

Description of Comenius project 2.1 "EPIDORGE"

Section 4

"Students empowerment in the daily organisation of schools"

By empowerment, we mean "how students have responsibility and initiative in the daily organisation of schools"

The EPIDORGE project has two operational objectives:

- 1) Clarify the relationship that the agricultural educational schools create between their educational objectives and the school life and working conditions in which they place their students.
- 2) Analyse the concrete situations in which real power of intervention is given to the students in order to measure its impact on their social, academic and vocational development.

Teachers, researchers and practitioners will work together for three years to :

- Strengthen the notion of empowerment (student empowerment, commitment and power of intervention) and examine what students learn from the way the school is organised in the different educational systems organisational learning of students in the different educational systems.
- Develop tools of self-analysis for existing practices and innovative methods.
- Assess the changes in practice as they come about progressively and specify the feasibility conditions.

The gathering of experiences and the methodological support of the practitioners will be provided on-line by means of the "resources" area, the "forum" and the "bank of experiences" on the bilingual site (French-English) www.epic.educagri.fr. They will be used to produce a pedagogical handbook.

The partners will share two other important tasks

- To progressively put together a European in service training course Comenius 2.2.
- Edit a European "quality" charter to develop the student empowerment in the schools running.

1. PROJECT TYPOLOGY:

- ❑ Quality and assessment of education
- ❑ Management and autonomy of schools
- ❑ New role of teachers
- ❑ Continuous training of teachers and of school staff

2. PROJECT OBJECTIVES

Object - context.

The EPIDORGE project is part of the continuation of several European projects, a European project for in service education through research-action (Comenius 3. "PPE Pee"), a European project for the assessment of training projects (complementary measures "EVAPROFORM"), student courses as part of the EUROPEA international network, a

European project for in service education through research-action "Self Responsible Learning" lead by partners very closed of those involved in EPIDORGE.(see appendix 1).

The PPe Pee Comenius project "student's personal development and educational policy of the school" enabled us to develop between 1997 and 2000:

- Reflection on the link between the development of the student's plan and the organisational development of the school,
- Tools and methods of analysing the support practices for the student's plan in the 15 schools associated with the project,
- An operational model for a school educational plan, the "MSE" model, combining monitoring, management, support system and empowerment to integrate, regulate and assess the different support activities outside the traditional teaching activities (see appendix 2).

The continuous internal and external assessment of the "PPe Pee" project, and the study in June 2000 of its direct impact enabled us to measure precisely the limits of the improvements and innovations made; the assessment highlighted the difficulties of harmonising the different educational strategies around a shared vision of the educational outcomes desired by the schools.

Therefore, our key objective for EPIDORGE is to support schools for improving ability of managing the gap so frequently observed between,

- on the one hand, the apparent will to prioritise the development of the student's plan as an educational concern, to recognise the students as persons, to help them to take part in the social life of the school,
- on the other hand, the daily practices and the frequently shared feeling that student expression, their power of intervention, challenges staff authority.
- Supporting the teams so that the action taken is not limited to a superficial cooperation and that it has a long-term impact on a maximum of students and staff in the school?
- Sharing within the school the experience and skills of each person in order to further reflection, improve school life and work conditions for everyone, act instead of having to accept the decisions taken by others. In other words, **how can we implement project plans inspired by the "MSE" model in order to change our perception of the role of the student in the school and of the school organisation?**

Provide new answers to these questions; formalize possible progress, that is the first objective of the EPIDORGE project.

The second objective is more circumstantial, develop the small network of exchange of practices formed progressively since 1997 and provide it with new theoretical and methodological resources so that the participants understand better the functioning of their school and their own possibilities to have responsibility and initiative in the school. We have spread several calls through EUROPEA International and ENTER networks to disseminate information about our EPIC networks activities. A preparatory visit has been organised in January 2004 in order to discuss in depth the EPIDORGE project tasks groups' organisation.

The agricultural schools associated with this network decided to develop two Comenius 1.3 partnership projects, as of September 2003 after taking part together in the European course or in service education and in the student course in Mountbellew (IE) in April 2002, then in the video-course meeting on the 4th and 5th of December 2002 .One Comenius 1.3 called "PRODDIGE" project has started in September 2003 with 3 schools; it is focused on the student involvement in the decision making processes in the perspective of a sustainable

management of the school. An other Comenius 1.3 project, called ATTRAPPE, should start in September 2004 with 5 schools. It is focused on the working conditions of the students which contribute to the development of autonomy.

To complete their projects, these 8 schools need methodological support and rigorous external assessment. Comenius 2.1 can provide this through the "resource" forum on the EPIC website, the test training sessions and the participation of some members in the production and experimentation groups piloted by the team of trainers responsible for Comenius 2.1.

Concrete goals and objectives.

To provide the training of the associated school teams and to produce the pedagogical material which will be available on-line at the Comenius 2.2 European course, the EPIDORGE project has a four-fold objective :

- **Strengthen the notion of empowerment**, of "power to have responsibility and initiative" in an organisation" by progressively developing a list of precise indicators on the expended capabilities of the student in a position of exercising real power of intervention in the school organisation and on the organisational characteristics of the school activities, which may facilitate empowerment.
- **Develop a space analysis of the use of the school resources** in order to measure the distance between the educational purposes and the daily practices and to support staff and students to better understand the potentialities of the school resources.
- **Compare the school culture** of the participating countries and the characteristics of the functioning of agricultural schools. Facilitate the exchange of knowledge and information Make available on the Internet examples, methods or tools, which may help agricultural schools to improve their efficiency. An itinerant expo photographs on the school life in the agricultural colleges will be carried out.
- **Methodically support the implementation of a change of practices** adapted to the needs of each school and coherent with the operational model for educational management "MSE" (monitoring-support-empowerment) in order to ensure both the development of the student and that of the school.
- **Encourage the sharing of validated practices** of autonomy and partnership in the daily life of the school, between students and management, educational and teaching staff in different countries.

Innovations.

There are numerous projects dealing with the theme of responsibility and autonomy of students in the different countries of the European Union. This project is different because it isn't part of the didactic approach like Comenius 2 project "self responsibility learning" by the C.E.P in Florac (FR), or directly linked to certain European actions for training student representatives or for education for citizenship

This project aims to explore the link between student development, through the meaning he gives to his school experience and the school organisation and the resources which are available to him. In this sense, this project draws on the experiences implemented as part of the Anglo-Saxon trend of "ethical education", "cooperative learning" and "school restructuring", which emphasises the necessity of developing a democratic and "empowering" leadership by giving real power of initiative and suggestion to all the members of the school in order to make it more efficient.

Experimentations will give matter to recommendations which will be summarised in a European “quality charter” for developing student empowerment in the daily agricultural and vocational school organisation and management.

Pedagogical and didactic approach.

The project is centred on a **process of research-action** by drawing on the trends inspired by the reflective practice and the "learning organisation" approach.

In summary, it deals with:

- Helping the practitioners and the students to observe and to develop their own way of thinking and of acting by offering to them grids and methods of self-analysis and observation, of research and of problem-solving.
- Comparing at the international work group meetings, practices and responsibilities in order to question the routines and observations. Discovering other practices, notably by developing mutual observation, in particular through comparative work between students and staff-teachers, educators, administrators. Developing a systematic approach to situations.
- Supporting the practitioners in the analysis of innovative experiences, using the tools of the EPIC website in order to develop in them an "ability to analyse" which can be adapted to other situations and a "will to analyse" ... In other words, this training action (staff development) will be realised from an awareness raising and staff empowerment point of view.

The exchanges of experience are organised around mutual training principles which govern the networks of exchange of knowledge (cf. Claire Heber-Suffrin) :

- ❖ self-learning (analysing ones practices),
- ❖ comparison of points of view, collective creation,
- ❖ Team work and reciprocity (learning of the other, learning by the other).

Visual tools (plane of the buildings and photographs) and focus groups will be privileged for the analysis of the practices..

Target groups and anticipated impact.

The main beneficiaries of the project are the **staff and students of the agricultural school** since the objective of this project is to increase their involvement in the functioning and the daily life of the agricultural school. The training, managerial and educational aspects of the project should benefit the management and educational staff and as a result the students and teaching or non-teaching staff, members of the board of Directors and the advisory bodies of the schools.

The principals of the partner schools will be closely associated from the beginning so that they can support the dynamics of the local teams effectively and reinvest the results of work in their school strategy.

The project will also benefit **the teacher trainers** because it will develop new methods of multilateral training and a better knowledge of the academic and vocational culture of the different European countries.

The project should have a concrete impact on the functioning and on the climate of the associated school by contributing to the development (Ethical Learning Community- J.L Paul -1997) of a common ethic concerned about the development, the integration and the success of

each person. It will also lead the management teams and the school committees to assess the impact of the daily organisation, of the rules, of the practices and of the interpersonal relationships on the students.

Finally, it will help to reform and **improve the educational role of agricultural training schools**, often small and isolated in rural areas.

The project also considers many different aspects of the policies of agricultural training in Europe:

- Train professionals who will be responsible, innovative and respectful of the new requirements of social demand in terms of quality (environment, product) durability and solidarity.
- Further the educational roles and the status of the student (secondary school pupils and third-level students) in order to encourage the personal development and the school integration of young people, notably young people with learning difficulties. Particular attention will be paid to analysing the school life and work conditions of the young students, of young girls and of handicapped students, whose integration particularity if boarding, is often delicate.

Duration of project.

We consider that three years are necessary to complete training through research-action.

The first year will focus on the elaboration of the theoretical and methodological framework by developing indicators of empowerment, by assessing existing situations and the local context to prepare for the implementation of change in year 2.

The second year will be necessary to introduce changes, by analysing the effects and making improvements. This will enable us to analyse in depth certain aspects of organisational learning and at the same time to identify the conditions necessary for giving students real power of intervention.

The third year will review all of the results of research-action in order to produce the pedagogical handbook and develop the tools for preparing the course-test for external trainees and to organise the first European course for in service education Comenius 2.2.

3. EXPECTED RESULTS

The expected results are varied:

- A **European training course** that will deal with the school organisation and the personal, social, academic and vocational development of the students. We shall give this course in French (FR) and in English (EN) and bring a linguistic support on a daily basic and on an ad hoc basis to trainees.

- A **pedagogical handbook** of about sixty pages, presented in the form of a computer file for the trainees and more widely for use by the agricultural training school teams. This handbook will be co-produced by all of the partners in French and in English (FR-EN) using the resources acquired on the EPIC website : Key-concepts, methods and tools of analysis, European comparison, examples of good practices, assessment, bibliography and glossary.
- A "**quality**" **charter** of about thirty pages for use by the school teams and the students of agricultural education in order to implement an empowering school organisation. The handbook will be presented in the form of a booklet in French and in English (FR-EN) and will be illustrated by the pupils and students associated with the project.
- An **expo- photographs** about the school life of students in agricultural colleges.

Description of the Comenius 2.2 course.

The course will be organised for 4/5 days in October 2007. It will be open to 20 participants from the European Union. If the course is very successful we shall propose again in 2008.

In order to prepare the trainees, we shall give them a preparatory work. (Analysis of an experience, preparation of posters, list of expectations...)..six weeks before the course by means of the bilingual (FR-EN) website : www.epic.educagri.fr. We shall use the website to monitor and share the results of the course (assessment, actions).

We shall give priority to candidates in agricultural education. The contents of the training will include the development of theoretical and practical Knowledge on the student empowerment in a learning organisation, the exchange of experience and the comparison of the academic and vocational cultures of agricultural training schools.

Other expected results.

The EPIDORGE project confirms the objective of the EPIC network, formed as a result of the European courses in Quimper (May 2000) and in Mountbellew "April 2002) to develop its theoretical and methodological Knowledge around two key points, the student empowerment and the conditions for implementing organisational change and to open up other European countries in order to maintain the dynamics of exchange between the students and staff of agricultural training. By associating member partners of the EUROPEA and ENTER (ex.REIFEA-IPAC) networks, it gives meaning to the cooperation since 2001 between these two important networks for the development of European agricultural training decided at the Annual General Assembly of the EUROPEA network in Tempera (FINLAND).

4. COMPOSITION OF PARTNERSHIP AND RESPECTIVE CONTRIBUTION

A Permanent coordination group (5 persons) : M.O.Nouvelot, B.Denis, G.Vanderwegen, E.Lodini and one of the two external evaluators, M.Leroux et/ou L.Guerra.

This group will share coordination; it will be in contact once per month in Visio course or telephone meeting.

A Periodical steering group (9/11 persons) according to the agenda with the Permanent coordination group (5 persons) and one representative of the 4 task groups and/or one representative of the two Comenius 1.3 projects associated.

Action- research, training group (6 persons) : M.O.Nouvelot, G.Vanderwegen, E.Lodini, , J.C.Rousseau (Comenius 1.3 PRODDIGE), Freddy Van Herreweghe (Comenius 1. ATTRAPPE)

Group of Comparative analysis (4 persons) : P.Sahuc, E.Luppi, , G.Pinot, A.Cencic

Quality Charter Group (4 persons) : G.Miltzine, T.Burke, , J.C.Rousseau, F.Van Herreweghe

EPIC Website Group – Handbook (5 persons) : T.Giurgiuman, M.Fizaine, , H.Sanders, A.Fusari, A.Cencic coast :

Experts : A. Kent, professor, London Institute of Education.
G. Pinot, architect, Génie des Lieux, Paris

The principals of the partner schools will meet once at the beginning so that they can support the implement of the project inside their school.

List of the partners involved in the management of the project (coordination and leading of the task groups)

Coordination establishment

ENESAD is a higher educational establishment under the responsibility of the French Ministry of Agriculture. Its main functions are the training of engineers of agronomy and agricultural engineers, the research and training of management and educational staff in agricultural education. The science of training and communication department is divided into two engineering research teams; its functions are research, training and engineering around three main themes :

- 1- Politics and practices of the participants of agricultural education
- 2- Didactics of professional knowledge
- 3- Agricultural vocational training for adults and apprentices.

The coordinating team of the EPIDORGE project (M.O.Nouvelot, M.Fizaine) are part of the research team "Dynamics of vocational training systems". To ensure the successful management of the project, the steering group will call on the expertise of Sylvain Gressard (ENESAD, CNERTA) responsible for supervising the development and the maintenance of the EPIC website. This expert works in the, department of new technologies CNERTA and supports the French agricultural educational schools.

Marie-Odile NOUVELOT is in charge with study and research in sociology of education.

She leads from 1997 to 2000 a project Comenius 1.3 "Student personal development and educational school policy "; she organized two European training courses Comenius 2.2 in May 2000 in Quimper (FR) and April 2002 in Mountbellew (IE). She leads since December

2000 with some of the participants the various actions a small group of exchange of practices around Internet site EPIC, Education, Practice, Innovation, Co-operation.
She is in charge of mission for the questions relating to the management of school spaces (see appendix)

BELGIUM

The **Flemish centre "RAGO"** provides in service training for management and teaching staff in public education. This centre is located in Brussels.

G.Vanderwegen, trainer in this Centre since 1st January 2003 and closely linked to the horticultural secondary school KTAHorteco of Vilvoorde (B) in which he was a teacher. He has been participating with another teacher in the activities of the EPIC network since May 2000 ; in particular, he look part in the preparation of the student course which was part of the European Comenius 2.2 course in Mountbellew (IE) in April 2002.

The agricultural school **KTA Horteco of Vilvoorde** – Vlaams Brabant (B)

Contact: Freddy Van Herreweghe

Freddy Van Herreweghe took part in the Comenius course in Quimper in May 2000 and in many meetings on the EPIC network. He is applying for a new Comenius 1.3 project "ATTRAPPE" focused on the student working and empowering conditions with the schools of Deurne (NL), Rotterdam (NL), Wintzenheim (FR) and Nowy Targ (POL). He will be the coordinator of the Comenius 1.3 project "ATTRAPPE" if this project is approved in 2004.

FRANCE

CEMPAMA in Fouesnant (29 – FR) provides in service training for agricultural educational staff, aquacultural training for adults and pedagogical experimentation around two main themes "alternative teaching" and "sustainable development".

Brice DENIS is one of the coordinators of the "School and" sustainable development" experiment which adapted part of the knowledge gained from the previous Comenius project "PPe Pee". He has been during many years head of agricultural school in various places.

Brice DENIS co-organised the European Student Course in Mountbellew in April 2002 and the preparatory work group meeting in December 2002 in Rotterdam.

CEMPAMA coordinated the French team associated with the Comenius project "PPe Pee" in 1997 and took part in all the actions which followed it, creation of EPIC website, courses in Quimper and Mountbellew, creation and co-production with ENESAD of a video tape and for number 4 of the "Initiatives" review to highlight the results of the "PPe Pee" action

National School for agricultural training, ENFA in Toulouse is a higher educational school which reports to the French Ministry of Agriculture. Its main function is the initial training of future teachers of agricultural education.

Philippe SAHUC is a lecturer in the sociology of education. He takes part in the training of teachers of social and cultural education. His work concerns at present the cultural identity of young people from rural areas and, in particular, those who are educated in agricultural educational schools.

Agricultural School – EPL Edouard Herriot de Cibeins – Miserieux (01 – FR)

Contact: Jean-Charles ROUSSEAU, school counsellor.

This secondary school has 480 pupils. It is located in a rural area, near Lyon in Rhône – Alpes. The school is involved in many European projects (LINGUA, ARION on the schools management, Linguistic Assistant) in the health education network (RESEDA, France) and in the French program (School and sustainability. The School coordinates a Comenius 1.3 project (N° 03FRA1-S2CO3-00225-1) since September 2003 about one key issue, “the involvement of students in the decision process concerning school organisation” with the Agricultural Institute of Corzano (IT) and the agricultural secondary school of Ettelbruck (Luxembourg).

The general and technical agricultural school of Wintzenheim – Haut-Rhin (FR)

Contact: Gisèle MILTZINE, school counsellor

Gisèle MILTZINE took part in the Comenius 2.2 course in Mountbellew (April 2002). She is involved in the transfer of tools and methods of analysis produced as part of the Comenius project “PPe Pee”.

The college of Wintzenheim trains 354 pupils and students in horticulture. It took part in several European projects concerning the saving in water in horticulture and education with the environment for a sustainable horticulture.

IRELAND

The **Agricultural College of Mountbellew** (IE) has about one hundred level IV Students. It organised the European Comenius 2.2 course in its College in April 2002.

Tom BURKE represented the secondary schools in the steering group of the “PPe Pee” project. He actively participated in the creation of the EPIC website. He would like to develop a “quality” approach for his college.

ITALY

The department of Science of Education in the **University in Bologna** (IT)

Eugenia Lodini is a professor of pedagogy in the department of sciences of the education.

This department was the national coordinator for the previous Comenius 3.1 project “PPe Pee” and for all the actions which followed it: European Comenius 2.2 course in Quimper (May 2000), in Mountbellew (April 2002), creation of EPIC website, publications ...

A young doctorate Elena LUPPI joined the initial team since the course in Mountbellew.

NETHERLANDS

The **Wellant College in Rotterdam** (NL) is located in an urban area. It has a very mixed public, all day pupils or day boarders.

It took part in the Comenius 3.1 project “PPe Pee” on the theme “Monitoring system and extra-curricular activities”.

Henk SANDERS participated with two students in the students course in Mountbellew and coordinated a workshop on the use of the EPIC website.

RUMANIA.

University of Agriculture and Veterinary sciences, department of Teacher Training, Cluj-Napoca (RO)

Contact: Mrs. Tunde GIURGIUMAN

Ms. Tunde GIURGIUMAN is teaching in pedagogy and communication. It has been associated the activities of the Comenius project 2.1 "SRL" for one year and the activities of the European network of trainers of agricultural teaching ENTER

This department ensures the initial and continuous training teachers of agricultural teaching. It trains approximately 700 students per annum. It offers a great diversity of training in psychology, pedagogy, didactic, sociology, communication, council and orientation...

The department is partner of the project Comenius 2.1 "responsible Coil Learning" coordinated by the center of experimentation of Florac since 2001; it organized in December 2003 the training course test final and taken part within this framework in the production of the teaching handbook.

SLOVENIA

University of Agriculture, department of Teacher Training, Maribor (SI)

Contact: Ms Avrelija CENCIC

Ms. Cencic is a professor of biology and chemistry at the University of Maribor (SI). She is responsible for the service of international relations of faculty for agronomy and coordinator Socrates- Erasmus. She took part in many European projects, in particular with a Leonardo project lead by the University of Bucharest.

The faculty of agriculture has been founded in 1995. It trains 777 students including 618 full-time. It ensures of the trainings of technicians and engineers. It offers two formations "post graduate" under development agricultural economics and durable.

Other partners involved in the action-research and the training tests

These are the agricultural colleges that will experiment the methods and tools at their disposal,

- ❖ **Some as part of their Comenius 1.3 project PRODDIGE** already approved and coordinated by the agricultural school of Cibeins (FR).

Higher Educational Institute, IPAA of Bargnano in Corzano (Brescia, IT)

Contact: Pina D'AMATO and Andrea Fusari

IPAA trains 800 pupils and is located in a rural area near Brescia; the school was very involved in the Comenius 3.1 project "PpE Pee" from 1997 to 2000 and in all the actions which followed it, publications and creation of EPIC website ;

Pina D'AMATO and Andrea Fusari participated with a student in the European Comenius 2.2 course in Mountbellew and in the preparatory work group meeting in December 2002 in Dijon. The school conducted several experiments for supporting the student's personal plan with the support of the University of Bologna.

- ❖ **Some as part of the Comenius 1.3 project ATTRAPPE, lead by KTAHorteco (B).**

Nederlandse Hippische Beroepsopleiding – Deurne – Noord Brabant.

Contact : Ad. De Bont, teacher

Ad. De Bont took part in the Comenius 2.2 European course in Quimper (May 2000) and the one in Mountbellew (April 2002).

The college of Deurne is located near Eindhoven; it trains 567 pupils and students and comprises a boarding school. It offers horse training courses.

Zivilska Sola Maribor, High school of Food Technology, Slovénie

Contact: Mrs.Karmen JURCEVIC

Mrs Jurcevic is headmaster-assistant and teacher of biology.

The establishment trains 960 pupils and students in vocational training; it offers all the training levels to train workmen, technicians and engineers for the agro-alimentary trades.

The school strategy lays on the improvement of the environment and the quality of the school life. It is involved in another Socrates project

- ❖ **Others within the EPIDORGE project** (not participant of a Comenius 1.3 project during the year 1)

Agricultural college in Montauban,France

Contact : Thierry POSER, enseignant- animateur socio-culturel

Thierry POSER has good experience of the international projects. He is a head of a project of rural development in Burkina- Faso; he was during 5 years, responsible for international co-operation with the agricultural college of Tarbes (FR).

The college of Montauban Capou trains 450 pupils and students; it offers trainings in horticulture, arboriculture and agriculture.

Grup scolar « Alexandru Borza »de Cluj Napoca , in Rumania

Contact :.Adela ORZA

This college is associated to the teacher training implemented by the department of the education of the agronomic university of Cluj Napoca.

-Total number of the students from the agricultural school are: 1001; the staff number 63

- Other international projects:

- Project based on sport activities with Bekescsaba, Hungaria (1998)

- Interrelatio project between Feleacu village - Sigoules /Périgueux,France (2003)

- National Comenius project based on school mobility / now is on work (2004)

- Collaboration with institute for teachers training of the University of Bretagne.

Experts

- ❖ **Génie des Lieux, space planning, counselling Agency, 4 rue Balzac, 75008 Paris.**

Contact: Gérard Pinot

The “Training Research” team will work from time to time with G. Pinot, architect programmer, responsible for the space audit and planning agency, Génie des Lieux, 9 rue Balzac, Paris. G. Pinot is in charge of courses at the University of Marne-la-Vallée. He coordinated with M.O. Nouvelot the research experiment “School strategy and space planning ” from 1987 to 1993 in the National Institute of Research and Pedagogical Implementation (INRAP) in Dijon. Together they have been involved as experts in the

construction of the secondary school of Pouembout (New Caledonia) and of the Montbrillant secondary school in Geneva (Switzerland).

G.Pinot and M.O.Nouvelot has conceived with the steering group of the EPIC network a survey about the space organisation of the agricultural colleges involved in the EPIC network. A computerized questionnaire will be filled next March 2004 and the results will be shared during the EPIC study days of Cibeiins in May 2004.

❖ London Institute of Education

Contact: Ashley Kent is Professor of Geography Education and Pro Director ICT at the Institute of Education, University of London.

He is course leader of the recently established distance learning MA Geography in Education course and supervises a number of MPhil/PhD students.

He has longstanding professional and research interests in: curriculum development and evaluation; innovation and change (the focus of his PhD work);

He has directed a number of research and development projects including: Project HIT (Humanities and Information Technology Project); Remote Sensing in the Geography National Curriculum Project; Centre for 'A' level Curriculum Support; Eurogame Project, a large scale ongoing European funded multi media development; Geography 16-19; Learning Geography with Computers; Young Net; DUNES; and pillar leader of the HERODOT Project.

5. ASSESSMENT

Method

There will be three aspects to assess the results:

1. Management of the project, its multilateral management
2. Use of the website, and in particular its "methodological resources" space in the training process.
3. Direct impact of the EPIDORGE project, and in particular, of the exchanges of experiences.

Myriam LEROUX is deputy academic with the international relations and the international co-operation of the vice-chancellorship of Nantes (FR); she is today partner of the network Comenius 3 I-probenet, www.I-PROBEnet.net., coordinated by Guy Tilkin.

Luigi GUERRA is a professor of sciences of education at the University of Bologna (IT) and person in charge for the development of the long distance training for the university of Bologna and San Marino. He has very great experience of the European projects

- Concerning the **assessment of the project management**, M. Leroux will use tools already experimented in the EVAPROFORM project (observation grids from multilateral meetings, satisfaction surveys, needs analyses at periodic intervals, annual assessment of the results of the school teams...) and through the E.PROB network.
- To **assess the use of the website**, L. Guerra will prioritize the analyses of the contents of the website. He will analyse (FAQ) of the exchanges in the forum, and a study of the contributions to the data bank. Therefore, he will measure the progress of the users in their assimilation of the descriptors and indicators which will enable us to appreciate the

benefit of the activity described as empowering and involving for the students. L. Guerra coordinates a research team on the use of new technologies in the University of Bologna.

- To assess the direct impact of the EPIDORGE project, M. Leroux will conduct at least two case studies in partner schools by interviewing a dozen people (management, teachers, students) whether directly involved in the project or not. She will compare the data with the studies carried out by the comparative analysis group.

This will enable us to measure and to study the impact of the work of self – analysis and of formalization of practices, as well as of the exchanges of experiences in the partner schools.

Most of the assessment methods and tools were developed and already experimental as part of the action of complementary measures “EVAPROFORM” (1998-2000) to assess the Comenius action “PPe Pee” and its impact. They were adapted and completed by Marie-Odile Nouvelot, for the external evaluation of the Comenius 2.1 project "Self-service Responsible Learning" lead by Michel Vidal (Florac, FR). These tools will be improved, thanks to the experiment of Myriam Leroux in the network Comenius 3 I-probenet. Moreover, one of the members of the EPIDORGE project should enable us to examine the assessment techniques of European projects of this type, and to perfect the combination of the three methods of approach, project management, assimilation of concepts and methods, direct impact.

Assessment of results

For each of the three methods of approach, the technique combines external assessment and self- assessment. We shall ask the work groups and steering groups as well as the participants in the course to clarify using an open questionnaire, their perceptions of the objectives of the project, of the contents and of the exchanges before and after each step.

One of the members of the external assessment group will participate in all of the steering group and regulation group meetings to present his observations on the progress and assimilation of the project, to facilitate the necessary changes in the management of the project.

Moreover, the “EPIDORGE” project work group will discuss the results of the assessment presented in, during the last work group meeting whose purpose is to edit the final report of the activity.

6. DIFFUSION

Diffusion of results

Five channels will be used to share the results of the EPIDORGE project:

- We shall share the work, tools and methods produced as part of the EPIDORGE, PRODDIGE and ATTRAPPE projects once a year in May 2005, 2006 and 2007 between the school teams associated with this project. In as far as possible, representatives of these teams will participate in the Comenius 2.2 European Course in October 2007.
- A lot of work will be done to advertise the EPIC website by establishing links with other websites concerned with agricultural vocational education in different countries, notably those of Educagri, EUROPEA international, ENTER ...

- National or regional training courses will be provided in as far as possible, to diffuse the concepts and the tools examined as part of the EPIDORGE project, for example, on Student empowerment, on self – assessment, on the school life management, and places will be open to external trainees in the training tests of May 2005,2006 and 2007. A convention will be concluded with the Region and the academic authority from the Rhone-Alps so that the work completed with the college of Cibeins within the framework of the Comenius program is developed in other schools of the area (see appendix financial)
- An ARION project will be organized to distribute the results near the directors
- A Students course is being held in 2007 as in 2001 – 2002, if we obtain the support of Europea International, on certain concepts developed as part of EPIDORGE, in order to enlarge exchange of experiences between schools and to encourage the implementation of new Comenius 1.3 projects.

We shall make available The European course, the handbook, the charter and the expo-photographs to all of the staff in the agricultural educational schools of the participating countries and more widely of the European Union or of other countries. They will be ready at the end of May 2007 and will be available to trainees and schools associated with the project, at first. They will be diffused then through the collaboration of the EUROPEA, REIFEA/ENTER networks and the publishing house Educagri – France.

The bilingual (FR – EN) EPIC Internet website,created following the Comenius 3.1 project “PPe Pee”, will play an important role in the dynamics of the project

- to formalize and diffuse the results of each step,
- to progressively develop the contents of the course and of the methodological handbook,
- To prepare and conclude each work group meeting as well as the European course on in service education.

The EPICwebsite includes a forum, a “methodological resources” space and a “bank of experiences” organized around two pedagogical and managerial approaches of student and school development. The forum and the bank are proposed to students and staff.

We shall present the “empowerment” charter and the course report in the form of a CD ROM.

Long – term use

We would like the different agricultural and technical schools participants of this EPIDORGE project to develop also scholar partnerships with other colleges in order to enlarge the impact of the work done.

It is the reason why we have supported the development of the Comenius 1.3 project PRODDIGE lead by the school of Cibeins (FR) and the organisation of the preparatory visit for the Comenius 1.3 project ATTRAPPE proposed by the agricultural school of Vilvoorde.

A third Comenius 1.3 project could be proposed in 2005 about the ability of the students to self organise their social life.

The members of the task group “action-research-training” will share the support of these projects.

We intend finally to develop a Comenius 3 network before too long if possible.

7. PLANNING OF ACTIVITIES

Overall coordination

The steering group will meet 3 times a year with an external evaluator to control the progress of the project. Two out of three times, this will be done outside the project meetings and training tests.

If the video – course system becomes efficient enough the intermediate meeting could be organised through video – conferencing.

Project activities

Two perspectives structure the project around:

- 1) To develop implement and assess, using the EPIC website, the training through research-action of the school teams associated with the project, in other words.
 - To construct with them and for them tools for analysing situations in which the students exercise their power of intervention and/or their autonomy; develop a set of indicators to characterize empowerment.
 - To assess with them the conditions in which more or less ambitious changes could be introduced ,to develop through the students empowerment “quality charter” while respecting the rules and regulations of the schools.
 - To monitor the educational action, by integrating the activities of monitoring, coordination and empowerment in order to discuss the medium or long-term changes.
- 2) progressively building the Comenius 2.1course by organising each year a certain amount of time for formalizing and assessing the results of the work carried out by the school teams in order to :
 - share the strengths and weaknesses of the practices observed and of the changes made
 - progressively construct a “quality charter” so as to develop the power of intervention of the students in the daily functioning of the school, using the example of the “quality” approach
 - Explore the difficulties of organisational learning by examining the relationship between the desired educational results (prioritise the student as a daily concern, recognise him/her as a person with a certain amount of power) and the organisational situations in which the student is placed individually and collectively in the different countries.
 - Compare the agricultural schools organisation and the organisational power given to the students.

Test and assess the assimilation of the results of research-action with trainees outside Comenius.

The work methods will be those of a participative project approach, sharing the skills and the experiences of the teachers-researchers and those of the staff and students of the associated agricultural schools, while respecting the ethical principles of a network of exchange of knowledge : self-learning, learning through others and reciprocity.

The project will draw on the results of previous European actions that we have coordinated concerning the analysis of practices, the problem-solving “focus groups”, composed of students and staff, and the educational management model “MSE” (monitoring – support system – empowerment). It will also draw on the research on the sociology of change and of

schools (M. Gather – Thurler, P. Perrenoud, P. Bonamy, F. Cros ...) and on the Anglo-Saxon research on the notion of empowerment, organisational learning and learning ethical community already mentioned.

The approach could be qualified as interactive in the sense that the comparison of self – analysis by the practitioners and the students will be subject to a pedagogical periodic review with the help of teachers – researchers at the project group meetings and in service training tests.

We should developed the action over 3 years, combining, alternatively, analysis, methodological training, multilateral comparisons, co-assessment and controlled innovations in the schools.

Year 1 work plan (2004-05)

❖ September 2004

First steering group meeting in Dijon on the 3rd and 4th of September 2004 – implementation of technique and of different work groups; validation of the contractual rules, division of tasks and finances. Organisation of the next visit and of the preparatory work.

❖ October 2004 to May 2005

November 4,5 and 6. First project visit in Wintzenheim (FR) with all the partners including the schools to present the objectives and methods for the whole project and to build the tools needed for the first year.

Work planned during the first school year

Objectives

- *analysing the reality of the power of intervention of the students, the strategies of empowerment, the situations which encourage the practising of autonomy and empowerment in an organisation*
- *predicting the complexity of situations, understanding the different existing perspectives and establishing reliable indicators to measure the power given to the students and its impact on the development of the student*
- *reflecting on the means of furthering one or many situations and of exploring the possibilities of more consistency between what we say and what we do.*

Methods

- Gathering of data on the power of intervention of the students in the daily organisation of the school, (organisation of space, time, school rules), and in the decision process concerning this daily organisation
- Realisation of a common survey by means of a questionnaire with the support of G. Pinot (architect)
- Comparison of data, observations, interviews and self – analysis in order to examine the strengths and the weaknesses of the school, concerning the power of intervention of the students
- Selection of problems to be solved during the year 2

This will be subject to discussion on the forum of the EPIC website

Monitoring

Leading the forum, to monitor the progress of the self – analysis work.

Second steering group meeting, in Maribor (SI), in January 2005, to provide a first element of control, with the help of external evaluators.

This meeting will give to the principals of the partner schools the opportunity to meet each other and to discuss the best ways to implement EPIDORGE in their school according to the local context.

❖ May 2005

- Analysis of the results of the first year of work during the first day of the training test; it will raise the key issue on the reality of the power of intervention of the students; it will be open to 10 Belgian participants outside the EPIDORGE project.
- First draft of the “quality” charter; workshops to put on line the first results in the “methodological resources” space and the bank of experiences of the EPIC website. (1.5 day)
- Third steering group meeting with an external evaluator; one half day at the end of the meeting.

Year 2 work plan (2005-06)

❖ Septembre 2005

Monitoring

8-10 September in Bologna (IT), (2,5 days)

Meeting of the permanent coordination group enlarged to the 4 task groups leaders and the 2 Comenius 1.3 coordinators to set up the experimentation techniques: samples, observation and analysis grids, indicators to assess the organisation of the activity or the situation which the school wants.

Work planned during the second school year

Objectives and methods

- Examining the conditions of implementation and of feasibility of this change, its relevance to the local context, its coherence with the other activities and with the educational objectives of agricultural training.
- Implementation of experimentation in each school will be supported by the lecturers of the task group “action-research-training” for 2 days.
- Realisation of 4 case studies to compare school organisation and improvement (task group comparative studies)
- Coordination of the forum to monitor the progress of the self – analysis work.

Monitoring

- Second steering group meeting in Deurne (NL) in January 2006 to control the progress of the experimentation and validate the intermediate report with the help of the 2 external evaluators.

- Coordination of the forum to monitor the progress of the experimentation and support the schools on the “methodological resources” space on the EPIC website.

❖ May 2006 (3 days, Cluj- Napoca (RO))

- Analysis of the results of the experimentation during a second training test for 1.5 day open to 10 French participants outside the EPIDORGE project. It will raise the key issue on the organisational changes needed to empower students.
- First synthesis of the comparative analysis (1.5 day)
- Formalisation of indicators and conditions of feasibility in the provisional draft of the “quality” charter; workshops to put on line the descriptions of new practices in the bank of experiences of the EPIC website. (1.5 day)
- Steering group meeting with an external evaluator, one half day at the end of the meeting.

Year 3 work plan (2006-07)

❖ **Work planned from October 2006 to April 2007**

Objectives

- Implementing some new changes proposed by the “quality” charter.
- Improvement of the educational management by developing the “MSE” model approach
- Formalisation of new indicators and conditions of feasibility

Methods

- Continuation of experimentation
- Realisation of a survey to analyse in depth the perception of the changes developed during the year 2 and compare with the changes thought and the actual experiences.
- Coordination of the forum to monitor the progress of the experimentation and to support the schools on the “methodological resources” space on the EPIC website

Monitoring

- First steering group meeting in Maribor in January 2007 to control the progress of the experimentation, analyse the results of the survey with the help of the 2 external evaluators and prepare the launching of the Comenius 2.2 final course.
- Establishment of the contents of the European course on in service training and of the preparatory work expected of the trainees

❖ **Work planned from March 2007 to July 2007**

- Preparation of the course and of the handbook using the EPIC website

❖ **Mai 2007**

- Test of the preparatory work expected from the external trainees and analysis of the results of the experimentation during a third training test for 1 day open to 10 Polish participants outside the EPIDORGE project. It will raise the key issue on “school development and empowering activities”.
- Completing the pedagogical handbook using the tools, resources and contributions gathered on the EPIC website during the 3 previous years
- Modification and final draft of the “quality” charter

- Project report by the steering group and the external evaluators
- Establishment of the long-term diffusion strategy, publications, courses, network information, developments of the EPIC website

❖ **October 2007**

- European course on in service training, open to Comenius 2.2 trainees

Action plan

Project:					
<i>Training courses</i>	<i>Expected results/Achievements</i>	<i>Activities</i>	<i>Dates of the beginning and the end of the activities</i>	<i>Partnerss/Persons involved</i>	<i>Investment in time (nobody/days or nobody/month)</i>
1. Set up of the project	<p>Validation of the contractual rules, the budget and task sharing. Organization of the visit of project of November 2004</p> <p>Presentation of the methods to collect data. Construction of the tools of observation of investigation and analysis.</p>	<p>Steering Group widened</p> <p>1st Visit project Full session of the partners of the project</p>	<p>03 and 04/09/04 ENESAD, Dijon (FR)</p> <p>4, 5, 6/11/04 College of Wintzenheim (FR)</p>	<p>M.O.Nouvelot, B.Denis, E.Lodini, T.Giurgiuman, G.Vanderwegen, A.Cencic, G.Miltzine, H.Sanders, M.Leroux, M.Fizaine, G Pinot</p> <p>7 university partners 10 school partners M.Leroux, M.Fizaine G Pinot, J.Ahern</p>	<p>11 persons/ 2 days</p> <p>21 persons/ 3 days</p>
2. Data -gathering	<p>Diagnosis on the reality of the capacity of initiative of the students. Construction of the indicators. Contributions on site EPIC. Comparison of the school organization</p>	<p>Inquire by questionnaire near the staff and of the students into the practices of space and time. Observations.</p> <p>Evaluation of the strong points and weak points in each school. Selection of the situations which would have in priority being improved during year 2 and 3 of the project.</p>	<p>October 2004 At May 2005</p>	<p>Group of research – action-training 10 school partners</p> <p>Comparative Studies Group+ G.Pinot</p> <p>Data processing, coding</p> <p>Space analysis</p>	<p>3pers./10 days</p> <p>10pers./8 days</p> <p>4 persons/5 days 1 expert/1 day</p> <p>1 person/10 days</p> <p>1 person/ equiv.15 days</p>

	Regulation, coordination, methodological follow-up Regulation	Animation of forum EPIC Follow-up of the teams of project according to the needs 2 Meetings in Brussels Documentation Production of resources Steering group Meeting of the partner principals External evaluation	January 2005 Maribor (SI)	Group research training and EPIC groups The coordinator The coordinator Group research-action training+ Comparative studies Group Steering Group+ Comenius 1.3 leaders M.Leroux	10 persons/5 days 1 pers./4 days 1 pers./2 days 9 persons/10 days 17 persons/ 2days
3. Setting in prospect for the results	Test n°1 of the training course. <u>"the reality of the power of initiative of the students"</u> Quality charter of empowerment Pedagogical handbook Comparison of the school organization Regulation	Visit project Outline "quality" charter Workshop of writing setting on line of the validated experiments Documentation analysis Steering Group	May 2005 Brussels 3 days	7 university partners E.Luppi, M.Fizaine 10 school partners 10 external Belgian trainees A.Kent G Pinot, J.Ahern Translation External evaluation M.Leroux Comparative studies Group Steering Group	17 persons/3 day 2 persons/3 day 1 persons/1 day 1 persons/1 day 1 persons/3 day 1 persons/3 day 4 persons/1,5 day 5+7persons/1,5 day

4. Implementation of research action/experimentation	Construction of the tools and the experimental methodology	Working meeting	September 8-10, 2005 Bologna (IT)	Group action-research-training + group of comparative studies M.Leroux	5pers./2 day 4 persons/2 days 1 persons/2 days
	Regulation, coordination	Follow-up of the teams of project according to the needs		Coordinator	1 persons/4 days
	Definition of the conditions of feasibility of the activities of empowerment . Self evaluation of the experimentation.	2 Meetings in Brussels Experimentation in the schools	September 2005 At May 2005	Coordinator 10 school partners Group training seeks	1 persons/2 days 10 persons/15 days 3 persons/6 days
	Comparative studies in the schools.	Case studies	2 days in 4 establishments	Tandem from Groups of comparative studies and Action-research-training	8 persons 4x2 days
		Processing of data		Comparative studies Group Space analysis	4 persons/5 days 1person/equiv.15day
	Follow-up of the progression	Animation of forum EPIC (1 responsible person per month) Production of resources		Group research training and EPIC groups	9 persons/2 days
				Groups of comparative studies and Action-research-training	8 persons/5 days
	Regulation	Steering Group Intermediate report/ratio External evaluation	January 2006 Deurne (NL)2 days	Steering Group	10 persons/2 days

<p>5. Setting in prospect for the results of the 2nd year.</p> <p>Formalization of the results</p>	<p>2nd test of continuous training. <u>"Organisational Change and power of initiative of the students "</u></p> <p>Quality" Charter</p> <p>Pedagogical handbook</p> <p>Comparative studies</p>	<p>Lessons, workshops</p> <p>Drafting "quality" charter</p> <p>Workshop of writing Setting on line of the validated experiments</p> <p>1° synthesis</p>	<p>May 2006, 3j Cluj-Napoca(RO))</p>	<p>7 university partners E.Luppi, M.Fizaine 10 school partners A.Kent G.Pinot 10 external French trainees</p> <p>M.Leroux ,Evaluation Translation J.Ahern</p>	<p>19 persons/ 3 days</p> <p>1 person/1.5 days 1 person/1.5 days 1 person/1.5 days</p> <p>1 person/3 days 1 person/ 3 days</p>
<p>6 Continuation of research action/experimentation</p>	<p>Regulation, coordination</p> <p>Set up of new activities of empowerment Improvement of the monitoring of the educational activities cf. model MSE</p> <p>Comparative studies of the schools</p>	<p>Follow-up of the teams of project according to the needs</p> <p>2 Meetings in Brussels Experimentation in the schools</p> <p>Inquire about perceptions of the operated changes</p> <p>Case studies</p>	<p>September 2006 At April 2007</p> <p>2 days in 4 establishments</p>	<p>Coordinator</p> <p>Coordinator</p> <p>10 school partners Group training seeks</p> <p>Tandem from the 2 Groups of Comparative studies and Action-research-training</p>	<p>1 person /2x1 day</p> <p>10 persons/15 days 3 persons/6 days</p> <p>16 days</p>

	Follow-up of the progression	<p>Processing of data</p> <p>Space analysis</p> <p>Animation of forum EPIC (1 responsible person per month)</p>		<p>Group research training and EPIC groups</p> <p>Group research training and EPIC groups</p>	<p>7 persons/ 5 days</p> <p>Equiv.30 days</p> <p>9 persons/2 days</p>
7. Preparation of the training course Comenius 2.2 and final documentation	<p>Regulation</p> <p>Production</p>	<p>Steering Group Preparation of the training course Comenius 2.2 of October 2007</p> <p>Production of resources and setting on line</p>	<p>January 2007 Rotterdam 2 days</p> <p>February at May 2007</p>	<p>Steering Group widened</p> <p>Group Action-research training</p> <p>Group of comparative studies and EPIC groups</p>	<p>11 pers./2 days</p> <p>13 persons/4 days</p>

8. Setting in prospect for the results of the 3 rd year.	3 rd test of continuous training. " <u>Educational Project and development of the capacity of initiative of the students</u> "	lessons, workshops	May 2007, 1.5j Lyon (FR)	7 university partners E.Luppi, M.Fizaine 10 school partners 10 external French trainees A.Kent Translation J.Ahern	19 persons/ 3,5 days 1 person/1.5 days 1 person/3,5 days
Formalization of the results	Quality" Charter Pedagogical handbook Comparative studies	Adjustment charterer "quality Workshop of writing Setting on line of the validated experiments Summary of the results Preparation of an exposure – photograph		Evaluation M.Leroux+ L.Guerra	2 persons/ 3,5 days
Final evaluation of the project	Contractual management Secretaryship Administration EPIC website Translation documents External evaluation Transnational coordination	Synthesis of the observations, the periodic investigations and the impact studies		B.Denis B.Oger M.Fizaine J.Ahern M.Leroux, L.Guerra M.O.Nouvelot	1 person/ 45 days 1 person/ 45 days 1 person/ 227 days 1 person/ 18days 2 persons/ 2*16 days 1 person/ 210days
9. Management, coordination and total evaluation of the project					