



Education and Culture

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PROJECT COMENIUS 1.3

ATTRAPPE

"Autonomy, personal work, and educational project"

MEETING **Vilvoorde, Belgian**

27. – 30. March 2007

PARTICIPANTS:

- Deurne (NL)
- Maribor (SLO)
- Rotterdam (NL)
- Vilvoorde (B)
- Wintzenheim (FR)
- EPIDORGE: Marie-Odile Nouvelot, Georges Vanderwegen, Gerard Pinot



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ATTRAPPE

"Autonomy, personal work, and educational project"

Proposal of program

Meeting Attrappe

Vilvoorde from 27th until 30th of March 2007

Monday 26.03.2007	
09H45	Arrival of the partners of Maribor
Tuesday 27.03.2007	
12H30 - 13H30	Lunch
???	Arrival of the partners of Deurne
App. 14H00	Arrival of the partners of Wintzenheim
14H00-14H30	Welcome
15H00 - 16H30	Visit of the school
16H30	Coffee-time
17H00-18H00	Workshop Dutch
???	Arrival Marie-Odile Nouvelot and Gérard Pinot
18h00	Dinner
Evening	Free time, free visit Vilvoorde or Brussels

Wednesday 28.03.2007		
07H30	Breakfast	
08H30	Workshop Final document of project Attrappe	
10H00 - 10H30	Coffee-time	
10H30 - 12H00	Workshop continuing final document	
12H30 - 13H30	Lunch	
Afternoon	Visit of the region 'Pajottenland' <ul style="list-style-type: none"> • Ride with a covered wagon and a walk • Visit of a museum of folk instruments • Visit of a little brewery of traditional beer • Traditional meal 	
Thursday 29.03.2007		
07H30	Breakfast	
08H30 - 10H00	Workshop: Observations in the school	
10H00 - 10H00	Coffee time	
12H30 - 13H30	Lunch	
13H30 - 15H00	Teachers Comparison of the different school systems in the partner schools	Students Participation in the lessons in the school
15H00 - 15H30	Coffee time	
15H30 - 18H00	Workshop charter and private study	
18H00 - 19H00	Free time	
19H00 - ...	Walking dinner and 'End of project party'	
Friday 30.03.2007		
07H30	Breakfast	
08H30 - 10H00	Final report of Attrappe	
10H00 - 10H30	Coffee time	
10H30 - 12H00	Final conclusions Finalise the report of the meeting	
12H30 - 13H30	Lunch	
13H30 - ...	Cultural visit of Brussels Free time for shopping Dinner in Brussels	
Saturday 31.03.2007		
07H00	Departure partners of Wintzenheim	
10H35	Departure partners of Maribor	
???	Departure partners of Deurne	

Tuesday, March 27th

After the Slovenian partners arrived on Monday, all others arrived today.

We were all welcomed by Freddy and his team in the students' cellar, where students run a shop with fair trade products. This shop is entirely the initiative of the students and the profits are used for student-activities.

After a welcome drink we all were invited to visit the school.

The school offers education programs on different levels in:

- Animal care
- Biotechnics
- Horticulture.

The school offers programs to ca. 475 students in the age 12 -20 years old.

60 Of them live on the school campus during the week. All other travel from home each day
The school grounds have a surface of 52 ha with meadows, horticulture fields, orchards, paddocks, greenhouses, stables, storage buildings and a shed where school products are sold every Friday.

After that we had dinner and enjoyed a nice free evening, resting from the journey and enjoying a beer in the students bar " 't Caf "on the ground floor of the students building.

This bar is run by students of the engineer school of higher professional education.

This group will leave campus after this school year

Wednesday, March 28th

Breakfast at 07.30 hr.

09.00hr start of the first workshop.

Freddy gave a recapitulation on what has been done from the start of the project and even the months preceding the actual start date (*and what still to do, or going on*)

1. Global survey, total plan of school (Survey G. Pinot, Cibeins, May 2004)
2. Extended survey for two places, meant/not meant for private study
3. Chose a place that needs improvement
4. Close observations and interviews to determine the actual situation
5. Discussions en decide what and how to make a change in the chosen place
6. What strategy to make the change
7. *What is the impact of the change on students and staff*
8. *How to deal with the changes, how to adjust*
9. *Visualise the process*
10. *What are the points that have been improved and what point are possibly worse, regarding the change (this point will be discussed in Marly le Roi next May)*

After that all school pointed out what (*common*) changes have been made:

Wintzenheim:

Computer room, accessibility improved by adjusting opening hours
Dormitory, more access during daytime for relaxing
Cafeteria, more choices/products

Vilvoorde:

Library: renovated and refurnished and separated from the secretariat (better accessibility to computers in progress)
Students room: in the basement, later transformed in shop for fair trade products
Walls: in basement decorated

Maribor:

Library: accessibility improved by adjusting opening hours
Hall: colours walls
Corridors: colours and decoration walls
Wardrobe near classrooms: change into living like areas (in progress)

Rotterdam:

OLC: new study environment, self responsibility of students
OLC corner with bookcases and separated study places (in progress, not finished because of decease of Henk)

Deurne:

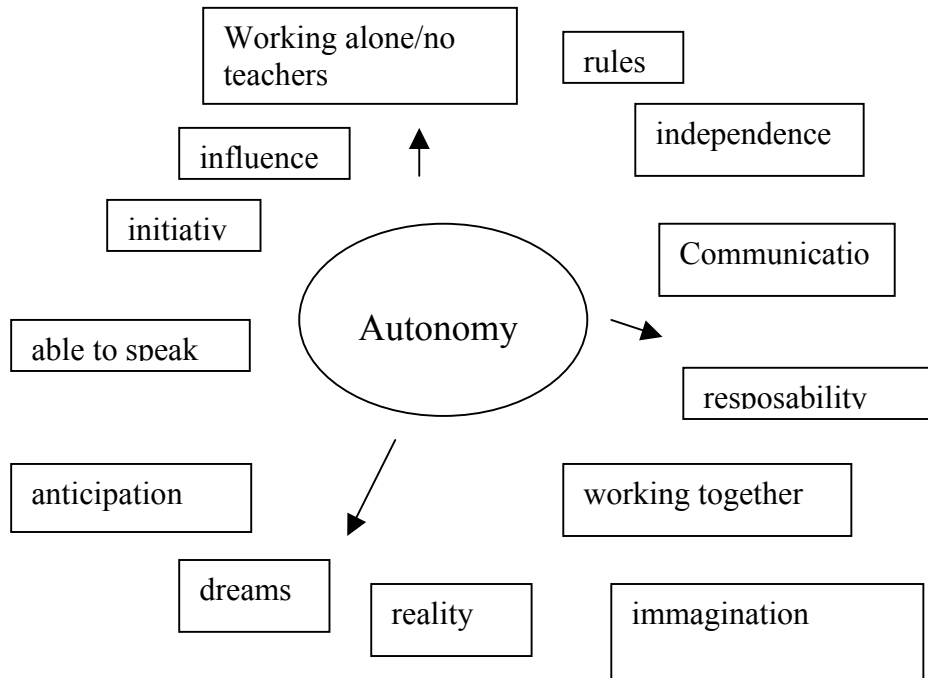
Library/computer room: accessibility improved by adjusting opening hours
Later brought together to create OLC (open learning centre)
Smoking area: covered and with benches
Restaurant: create warm atmosphere (in progress)

Next item:

Inquiry around the development of autonomy in the different schools
This inquiry should be answered by at least
10% of all students,
50 % of all teachers/staff
and 100% of school management.

We all decided that enquiry will be translated by each national team and within each school will be asked to fill in by at least.

Starting with this mind map we worked in different groups...



Next item:

We again discussed the definition of private study.

Private study:

“Work that is personal and that has to do with school activities.”

This definition can be filled in according to your own cultural background.

Thursday, March 29th - “Observations Day”

Thursday Morning / Time for Observations

The ATTRAPPE team broke into several groups mixing up nationalities and went to some designated areas in the school of Vilvoorde to make some observations: classrooms, laboratories, outdoor practical training etc.

Note: At the beginning of the project, observations have been considered as key common activities and partners have altogether conducted a few of them at every meeting. Observations have helped to cross and compare perceptions within a broad range of situations occurring in the schools. In Vilvoorde, ATTRAPPE teams did it once more, yet for the last time, with the view to build a final questionnaire to close the three-year study.

The data that were collected during the observations in Vilvoorde by each team were put together in a recapitulative table (see below).

Thursday Afternoon / Workshop: Realization of a Questionnaire

Objective of the workshop: To make proposals for a common questionnaire for a “final” survey in each school.

To make the questionnaire, partners first selected five items of enquiry:

- 1) Communication in the school
- 2) Relations between the rules and freedom of choice
- 3) Students’ capacity of Initiative and Participation
- 4) Supportive role of the adults
- 5) Time organization and Management

First, each school worked on a proposal using those five themes. Then, while students went to practical workshops in greenhouses and animal care with their Belgian fellows, teachers tested and discussed the different proposals to make a common that would fit the best.

Final questionnaire:

1- Do students have possibilities to take initiatives or to make proposals?

- Always
- Most of the time
- Sometimes
- Not at all

2- Do you think that students' initiatives / make proposals are supported by adults in the school?

- Always
- Most of the time
- Sometimes
- Not at all

3- Do the rules allow you to take initiatives?

- Always
- Most of the time
- Sometimes
- Not at all

4- Do the opening hours and time schedule prevent you from finding a suitable place for private study?

- Always
- Most of the time
- Sometimes
- Not at all

5- Do you feel that there is "effective" communication between:

Students and Staff	Students and Management	Students and Students	Staff and Management *
<ul style="list-style-type: none"><input type="checkbox"/> Always<input type="checkbox"/> Most of the time<input type="checkbox"/> Sometimes<input type="checkbox"/> Not at all	<ul style="list-style-type: none"><input type="checkbox"/> Always<input type="checkbox"/> Most of the time<input type="checkbox"/> Sometimes<input type="checkbox"/> Not at all	<ul style="list-style-type: none"><input type="checkbox"/> Always<input type="checkbox"/> Most of the time<input type="checkbox"/> Sometimes<input type="checkbox"/> Not at all	<ul style="list-style-type: none"><input type="checkbox"/> Always<input type="checkbox"/> Most of the time<input type="checkbox"/> Sometimes<input type="checkbox"/> Not at all

** This question must be asked to the staff only*

Observations: Results

	Place	Activity	Materials	Type	Atmosphere
Group 1	Classroom	French Class	Handbooks	All class	Good Talking together
	Greenhouse	Taking care of Paprika	Hands, clips, plants	Individual work	Relaxed, silent Continuous work
Group 2	Classroom	Talking- Listening- Writing- Reading- Drinking	Paper, pencils, books Bottles of water	Group (8)	Noisy Disorganized
	Animal Care	Test	Paper and pencils	Individual work	Quiet
Group 3	Classroom	Maths Class	Paper, pencils, notebooks Black board	All class	Teacher is talking Students write and answer teacher's questions Working atmosphere
	Laboratory	Science class	Paper, pencils, black board	Group of 4	Teacher is talking Students are more or less attentive
	Classroom	French class	Handbooks, pencils and notebooks	All class	Interactive lesson : Students answer the teacher's questions

Friday, March 30th

At 8.30

Students and teachers discussed again about definition of *private study*.

All agreed with this definition:

“Private study is personal activity and has a relationship with school activities.”

This definition can fill in according to your own cultural background.

At 9.00

Student and teacher discussed about CHARTER.

All schools need the charter including private study. We tried to prepare this document.

Freddy explained us “what is charter”. Charter must be public document – students, teachers and school management sign it.

We discussed in 4 groups (French team, Belgian team, Nederland team, Slovenian team).

Each group prepared the proposal of charter.

“Key words”

- space	- time	- help / support
- responsible	- organization	- rules
- respect	- initiative	- obligations
- autonomy	- (self)discipline	- resources
- to enable	- choice	- decision
- trying	- communication	- exercise

We completed all proposals and made the document:

ATTRAPPE CHARTER

1. School provides the environment (time, space, resource) to students to enable to develop themselves to become independent, responsible person.
2. School management and students have a common responsibility in formulating the needs and conditions in using the space, time and resources.

All groups agreed with this formulation.

At 11.00

After short pause we made final conclusion and evaluation for meeting.

Students and teachers fulfil survey and estimate all activities on meeting in Vilvoorde.

All participants got attestation.

At 12.30

Lunch in boarding-school restaurant

At 13.30

Social activity: Cultural visit of Brussels

Martine showed us most popular places in Brussels:

- Place De L'Albertine
- Place Royale
- Koningsstraat
- Place Des Palais
- Palais Royal
- Parc De Bruxelles
- Palais De Justice
- Place Poelaert - Plein
- Place De La Chapelle
- Manneken Pis
- Grand Place
- Galeris Saint - Hubert
- Place De La Bourse

We had very interesting meeting. Atmosphere was good and friendly.
Great thanks to Vilvoorde team for hospitality and for very nice days.