnil par PSE ou d'une inscription au registre par le Correspondant informatique et liberté du CNRS ; elles sont traitées de façon strictement confidentielles par les chercheurs de PSE.

Article 3 : Questionnaires élèves

Quelle que soit l'année de démarrage du projet dans le collège, tous les élèves indiqués sur les listes transmises au plus tard en août (éventuellement corrigées en début d'année) seront interrogés en début et en fin d'année scolaire 2018-2019. Selon le protocole qui a été testé en 2017-2018, le questionnaire est proposé en ligne : les élèves doivent le renseigner dans la salle informatique du collège, en utilisant des logins transmis à l'établissement par PSE, pendant une session d'une heure, une fois en septembre 2018, une fois en mai ou juin 2019.

Le personnel de PSE prendra contact avec le collège pour préciser les modalités de mise en œuvre, transmettre les logins, répondre aux questions, et résoudre les problèmes éventuels. En fin d'année, PSE demandera aux collèges des informations issues des bases de gestion, portant notamment sur l'assiduité et le comportement des élèves. Le personnel de PSE sera disponible pour faciliter la transmission de ces informations, qui devra se faire de façon sécurisée.

Les parents des élèves sont informés de ces enquêtes et de cette collecte de donnée par un courrier émanant de PSE et confié au collège. Ils sont informés de leur droit d'accès et de rectification et peuvent exercer leur droit d'opposition. Les élèves expriment leur consentement éclairé avant de répondre à chaque questionnaire et ils sont informés de leur droit d'accès et de rectification. Les



données font l'objet d'une déclaration à la Cnil par PSE ou d'une inscription au registre par le Correspondant informatique et liberté du CNRS; elles sont traitées de façon strictement confidentielles par les chercheurs de PSE.

Article 4 : Retour vers le collège

Les règles de confidentialité des données interdisent à PSE de retourner au collège des informations individuelles et nominatives recueillies auprès des enseignants comme des élèves. Mais PSE fera un retour global au collège à la fin de l'année scolaire 2018-2019. Ce retour présentera les réponses aux différentes questions données par les élèves, et les positionnera dans l'échantillon national.

Par ailleurs, le collège sera destinataire des résultats de la recherche dès qu'ils seront disponibles.

Fait en deux exemplaires originaux,

<p>Pour le collège, A BORN, Principale</p> <p>A Marseille, le 12/09/2018</p>  	<p>Pour PSE, Marie Philippon, Secrétaire générale</p> <p>A Paris, le ... 18/09/2018</p> 
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4. Registration certificate from the register maintained by the CNRS Data Protection Officer dated 6 February 2019.

Certificat d'enregistrement 2-19009 \ UMR8545



La délivrance de ce certificat d'enregistrement signifie que votre traitement a été porté au registre tenu par la Déléguée à la Protection des Données et que votre dossier est formellement complet.

Vous pouvez mettre en oeuvre votre traitement. En tout état de cause, vous êtes tenus de respecter les obligations prévues par la loi et notamment :

- 1 - la définition et le respect de la finalité du traitement.
- 2 - la pertinence des données traitées.
- 3 - la conservation pendant une durée limitée des données.
- 4 - la sécurité et la confidentialité des données.
- 5 - le respect des droits des intéressés : information sur leur droit d'accès, de modification et d'opposition.

Pour plus d'information, Veuillez consulter le site du Service de Protection des Données (https://intranet.cnrs.fr/protection_donnees/II/Pages/default.aspx)

Vandoeuvre, le 06-02-2019



5. Teacher training days – Illustrations

Illustration No. 1: Understanding citizenship in terms of status, feelings and practices –
The balloon trip



Illustration No. 2: Citizens of the future – The world in 2050, tomorrow's challenges



Illustration No. 3: Group of participants at the CIEP training session
(20 – 21 September 2018)



6. Protocol activities used in the classroom – illustrations

Illustration No. 4: Preparation activity – Establishing the ground rules for group work

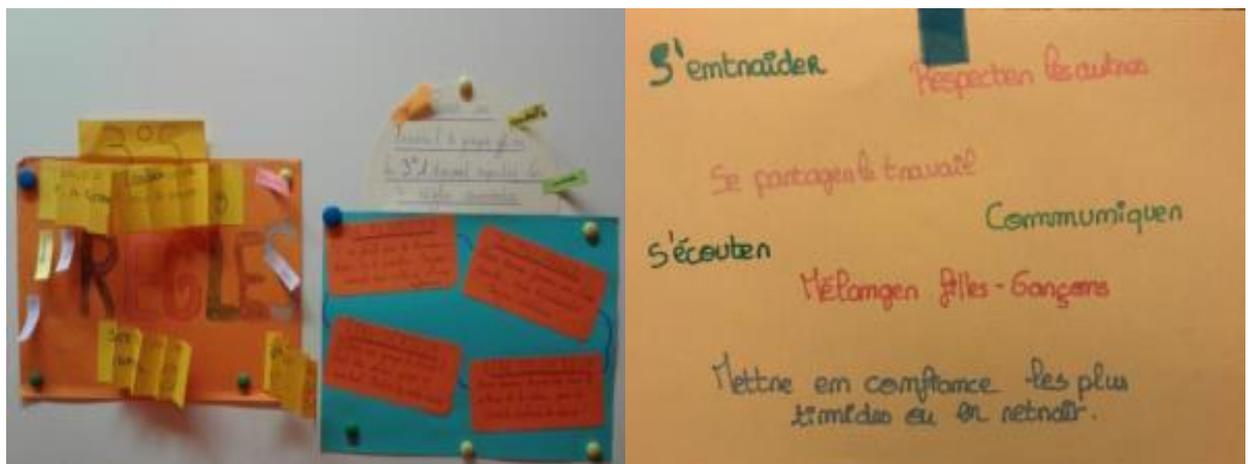


Illustration No. 5: Preparation activity – The world in 2050



Illustration No. 7: Examples of strategies implemented to complete a project



7. Examples of citizenship projects – illustrations

Illustration No. 8: “Equality through sport, together we are stronger!” Banner created during a day on social inclusion through sport at collège Gaston Beaucourt de Roisel



Illustration No. 9: Charity food collection by students at collège Guy Moquet de Gennevilliers



Illustration No. 10: "Daily struggle" – anti-bullying video by students at collège Jean Moulin, Le Pecq, available on YouTube

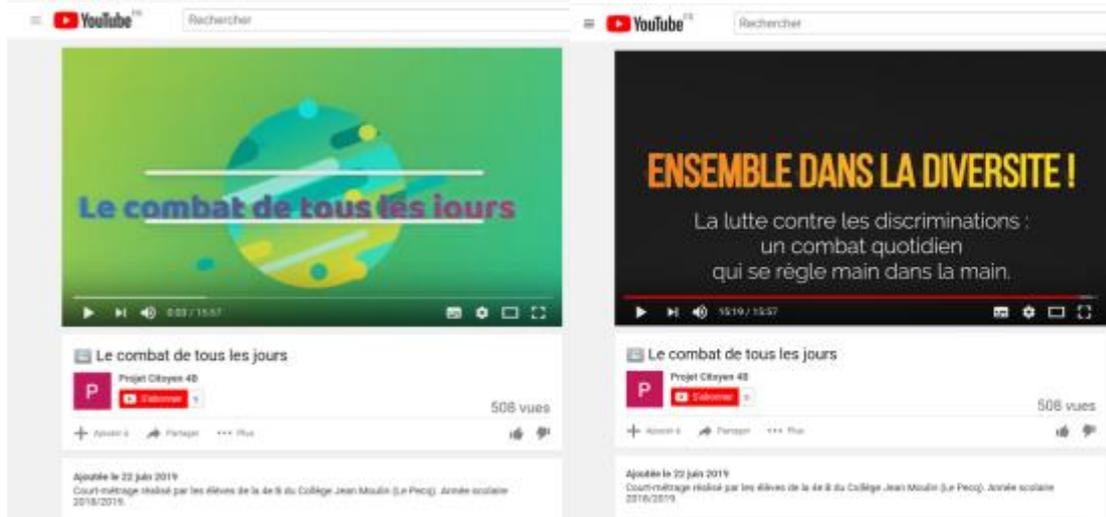


Illustration No. 11: a game from an awareness campaign against school bullying at collège Jules Ferry de Montaiqu



Anti-cyber bullying campaign



*I know I can talk to my
teachers,
My parents, family and
friends,
To tell them how you make
me feel
Please, let this bullying end*

**BE A
BUDDY
NOT
A BULLY**

