



Tempus



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**DEVELOPPING STUDENTS' EMPOWERMENT
AND LEARNING ORGANISATION IN THE
UNIVERSITY DAILY LIFE**

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LEADING AND MANAGING CHANGE IN HIGHER EDUCATION

TEMPUS PROJECT « LA MANCHE »

Students' empowerment and daily organisation

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5 key issues

1. Empowerment **questions the current styles of management**, to connect a logic of manager (effectiveness) and a learning form of leadership (organisational and professional development) in the perspective of a democratic governance
2. Empowerment questions **educational purposes** and pedagogy.
3. Empowering students develops personal, socio relational and institutional **competences by questioning** one's understanding of the context, access to resources (power, interdependance, information, rules, time, space, finance...)
4. Empowerment is related to the management of change. It takes advantage of **youngsters and adults mutual learning and cooperation**
5. Students, staff, and university empowerment are narrowly overlapping. It develops strong links between **ethics, commitment and responsibilities** in action

3 dimensions of empowerment

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3 dimensions

- 1. Individual.** Personal desire, abilities, values, project...
- 2. Social.** Relations with others, students, staff, family...
- 3. Institutional.** Relation to the institution, expectations, representation of roles and reality, involvement..;

Competences related to the individual dimension

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- **Self esteem** (Feeling able to cope with a situation, a problem...)
- **Self evaluation** (knowing one's strong and weak points)
- Ability to tell and **analyse one's own experience**, what one learns from experience
- **Locus of control** (understanding of one's room for initiative, power on ...)
- **Coping strategy** (Thinking of the different ways to cope with a problem, situation...)

Competences related to the social dimension

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- **Communication within a group** (expressing opinions, different points of view)
- **Cooperation**, playing different roles for proposing, refusing, mediating, leading...)
- **Management of conflicts within a group**(recognizing, understanding, analysing, solving...)
- **Pursuing goals within a group** (defining aims, action plan, common tools and methods, sharing tasks to achieve goals)
- **Monitoring the work process** (evaluating at each stage, bringing changes if necessary)

Competences related to the institutional dimension

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- **Feeling as a stake holder of the institution** (not just as a client)
- **Knowing one's rights and duties**
- **Involving oneself , making proposal,**
(participation, responsibilities, organising activities)
- **Being in opposition** (expressing one's disapproval in a constructive way)

Criteria of the student empowerment

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- **3 criteria**

1. Autonomy and use of the room of initiative.
2. Power on the local living and working conditions, on the University strategies for implementing change
3. Active participation. Balance in sharing initiatives , tasks and decisions

Adults- Youngsters relationships balance in implementing action,

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A scale for analysing the Adults-Youngsters relationships.

YOUNGSTERS		ADULTS
4	← Initiatives and decisions taken by young people, the adults follow →	0
4	← Adults are informed about the initiatives and decisions taken by young people →	1
4	← Young people take initiatives and decisions, adults give their opinion →	2
4	← Young people take initiatives and decisions, adults decide with them →	3
4	← Both adults and young people take initiatives and decisions together →	4
3	← Young people decide with the adults on initiatives taken by the adults →	4
2	← Young people give their opinion on the initiatives and decisions taken by adults →	4
1	← Young people are informed about the initiatives and decisions taken by adults →	4
0	← Initiatives and decisions taken by adults, the young people follow →	4

Conditions for empowerment

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2 main conditions

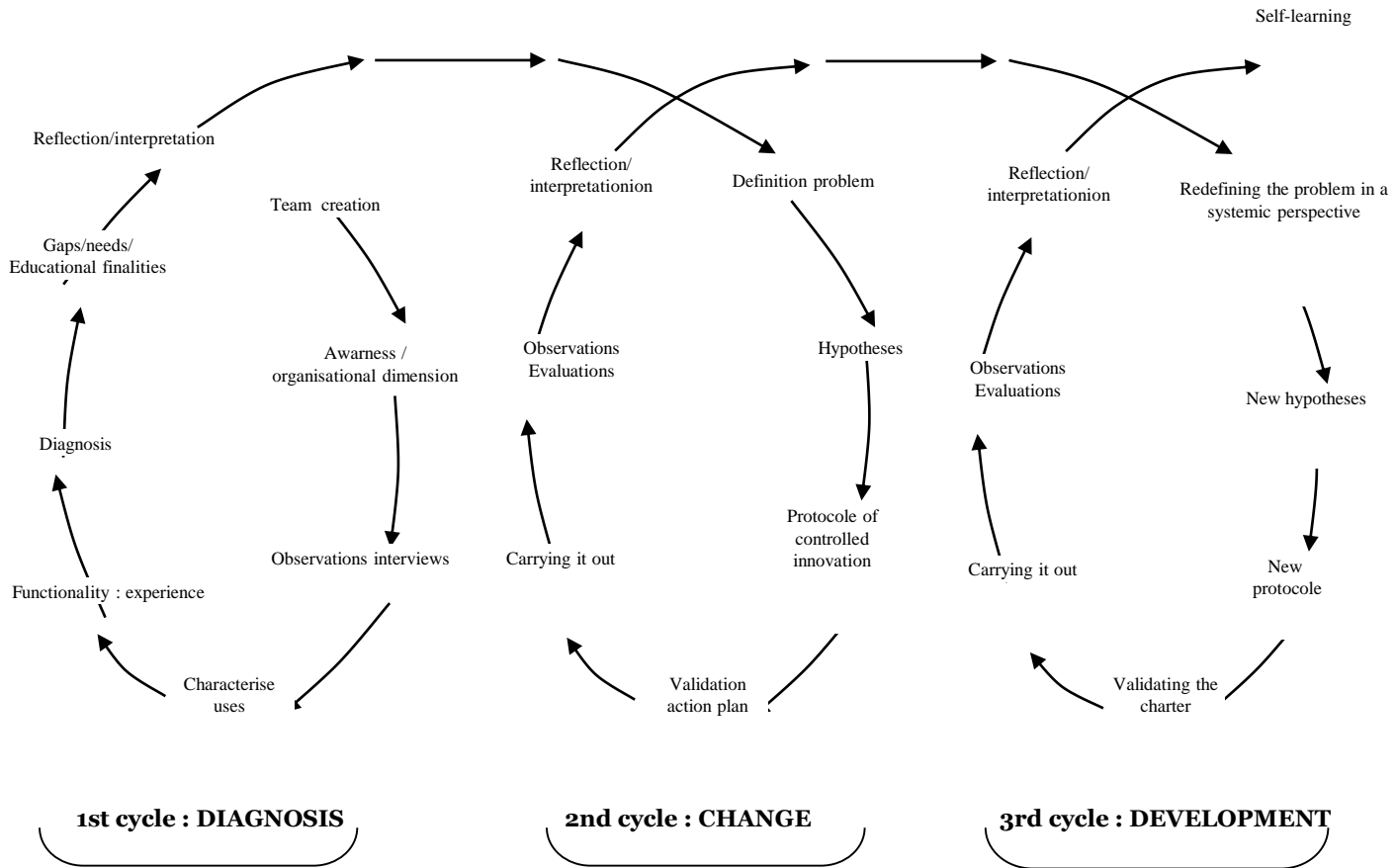
1. Self capacity, desire, to have power on...through (room for initiative), with...for...

2. Opportunities given by the institution

- For being aware of one's rights and duties
- Expressing oneself
- Having part in the decision making process for implementing action, change..;from the starting point to final evaluation.

An empowering process is orientated in order to give means, competences and tools to have a real power to act
(P.Freire)

Reflexive process



LEARNING BY IMPLEMENTING AN ORGANISATIONAL CHANGE

At each stage...

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At each stage, stake holders have to « claim for knowledge: we have learned something,... we believe something to be in a case..., we reconfigure existing knowledge... » (Mc Niff, Whitehead, 2005)

Stage 1. EPIDORGE contract.

Stage 2. Team building.

Stage 3. Diagnosis. Defining problems or discrepancies

Stage 4. Sketching possible scenarios

Stage 5. Drawing up action plans

Stage 6. Implementing and monitoring change

Stage 7. Monitoring learning

Stage 8. Reviewing the whole process Follow up.

Example for stage 4. Defining problems and scenarios

Examples (EPIDORGE)

- Observation of the existing situation (Source : the facts observed):
What shall we do ? Where ? When? Who ? How ? How much?...
- Search for explanations (Source : interviews): Why are we doing it?
Here? Now? With... ? In this way?...
- Hypotheses formulated: What would happen if we didn't do it?
Elsewhere ?At another time? With/without other people ? In another way ? With more or less ?...
- Sketch of scenarios for change: Eliminate ?Move ? Regroup ?Proceed?
Postpone ?Combine ?Replace ?Redistribute ?Simplify ?Discuss?
Reduce?

Drawing up Action Plans

It « means planning

- to take and monitor action
- to reflect and monitor learning
- to keep records of action and learning
- to involve others » (McNiff, Whitehead, 2005)

Example of starting questions (EPIDORGE)

- Activity concerned ?
- Who is involved? definition of roles?
- What for?
- What kind of evidence of student power of initiative will you produce?
- How? stages? procedures? Alternative strategies?

Designing an empowerment chart

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The charter contains a certain number of common general principles

- **Commitment n°1.** *“To publicise the will of the school to commit itself to an educational project whereby pupils are encouraged to take initiatives and responsibilities*
- **Commitment n°2.** *“Recognising the rights of all those involved - staff, pupils and partners of the school, to make suggestions and to work on its organisation”.*
- **Commitment n°3.** *“Putting into place the conditions to attain the required aim”*
- **Commitment n°4.** *“Formalising the commitments for a given period in a document stipulating the objectives, the place of each participant, the means and the steps of the process”.*

Designing an empowerment chart

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The main point is to keep to the process by respecting the 4 above-mentioned commitments, so that the organisational change can be educational and with maximum participation

Numerous fields of application of the Charter

The fields of application depend on the local context.

They correspond to a very precise activity or to a sector of activities

. The aim is to gradually develop an ever-broader sector of activity.

Examples

- ,organising free time and leisure activities
- setting up and managing equipment or areas for study
- « course review »
- participation and involvement in University boards

Designing an empowerment chart

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The Annual Charter Application Plan

- The annual action plan enables the school to choose and adjust its strategy from year to year, based on a few key points. For a given period, the school sets itself some specifications, accurately describing:
- The composition of the “staff-student” team and its field of action
- The resources available to the team in terms of time, money and expertise
- Rules for the functioning of the team in relation to the other systems within the school . How the teams will be trained and monitored

Two main strategies to be envisaged

- Entrusting a global action plan
- Working on several sectors of various activities simultaneously.

Supporting an organisational change and transition

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Several required conditions to introduce an organisational transition

1. a collective wish, an adapted leadership, an empowering management
2. Individuals, groups and subsystems learning processes are interlinked

4 methodological assumptions

1. Supporting the stakeholders to think the organization as a whole system, by multiplying feedbacks at the different levels of the system"

Supporting an organisational change and transition

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methodological assumptions .../

2. Thinking a new “architecture of the University management” at the global and intermediate level. Implementing “**spaces of projects and co-operation**” to develop methods of collective action, instead of new structures.
3. Thinking of the **management as a way to create, share and develop knowledge** on the system, its functioning, its results, while structuring and “keeping alive” an organisational memory;
4. Substituting a **democratic and learning governance** to the monitoring system by implementing a reflective coordination of the school activity, by facilitating the development of "a Community space of autonomy"

To know more....

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See www.epic.educagri.fr

Source : Projet Comenius 2.1 EPIDORGE

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Thank You for your attention