



CONTRÔLE QUALITE * E+A (Noah) Follow Up * R2

2018/09/15

Vérification de la réalisation des engagements pris pour analyse de la conformité des travaux et activités menés au programme défini par la candidature commune, ceci afin de pallier les carences éventuelles grâce à la concertation des porteurs de projets mise en oeuvre lors du séminaire R2, et de préparer par là la rédaction du premier rapport intermédiaire, à rendre aux agences nationales en Mars 2020.

Goals checking made in order to see how the partners do respect the applicant form and are able/unable to overcome unexpected difficulties. This form is to help the coordinators to explain the implementation of tasks, to describe the impacts and the strategy changes in order them to report its (Progress report to be written in March, 2020)

*I. First section PRINCIPAUX OBJECTIFS ASSIGNES * MAIN GOALS*

En 2017-18, il était question d'étudier:

*le mythe de l'arche de Noé et la relation entre l'Animal et l'Humain dans le passé o1
le Darwinisme o2*

la faune et l'environnement proche de l'école o3

Mais aussi d'apprendre à faire des petits films et à monter pour la première fois un film transnational, dans le cadre de C1: première production intellectuelle attendue o4

Four main tasks were implemented in 2017-2018:

o1 to study Noah's ark myth and the relations Animal-Human in the History

o2 to study Darwinism

o3 to do field trips in order to discover local animals

o4 to do movies to report local activities and produce a first transnational movies (intellectual output)

I.1 AUDIT TABLES *Tableaux de vérification (pour les 4 principales activités)*
 À faire circuler auprès des professeurs prenant part au projet dans chaque pays
 To make be filled by teachers involved in the project's implementation

I.1.1 DESIGN *Conception*

Ref.

NAME OF THE SCHOOL :

Targeted group *Quels élèves ciblés ? (noms des élèves ou de la classe, cours concerné)*Teachers *Quels professeurs participants/responsables ?*Concrete goals *Objectifs attendus*Activities *Liste des tâches accomplies*When ? *Calendrier détaillé*Impact *Résultats obtenus*Outputs *Type de Productions*Dissemination *Disponibilité:*

edited outputs (uploaded on the school website, published in our blog or in the NAOH website,
 online in the Twinspace FORUM NATURE+CULTURE

*résultats publiés sur le site local, sur le blog, dans le spot transnational, dans le eTwinning
 FORUM NATURE+CULTURE*

Comments *Remarques en cas de distorsion entre Objectifs et Impacts*I.1.2 SAMPLE *Un exemple*

O3 to do field trips....	LYCEE MAURICE RAVEL SAINT-JEAN-DE-LUZ 2017-2018
TARGETED GROUP	Seconde 4 (35 students) INTERDISCIPLINAIRE : SVT HG PHI
TEACHERS	VANDERPLANCKE GEOFFROY ROUSSEAU PUYJALON TANGUY LESTEL
GOALS	<ul style="list-style-type: none"> - to study animals on the water front and meet people who want to preserve nature - to study salmons and meet scientists working on this fish - to study animals in local Christian cultural heritage
ACTIVITIES	A walk to the sea shore: catching specimens, talking with CPIE A bus Journey to St-Pée (on the Nivelle River) and to Bayonne: reporting about INRA activities and animals in the Cathedral
WHEN	Walk the 24 th of November, 2017, journey the 20 th of March
IMPACTS	Knowledge of coastal animals, salmons and biodiversity, mythic and real animals in the Middle Age civilization
OUTPUTS	Movies were done and given to the Geography and History teacher
DISSEMINATION	All the videos are in the Twinspace, some of the best ones are edited with comments on the local NBE+ website. Activities are presented in our NOAH spot (reports section) and the local newspaper (Sud Ouest) has made an article about INRA visit.
COMMENTS	We planned to do two field trips in each school during the first year. I It was done.

I.1.3 AN EMPTY TABLE AS A MODEL

Le tableau à présenter et faire remplir aux professeurs par le(s) porteurs de projet

O Nr	NAME OF THE SCHOOL
TARGETED GROUP	
TEACHERS	
GOALS	
ACTIVITIES	
WHEN	
IMPACTS	
OUTPUTS	
DISSEMINATION	
COMMENTS	

II. Second section AUTRES OBJECTIFS ASSIGNES * OTHER GOALS

II. 1 SKILLS TO ENHANCE COMPETENCES A RENFORCER

Les compétences de base à renforcer grâce au projet sont au nombre de huit et ont été défini par l'UE. 1. Communication dans la langue maternelle 2. Communication en langues étrangères 3. Compétence mathématique et compétences de base en sciences et technologies 4. Compétence numérique 5. Apprendre à apprendre 6. Compétences sociales et civiques 7. Esprit d'initiative et d'entreprise et 8. Sensibilité et expression culturelles.

It is therefore intended to propose a remedy and stimulate the acquisition of basic skills, which the European Union has identified as the eight key competences to enable people to cope with change (in particular due to globalization and the shift in society Information) that generates this feeling of "crisis". 1. Communication in the mother tongue 2. Communication in foreign languages 3. Mathematical Competence and Basic Science and Technology Skills 4. Digital Competence 5. Learning to learn 6. Social and civic skills 7. A spirit of initiative and enterprise and 8. Cultural sensitivity and expression

II.2 LOCAL TASKS ACTIVITES HORS MOBILITES

Année 1

- HUMAN AND ETHICAL SCIENCES History Philosophy and Law

THE PAST Gods, humans and animals in the oldest tales of the creation of the world Christianity and Founding Myths (Noah's Ark, etc.) Animal in Antiquity and in the Middle Ages, then in the Renaissance Animal and Reason Other designs (Amerindian, etc.).

- LIFE SCIENCES Geography and Biology

RELATIONSHIP BETWEEN HUMAN BEINGS AND DOMESTIC ANIMALS Study of Darwinism: demonstration of the unity of the living and the common origin of species, thus validation of the theory of evolution. Selection by humans to "create" domestic animals. Année 1
METHODOLOGY

Field trips or documentary research (preliminary presentation of environments, sampling, historical and / or heritage surveys). Confrontation?

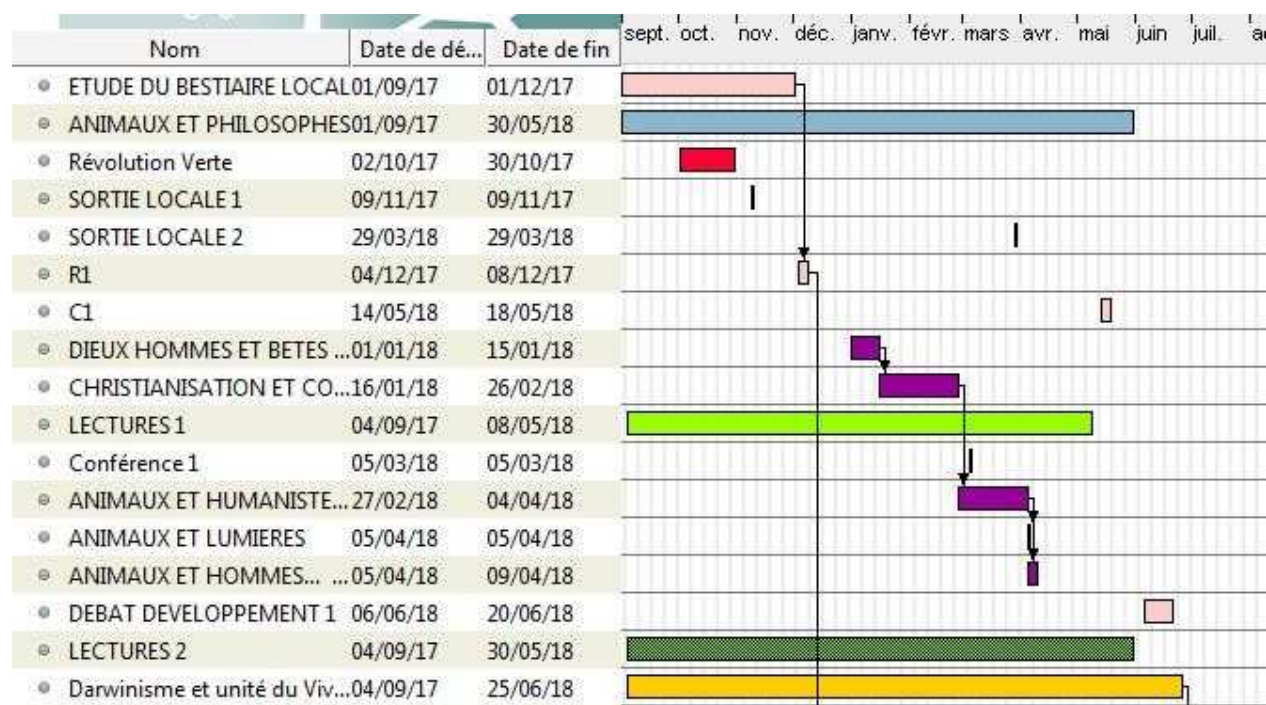
II.3 STUDY TRAVELS PROGRAMME ACTIVITES LIEES AUX MOBILITES

<http://nbepplus.franceserv.eu/amontE+A.html#orga>

R: Go to page 17 of the project bible top see the seminars agendas. *Le contenu des séminaires est exposé page 17 de « la bible » du projet.*

C: The short term exchanges agendas are presented page 20 of the project bible. *Le contenu des voyages d'étude est détaillé page 20.*

Even if C1 was not organized in Germany but in Romania, all the goals were targeted, except one point: the schools presentation was not included in the movie made in Cluj (as the first intellectual output produced by the students). It could be something to add to the video before C2. Targeted goals of study travels are online (in NBE+ site). <http://nbepplus.franceserv.eu/QC2.html>

II.4 DEADLINES TO BE CHECKED *DATES BUTOIRS DE LA PREMIERE ANNEE*

étude du bestiaire local 05	LOCAL ANIMALS (logos)
animaux et philosophes 06	ANIMALS IN PHILOSOPHY
Révolution Verte 07	GREEN REVOLUTION
SORTIE LOCALE 1	FIELD TRIP 1
SORTIE LOCALE 2	FIELD TRIP 1
R1	FIRST TEACHERS SEMINAR / FRANCE
C1	FIRST EXCHANGE / ROMANIA
Dieux, Hommes et Bêtes dans les Anciens récits de la création du monde 01	GODS, ANIMALS AND HUMAN BEINGS IN OLD TRADITIONS ABOUT THE ORIGINS
Christianisation et conceptions médiévales concernant les animaux 08	CHRISTIANISM AND IDEAS ABOUT THE ANIMALS IN THE MIDDLE AGE
LECTURE 1 09	READING 1
Conférence 1 010	LECTURE 1
animaux et humanistes 011	ANIMALS AND THE HUMANIST POINT OF VIEW
animaux et Lumières 012	ANIMALS AND RATIONALIST ERA
animaux et hommes... ailleurs 013	ANIMALS AND HUMANS.. NOT IN EUROPE
débat sur le développement (et les animaux) 014	DEBATE ABOUT DEVELOPPMENT
LECTURE 2	READING 2
Darwinisme et unité du vivant 015	DARWINISM

NOTE : Second year is beginning

Some studies must be implemented at any moment of this new scholar cycle :

CRISES SANITAIRES ET EPIZOOTIES	03/09/18	30/05/19	ZETEA, MILUSHEV, MARTINS, TSCHERNOSTER, VANDERPLANCKE, GEOFFROY, LESTEL
SENSIBILITE ET DROITS DES ANIMAUX	04/10/18	15/05/19	ZETEA, MILUSHEV, PUYJALON, MARTINS, TSCHERNOSTER, VANDERPLANCKE
R2 Bulgarie	08/10/18	10/10/18	ZETEA, MILUSHEV, PUYJALON, MARTINS, TSCHERNOSTER, VANDERPLANCKE
FETES TRADITIONNELLES	01/09/17	01/05/18	ZETEA, MILUSHEV, PUYJALON, MARTINS, TSCHERNOSTER, VANDERPLANCKE

SORTIE LOCALE 3

JEUX ET CRUAUTE (Games and cruelty against the Animals) may be a theme to work on it before C2.

All the planned activities for the three years of the partnership in:

<http://nbepplus.franceserv.eu/E+A-tasks.html>

Third section : CONCRETE CONCLUSION *CONCLUSION PRATIQUE*

Il est recommandé aux porteurs de projet de faire remplir aux professeurs impliqués dans le partenariat au niveau de leur école, un tableau récapitulatif (page 3 de ce document) de façon à obtenir au total quinze fiches récapitulatives (au plus, mais certaines des activités mineures mentionnées page 5 n'ont pas forcément été mises en place partout). En principe les tâches o1 à o4 ont été menées à bien dans toutes les écoles, de même les sorties locales (deux étaient prévues) le séminaire R1 et le voyage d'étude C1 ont bien eu lieu, avec des résultats satisfaisants ayant déjà fait l'objet d'un rapport mis en ligne par le Coordinateur international.

Project holders must ask to the colleagues acting for the partnership in each school to fill a table (model page 3) for the most important activities o1 to 04, but also for all the minor tasks which were supposed to be carried out (list page 5). Or they can fill its by themselves.

All the informations will be collected during R2 by the IC.

We'll have to take decision about missing tasks nobody would have done, and to try to see our to make results be disseminated to members of the partnership.

The tasks repartition between countries would have also to be valid (or not).

FROM:

THE PROJECT MANAGER

VANDERPLANCKE

TO :

OTHER MAIN PROJECT HOLDERS

PUYJALON

ZETEA, GIRGIUMAN

MILUSHEV

MARTINS

to be disseminated to local pedagogic teams