

**GENERAL PRESENTATION of the ERASMUS + Project
Edouard Glissant middle school**

2017-2019

“CliMates : together for the better”

Martinique

Martinique is one of the outmost regions of Europe connected to France. Situated on the West Indian bow(arc) ($14^{\circ}40'N$ N, $61^{\circ}W$) lined by the Caribbean Sea and the Atlantic Ocean.

Of a surface of 1080 km², Martinique is 80 km long in its biggest length and 39 km in its biggest width. Between abrupt mountains, hills and plains, the relief is varied.

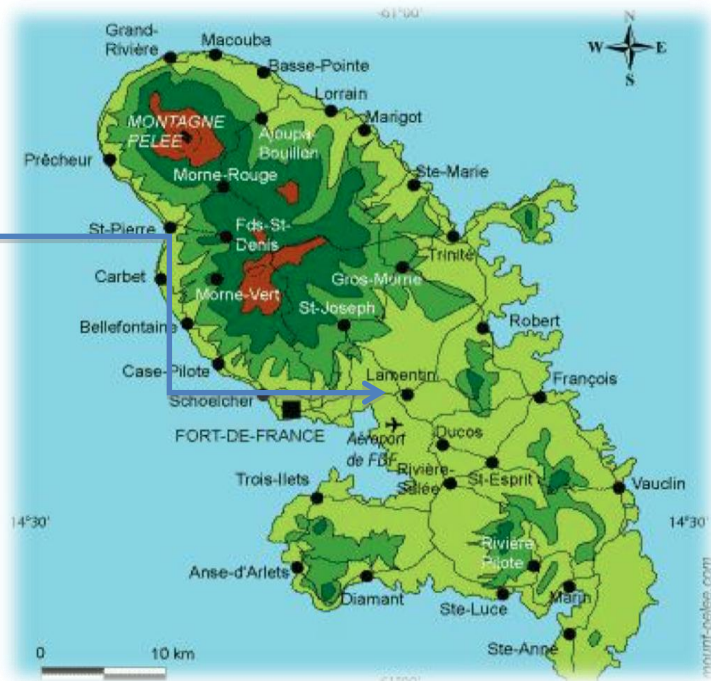
Martinique benefits from a climate of maritime tropical type characterized with soft temperatures (between 20° in 30°) all year long and a constant ventilation of the Alizées. From the end of November to the end of June it is the season (rather) dry called Lent from June till December and the (rather) rainy season said wintering.

Concerning history, Martinique was populated by the Arawaks (2 000 years ago) then by the Caribbean (1 000 years ago). These Amerindian populations were replaced by other European populations (French, English, Spanish), African (Senegalese, Malian), Asian (Indian, Chinese), of the Middle East (Syria, Lebanon) throughout a painful and tempestuous History.

Nowadays Martinique accounts 400 000 inhabitants of a large variety of origins and a cultural wealth increased by the diversity of its population. It is the crossroads of “le tout-Monde” according to Edouard GLISSANT (a poet, writer and philosopher from Martinique).

The municipality

The biggest municipality in term of surface, Lamentin is the second most populated city in Martinique after Fort-de-France. It is also the first industrial city and the economic lung of Martinique. Indeed, it shelters 5 industrial zones and 2



commercial business parks (ZI of La Lézarde, ZI of Jambette, ZI of

Mangles Acajou, ZI of Hauts de Californie, ZI of Places d'Armes, ZAC of Lareinty, ZAC of Manhity), the oil refinery (The Sara) and 2 big shopping malls (Galleria and Places d'Armes) on its territory. On the administrative plan, the municipality of Lamentin homes big administrations such as the CGSS (General Social Insurance), the CAF (Family Allowance Fund) and the Chamber of Agriculture. The international airport of Martinique Aimé Césaire was built in the municipality of the Lamentin. The municipality has numerous facilities for the young people: Cultural centers, a media library, a library, stadiums and sports facilities, a swimming pool, a water sports center ... Natural resources are varied: plains, mangrove swamps, rivers... The school park consists of 17 elementary schools and preschools, 3 middle schools (Edouard Glissant middle school, Petit Manoir middle school and Places d'Armes 2 middle school), 5 high schools (general / technical: 2; professional: 2; agricultural: 1) and 1 private institution (middle school and high school).

The Edouard GLISSANT middle school

Our middle school is situated in the district of Place d'Armes (next to the middle school Place d'Armes 2) in recent buildings (2000). A SEGPA (Section of Adapted General and professional Education) and an ULIS (Unit of Connection and School Integration) are connected with the middle school.

The middle school / SEGPA / ULIS welcome 807 pupils for 33 whole divisions. There, fifty nine professors teach English, Arts, Spanish, German, Creole, Physical Education (2 sports sections: soccer and handball), History, Geography and Civics, Mathematics, Latin, Physics and Chemistry, SVT (Sciences of life and Earth), Technology, the finishing off, Hygiene and security).

The schooling there is peaceful and of a good level. The establishment dynamically encourages educational and cultural projects.

The global project

The ERASMUS KA2 project 2017/2019 «**CliMates: together for the better**» involves 5 European schools around the problem of the protection of the planet of 5 different circles (continental or island, tropical or moderate climate, large city or small town, of different cultures): TENERIFE - ESTONIE- BUDAPEST – Southern GERMANY – MARTINIQUE.

This project is part of the school project (opening of the school, French and foreign language ability, cultural discoveries), and of the common base of knowledge, skills and culture. It is developed interdisciplinary by the teaching staff mainly in the following disciplines according to the 2016 Act concerning the middle schools:

- German, Spanish, English and French
- Music and plastic arts
- SVT
- History / Geography and Civics
- Documentation
- Life of the pupil



The protection of the forest

This interdisciplinary project is organized around several strong axes:

1. A school correspondence via the platform E-twinning, mainly in German, Spanish, English, French, from knowledge seen in SVT, History and Geography, Civics, Musical Education, and documentation within the framework of the Education in the Sustainable development (EDD) all year long 2017-2018 with the possible welcoming of our partners.
2. The use of an application Sustain' App Route, an online geocatching, on the actions undertaken in our region and by us to inform people and protect the planet.
3. Our stay in the South of Germany, for 10 to 15 days: meetings and cultural and linguistic exchanges, gathering of documents, information and personal notes which will lead to an analysis and a treatment of the collected information so that every pupil creates on the way back a computerized

journey diary, within the framework of B2i which will lead to a demonstration once we are back.

The chosen themes being around the problem of the reduction of our carbon footprint on the planet, it will allow the pupils to improve their knowledge of the world, but especially their capacity to communicate in a foreign language in authentic situations. Meeting with different populations, goes with the purpose of the middle school that is to help every young person to become autonomous and responsible. For the ninth-grader, the journey participates in the construction of their personality, by favoring their insertion in the class, the collaboration around common objectives and their opening to the outside world.

Will be emphasized:

- The practice of the language in situ,
- The discovery of different school systems,
- The exchange of points of view with European young people,
- The understanding other people for an improved mutual understanding for positive exchanges.

Every educational activity connected to the project will be used by the pupils to collect documents (printed matter, photo, audio document, movie) which will be listed and classified. These documents will be used to feed a computerized personal and collective journey diary (B2i) but also the e-twinning platform available for all our European partners.

Reports, presentations, exhibition panels will be made as far as possible in French, German, Spanish and English and exposed in the CDI (Permanent Contract, Learning Resources Center) of the middle school in a space dedicated to the project. This display is to give the pupils the opportunity to exchange with the school community (pupils, teachers, families) on their project.

They will train constantly for note taking, reformulation, and oral production and for the understanding of a foreign language thanks to discussions through Skype.

They will regularly fill a blog on the advance and the regulation of their class

project for the school community, put on-line on the website of the middle school.

The defined objectives are in adequacy with four domains of the common base of knowledge, of skills and culture: practice of a foreign language, autonomy and initiative. They also correspond to the recommendation of the CERCL (Common European Reference Frame for the Languages), to register the language learning in an active approach, driven by a concrete and assessable task in preparation of the French General Certificate of Secondary Education.

The multicultural characteristic of the project with 5 countries involved (Germany, Hungary, Canary, Estonia, Martinique) will allow them to open a field of reflection on the diversity of cultures, religions, political choices and lifestyles and will place the middle school in the European dynamic.

Educational contents:

Throughout the project all the domains of the common base of knowledge, skills and culture, are affected:

Domain 1: languages to think and communicate

Domain 2: methods and tools to learn

Domain 3: the training of the individual and the citizen

Domain 4: natural systems and technical systems

Domain 5: the representations of the world and human activity

The pupils will apply their knowledge and skills during the exchanges and will develop their intercultural skills on the occasion of diverse actions.

- Prepare the management of a blog: location and presentation of sites in danger (informative and descriptive writings)

- Know how introduce oneself: speak of one's tastes, one's desires. Present one's family, one's environment. To tell, ask precision, defend an opinion, set out arguments...

- Know how to look and collect information: define a methodology of search, question, take notes, synthesize, boost, reformulate. Be understood in German, English and in Spanish

- Prepare the journey: actions of fund raising (sales, bagging, subscription, tombola ...), meetings parents and teaching staff.



Clean beach

The pupils will exchange in German, Spanish, English and French with the pupils of the other schools by electronic ways (blog, messaging and Skype). The exchanges will concern the protection of the planet seen in 5 countries.

For Martinique:

Take into account the reality of the climate change by the reheating of the oceans and the atmosphere which destabilize our vulnerable ecosystems, the greater acidity of the oceans and the rise of the sea levels. But also the pollution caused by human activity (automobile, agricultural, industrial pollution).

These threats must incite us to turn without delay to the ecological and economic excellence. The stake for us, is to outstrip and to reduce the consequences with our young generations.

For example, the energy transition (solar, photovoltaic, tidal) with at stake the conservation of the biological diversity: mongooses, tilapias, invasion of snails,

manioc ants, any sorts of threatened birds, vegetables, seaweeds, the invasive marine exotic species (fish lions) which weigh on our environment as well as the protection of our ecosystems (mangrove swamps, rain forests, coral reefs).

We shall throw:

- a call to a real and effective international cooperation;
- a call to the other partner countries so that they take the measure of this shared responsibility;

We shall defend:

- an individual and collective commitment to take part in strategies of mitigation, adaptation and the efforts of search.



Visit the mangrove swamp

To protect the biodiversity and avoid the consequences on the air quality, the increase of periods of strong heat, strong drought as well as the extreme episodes of heavy rain even of cyclones which we undergo, we have to train enlightened citizens.

How therefore to strive for awakening consciousnesses in front of such a report all the more disturbing as we are on an island territory? It is important to act in the best conditions to contribute to set up defenders of the cause for new behavior, the exploitation of the renewable energies, the implementation of new politics regarding energies and regarding clean transport and the protection of the biodiversity (Cf. COP 21 in Paris and Bonn). Information, education, and the raising awareness on the causes, the effects of the climate change, as well as on the strategies of adaptation and the awareness of the mechanisms of functioning of these consequences seem to us to be our best weapons.



Beaches invaded by the sargassum algae

To reach these goals, the pupils will owe:

- To read and write to communicate/exchange by e-mails or letters
- To learn to appear, to explain, to be situated, to illustrate, to understand a brief oral subject as well as a short and simple text in a foreign language,
- To be understood by using current expressions,
- To use the TICE to draft, present, make observations, read a card or a plan.
- To explain and to present his class and his close environment to the correspondents and inquire about the same information with the correspondents.
- To observe, describe, inquire, explain around a common subject: the protection of the planet.



“The Tombolo”

- To connect this project with the other projects of the class, by explaining, by photographing the various activities of the class. To exchange and discover other places and lifestyles,
- To exchange various productions (images, sounds, video, etc.) make in class or in family.
- To define a project and to adapt an approach suited with motivation and

determination- To carry out predefined tasks, establish priorities ...

- To find, to contact and to consult people resources and partners. To be capable of leaning on methods of work (organize his time, plan his work, take notes, develop a sub-project)
- To inquire, document, exchange to strengthen his curiosity and his creativity,
- To take the opinion of others, to inform and to exchange to assert his point of view.
- To negotiate, look for a consensus and assert himself in a constructive way
- To express himself with a just and precise vocabulary according to an appropriate register.
- To learn to respect and respect the rules which govern the Multimedia and internet tools to protect oneself and protect the intellectual property, the rights and the liberties of every citizen,
- To build a critical and reflected attitude towards information and adopt an attitude of responsibility,
- To know automobile estimate objectively.

SCIENCES of life AND THE EARTH :



The protection of sea turtle

- The pupils were made sensitive in the Education in the Sustainable development by actions to favor an awareness of the protection of its close environment (use of trash cans, incentive approach to bring the pupils to use the trash cans of sorting, to recycle the worn piles, exhibitions and lessons on the renewable energies.) ·
- A poll on the behavior of eco-citizen pupils during one year
- Within the framework of planned school exchanges, the sustainable development and the notion of recycling / re-use, will be amplified

MUSICAL EDUCATION:

Presentation of its immaterial heritage:

- Presentation and exchanges on the Caribbean music / West Indian music
- Musical project of percussions / singing in class
- Trip to the house of Bèlè in Sainte-Marie: exhibition, practice of the dance, the "fibwa" and the Drums.
- Interdisciplinary Project with the workshop "dance bèlè" of the middle school, with an initiation of the pupils of the class and the realization of an exhibition of a presentation of bèlè.



Recycling our waste

EXPECTATIONS

For the Middle school Edouard GLISSANT, for the pupils and the staff, the interests of this project are:

- to improve our skills in foreign languages,
- to upgrade our digital skills,
- to start with a first participation to an European project and create a concrete membership in the values of the European Union,
- to promote a better understanding of the member countries of the EU,
- to ameliorate the opportunities of school exchanges,
- to increase our motivation and our satisfaction in our day-to-day work,
- to allow a better knowledge and understanding of teaching in Europe,
- to enhance the quality of the education, of the schooling with a new educational situation: the use of a strategic and integrated playful application in our teaching,
- to increase our students motivation for language learning, thanks to an innovative teaching,
- to support the use of an application " SustainApp Route ",
- to take part in the implementation of an educational project involving five countries: cooperation, learning between peers and exchanges of experiments at a European level.
- to favor the improvement of the social, civic and intercultural skills as well as the critical mind.



School competition about the protection of the planet



Learning/Practicing activities: a simulation of the cop21

SCHEDULE

(projected, subject to modulation) is:

- Sept/oct 2017: 2 adults in Spain for a first working meeting around the application
- School year 2017/2018: educational activities among which (visit of places, school correspondence, video conferences, use of the application ...) and fund raising
- April, 2018: Welcome of the partners in Martinique with a program of local activities
- School year 2018/2019: educational activities continue
- Feb 2019: Meetings of our partners in Spain + visit of the European parliament of Strasbourg: 20 people (Spanish group: 15 pupils of the class + 1 pupil of the workshop + 4 guides)
- April, 2019: Meetings of our partners in Germany city Neishem group German + visit of the European parliament of Strasbourg: 20 people (German group: 12 pupils of the class + 4 pupils of the workshops + 4 guides)
- June, 2019 meeting for the balance sheet in Germany
- Balance sheet project (evaluation and thanks) in Martinique

POINTS OF INTEREST (10 POIs to be)

Geographical sites potentially endangered in Martinique or to promote in an action of protection of the planet:

- Nature reserve of birds ("Rocher du Diamant") 80 species
- Observation of dolphins, sea turtles, fishes 300 species
- Coral reef, mangrove swamp, small islands and white funds to know their fragility (compulsory kayaks) 30 % backward movement in 10 years
- The organic farming and/or reasoned (decrease of pesticides) Visit of gardens "Grenier de Martinique"
- The agricultural industry: sugar canes and bananas (with an ecological approach)
- Rain forests (3 types: dry, wet and mesophilic)
- Tropical gardens: garden of Balata, Jardin d'Emeraude
- Gone hiking in: "Coeur Bouliki" and roads of river crossings in Saint- Joseph, " Bô the riviè " in Trinité
- Scuba-diving : Ilet Thierry in François, Cap Salomon Anse d' Arlet for the observation of sea bed
- Visit of the "Tombolo ": a natural curiosity of the municipality of Saint-Marie (Strip of sand which confides in low tide more and more rarely)
- Visit of beekeepings in danger (mortality of bees)
- Gone hiking Channel of the Slaves for those more than 16 years and climbing of the Mount Pelée (on 1397 m of height)
- Green Tourism: Savanna of the slaves, the agrotourism
- Energies: Visit of sites
 - Electricity of France: thermoelectric plant
 - SARA: refinement of oil
 - Solar park Ducos
 - Wind farm in Vauclin
 - Electric project on driving tide



The Salines pond



The Iguana: a protected animal



Mount Pelée



The kayak: a nonpolluting activity



Snorkeling: a nonpolluting activity

EVALUATION

The project is divided into three stages, with questionnaires of qualitative and quantitative evaluation at the end of every stage. Questionnaires will approach the contents (in the fund and the shape) assigned to every stage of the project. The qualitative and quantitative questionnaires will also measure the results for the teachers to estimate the degree of change, the contribution of the methods, the approaches, the skills and capacities worked by the pupils. Questionnaires will thus be completed by the Head teachers, the teachers, the pupils, the parents, the specialists of ICTS (Information And Communication Technologies) and quite different person considered capable.

Besides, every member will be invited to write an anonymous evaluation on the role of host organizations, teachers, the offered support and the organizational capacities of the school.

In every partner school, a teacher is responsible for the follow-up and for the evaluation, for the distribution of the questionnaires, for the collection of the results, for the distribution of the reports which will be sent back to the coordinator in agreed dates. The coordinator will produce a report of follow-up which will be sent to all the schools at the end of every stage of the project.

The transnational meetings will allow a critical view, an analysis and an evaluation of our project. The last meeting, in June, 2019, will rule on a possibility of long-term partnership.

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