

French school of Banjul - GAMBIE



SCHOOL PROJECT

2018-2019 update

Building a school of open respect for the world



1- MAITRISE OF THE FRENCH LANGUAGE

2- STRENGTHENING THE ENGLISH LANGUAGE

3- OPENING ON THE LOCAL CONTEXT

4- INCLUSIVE SCHOOL: HELPING STUDENTS

IN TROUBLE.

Ecole Française de Banjul – GAMBIE

SUMMARY:

GENERAL PRESENTATION OF THE SCHOOL: PAGE 3

- 1. OUR ENVIRONMENT: THE GAMBIA PAGE 3
- 2. A FRENCH SCHOOL IN ENGLISH SPEAKING COUNTRIES: PAGE 3
- 3. BUILDINGS: PAGE 4

UPDATE OF THE SCHOOL PROJECT:PAGE 5

AXIS 1: MASTERY OF THE FRENCH LANGUAGE:

- SHEET 1: STUDENT COUNCIL: PAGE 5
- SHEET 2: USING THE BCD: PAGE 6
- SHEET 3: FLUENCY IN ORAL LANGUAGE (CNED): PAGE 7
- SHEET 4: FRENCH AS A FOREIGN LANGUAGE (FLE): PAGE 7

AXIS 2: BILINGUAL PROJECT:PAGE 8

- SHEET 1: REINFORCED ENGLISH CLASS:PAGE 8

AXIS 3: Opening to the local context:page 9

- - Sheet 1: Development and respect of the environment of the schoolpage 9
- - Sheet 2: Development of a vegetable garden:page 9
- - Sheet 3: Cultural activities with the French Alliance ... p 10
- - Sheet 4: Gambian culture and uses:page 11
- AXIS 4: Inclusive school: helping students at BEP page 12
- - Help for students at BEP page 12
- - Teacher training: page 13

Projects for the 2018-2019 school year: page 14

- Educational projects: page
- 14Teaching English: page 15

GENERAL PRESENTATION OF THE FRENCH SCHOOL OF BANJUL

1. OUR ENVIRONMENT, THE GAMBIA

ECONOMIC CONTEXT

West African country, The Gambia's economy is focused mainly on tourism and agriculture. Like other countries, Gambia is suffering the effects of the crisis: less tourism, impoverished tourism ... There are some international companies: CFAO, Total Distribution, Gambéga, Jull Brew. Many NGOs work in The Gambia.

Only one French cultural venue: ALLIANCE FRANCO-GAMBIENNE but from May 2019, the new school of Banjul will integrate this pole "Espace France".

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The Gambia, an English-speaking country, is surrounded by Senegal's French-speaking country. The Gambia strives to have a policy of promoting the French language: Gambian schools include French in the language study program.

LANGUAGES OF THE COUNTRY

The official language is English.

The most used language is Mandingo. The Wolof, the diola, the poular are also very used

The Gambia, an English-speaking country, is surrounded by Senegal's French-speaking country. The Gambia strives to have a policy of promoting the French language: Gambian schools include French in the language study program.

1. A FRENCH SCHOOL IN ANGLOPHONE COUNTRIES

THE PUBLIC, THE WORKFORCE

EVOLUTIONS IN TIME

Students in 2016/2017: 76 including 64 in primary

Students in 2017/2018: 88 including 72 in primary school

Students in 2018/2019: 104 including 81 in primary school

COSMOPOLITAN

Twenty-five nationalities live side by side in the school, which brings mutual enrichment and open-mindedness.

SPOKEN LANGUAGES

The most spoken languages are English, then Arabic, French, Wolof, Poular

In some classes (particularly TPS-PS levels), 40% of students do not speak French or very little.

THE STAFF

In the previous school project, it is stated a "mobility of the educational team recognized for years. " To this day, we can underline the relative stability of the CNED teaching staff (only two new teachers (26 hours a full-time equivalent).) In primary school, however, there is a need to stabilize the teaching staff. in local contract, 3 have less than two years of seniority.

On the management side, 3 directors followed one another.

CNED

- 6 CNED trainers including the new coordinator, M.Sow.

Elementary: 7 teachers.

- The Director, Resident Contract, responsible for the class of CM1-CM2
- 1 teacher, resident contract, responsible for the class of TPS-PS-MS-
 - 1 teacher, local contract, responsible for the CP-CE1 class
 - 1 teacher, local contract, responsible for GS-CE2 class
 - 1 teacher, local contract, in charge of the discharge of direction, responsible for the class of CM1-CM2 (French and sciences).
 - Two English teachers share the classes of TPS-PS-MS (12h) and GS-CM2 (26h)
 - 2 ATSEM

Technical and administrative staff

- Secretary
- AES coordinator
- A computer technician
- An accountant
- Three technical agents for the maintenance of the premises
- 3 goalies (including a substitute goalkeeper)

The buildings

A LIMITED SPACE

A Bcd.

Meeting room

A dilapidated kitchen with few safety standards: it does not allow for "cooking" educational activities.

- LIMITED SAFETY / HYGIENE

Used buildings.

- The nursery classes are built on a termite mound.

- HIGH COSTS

20 000 € / year of rent in 2018

- The budget for maintenance and repairs is high. This will evolve favorably thanks to the pooling of costs with the Alliance française and the new premises of the new school.

UPDATE OF THE 2018-2019 SCHOOL PROJECT

It revolves around four axes including a new one.

- Mastery of the French language.
- Reinforcement of the English language (Emile).
- Cultural openness (the Gambian context).
- Inclusive school, help students at BEP.

ZONE EVALUATIONS AND NATIONAL EVALUATIONS IN 2018: CF ANNEX 1

AXES OF THE SCHOOL PROJECT

- 1- MAITRISE OF THE FRENCH LANGUAGE
- 2- BILINGUAL PROJECT
- 3- OPENING ON THE LOCAL CONTEXT
- 4- AN INCLUSIVE SCHOOL

ACTION SHEETS

AXIS 1- MASTING THE FRENCH LANGUAGE

Plug 1

STUDENT COUNCIL

From CP

Findings:

Difficulty speaking clearly (shyness, hesitation, lack of language skills, limited lexical field ...)

Objectives:

- **TAKE PART IN A DEBATE;**

All students can speak;

- Overcoming his shyness;
- Have an opinion and be able to express it;
- Develop students' autonomy and initiative by empowering them, encouraging the construction and affirmation of their personality.

DESCRIPTIVE:

Registration of candidates (two per class) on lists;

- Production of posters with slogans;
- Election campaign in each class.
- Preparation of identity card and voter card;
- Vote with material (urn ...)
- Delegates meeting (one per quarter)
- Class discussion (each student can express their point of view according to the agenda.

Evaluation

Class debate (each student can express their point of view according to the agenda)

- Report of the delegates to their class after each meeting.

Plug 2

FOR BETTER USE OF BCD

Findings

The BCD is now in a large room. Two years ago, an important order of new books for each cycle was made. The library begins to have a real choice of books.

So we need to promote better use of this place by teachers and students.

Objectives

Give the taste and the desire to read to the children

- Promote free and voluntary reading
- Allow each student to learn
- Communicating class work

Comment

Clear niche library for substitute teacher to work with all classes in the school.

Possibilities of permanence's by age group, during recess (on a voluntary basis).

Descriptive

Animation in small groups reading books, stories (Cycle 1): Priority

- Documentary research, reading animations. (Cycle 2): Priority
- Help for documentary research (presentations, ...) (Cycle 3)

Evaluation

Annual review with all teachers at the last Masters Council.

Plug 3

MASTERING THE ORAL LANGUAGE AT CNED

Axis 1- Mastery of the French language for students following CNED courses

Findings: Need to develop the practice of oral.

Students are mainly asked to write because most of their work is on the booklets. Pupils speak little orally except through recurring requests, however the turn is often awkward, language sometimes familiar without the students realize it.

- The students have rare opportunities to express themselves in groups, so we have introduced an hour of class life every month or so, however we also note a lack of respect for the French language codes and a lack of mastery of the French language. rules of oral communication.

Objectives

To know how to reformulate his sentence correctly.

- To exchange ideas, to express one's opinions, to know how to argue and to illustrate one's words.

- Appropriate the specific vocabulary.

Descriptive

For each error, request an automatic correction, alone or with the help of the repeater.

- The error can be raised and commented in group if the repeater deems it necessary.
- Classroom meeting: communicating information, organizing a structured debate, making an oral report of the previous session.

Participation of CNED students in the student council.

Evaluation

Assessment prepared by the assistants at the end of the school year.

Plug 4

FLE: FRENCH FOREIGN LANGUAGE

Findings

About 40% of non-francophone in certain classes.

- Difficulty speaking in French in a new environment for them.
- Shyness, fear of being wrong, lack of autonomy

Objectives

That the student is able to:

- Improve the language used at school (instructions ...) but also familiar words, expressions related to themselves, their family and their environment.
- To speak fluently in French with pleasure in order to integrate.

Actions:

Organize game sessions, use of support such as flashcards.

- Establishment of APC for non-francophone students.
- Recruitment and training of a FFL teacher to promote work in small groups.

Evaluation

Individual assessment of the teacher of the class and the teacher in FLE.

- Participation in "School" shows as Fle group.

AXIS 2- BILINGUAL PROJECT

Plug 1

REINFORCED ENGLISH CLASS

- **findings:**
Strong presence of English students.
 - Heterogeneous classes.
 - Insufficient practice of the English language for non-English speakers.
 - Too much importance given to writing.

OBJECTIVES:

- Meet the specific needs of students.
- Improve oral expression and develop the pleasure of speaking English.
 - Overcome his complex of speaking the English language.
 - Know the specific vocabulary (dnl).

ACTIONS:

- Set up need groups, differentiate.
- Strengthening of English from CP with DNL.
 - Extracurricular activities in English for non-English speakers.
 - APC.
 - Improvement of the preparation of the teaching in Emile.

EVALUATION:

Communication: understand / develop statements, know how to ask and answer questions.

-Show.

- Understanding of instructions, familiar words and common expressions.

AXIS 3- OPENING TO THE LOCAL CONTEX

Plug 1

FACILITATION AND RESPECT FOR THE ENVIRONMENT OF THE SCHOOL

findings:

Recreation area: dirty place after each recreation (litter not thrown in the trash);

- No trash bins adapted to different disposable materials (recycling, compost for a school vegetable garden);
- Layout of the patio

OBJECTIVES:

Make a common place clean and pleasant;

- Raise awareness about respect for the environment;
- Sensitize to recycling;
- Promote autonomy;
- Empower the student;
- Secure the patio by creating a quiet corner

EVALUATION

- . Photo exhibition before and after

Plug 2

IMPROVING A GARDEN

OBJECTIVES:

Observe the manifestations of plant life by making and growing a home garden at school.

- Participate in the realization of a collective project
- Develop the spirit of mutual aid and solidarity
- Discover the need to preserve the environment

Action

Annual project: in kindergarten for 2018-2019.

- Start of the project: (after the rainy season): October
- End of the project: (before the rainy season) end of May.
- Use and / or rent a piece of land with the vegetable garden near the school;
- Order child-friendly material (set budget);
- Using ledges around recreation to plant flowers;
- Experimentation of the harvest of certain plants
- Discovery of fruits and vegetables

Evaluation

Harvest.

- Interests of children in this project through their involvement.
- Discussion in the form of classroom discussions.
- Evaluation of the experiments.

PLUG 3

CULTURAL ANIMATION WITH THE FRENCH ALLIANCE

- **Findings :**

Rich and eclectic artistic programming of the Franco-Gambian Alliance: exhibitions of African / European painters, bimonthly concerts in outdoor amphitheater (African / European artists), dance performances, theatrical performances, photographic exhibitions, adult cinema programming weekly in VF and VOST, some conferences.

- Relative poverty of any alternative cultural activity and general public outside the "tourist animations" of the Senegambia area.
- No place / performance stage / public cinema.
- Very low participation due to lack of curiosity of the E.F.B public. (parents and students combined).
- Lack of reactivity and interest in the cultural programming tests for the public child (projection of cartoons for the week of the Francophonie, show young audience).

Objectives:

Need for greater, more regular participation in the school's cultural offerings.

- Pleasure to participate in events like show, concert, cinema or exhibition.
- Opening towards cultural offers of African and European sensibilities.
- Realization of artistic performances of children "artists", in connection with the AFG programming.

Actions:

Establishment of a system of invitation and welcome to the school, artists in representation in the premises of A.F.G.

- Establishment of a children's club "artists" (music club / photos / painting) and / or videoblog.
- Arrangement of a time / space to perform a short artistic / scenic performance in preview or conclusion of the stay by invited adult artists.
- Writing press articles (photos and interviews) for the school newspaper and widely distributed to the community attending the French school (school newspaper and / or blog).

Evaluation

Increased public attendance of the EFB community at AFG shows.

- Youth cultural programming initiative at the AFG, adapted to the demands of the school public on adapted times (day and hour, content) in relation with the EFB.
- Newspaper articles of the school newspaper as vector of social diffusion of information
- Attendance, activity and dynamism of the "artists" children's club

Plug 4

Gambian culture and customs

FINDINGS

The Gambia is an English-speaking country surrounded by French-speaking neighbors, notably Senegal, which plays a very important role in the OIF (Senegal exercises the presidency through the former President of the Republic, Mr Abdou Diouf).

Since the return of democracy, the Gambia has become increasingly aware of the need to adopt French, which is one of the main international languages of the United Nations.

Some major Gambian schools also practice French as a foreign language. But Gambians are attracted more and more by the French taught at the French school of Banjul. Hence the quality of our teaching that must be preserved.

Objectives

The French school must open up to the local context to better know the Gambian people and encourage them to attend school. For this it is:

- Advertise the school through the Gambian media to make better known to the school its geographical location, its teachings and opportunities.
- Learn to communicate with the people and the Gambian authorities by involving them in the big events organized by the school and vice versa, go to their school, participate or contribute to their events, so that there is a cultural exchange. School correspondence can be a means to that end.

Actions:

The school has already made great strides in opening up to the local context:

- By organizing carnivals, parades of clothing of different ethnic groups,
- By participating in exhibitions of African musical instruments (Kora, Bolong, Sabar ...) to the Franco-Gambian alliance.
- By investing in projects of making local musical instruments (Djembe, Maracas ...), made from animal skins, gourd beads with a great Gambian musician.
- By making African dance projects with themes of fishing, harvests, wrestling
- By initiating nature outings to better know the Gambian territory, its geographical and tourist sites (snake parks, monkeys, Sanyang, Bijlo, Tujereng huts, airport visit to Yundum).

AXIS 4: INCLUSIVE SCHOOL: HELPING STUDENTS AT BEP

Plug 1: Help for students at BEP

Constats :

- Need to improve support to help students with BEP in terms of assessments.
-

Objectives:

Prevent and treat school difficulty.

- Involve families in the actions envisaged.

Actions:

Develop PPREs in relation with families.

- Articulate APCs and PPREs
- Establishment of need groups in class and per cycle.

Plug 2 : Teachers training.


Constats :

- Teachers recruited under local contracts are young colleagues.
- The elementary teaching team has not been stable in recent years.
- Teachers regularly ask for help about managing a double level class.
- Teachers have expressed a need to be better trained in the treatment of academic difficulty.

Objectives:

To effectively articulate the local training proposed by the Director with the courses of the Zone.

- Articulate effectively the local training proposed by the Director with that proposed by the CPAIEN
- Develop a local training plan.

Actions:

For the participation in the PF of the zone, priority will be given to:

1. Training offered by the area for beginner teachers.
2. Training offered by the area on the treatment of academic difficulty.

- Visit of the CPAIEN:

Training program (three courses) is developed for the March period (construction of the number at C1 and C2, reading of the GS at CE, approach of differentiation).

- Local training plan:

Training given by the director on the production of writings.

Visit by the director, at least once a quarter, teachers in local contract, with report of visit.

In relation to this visit: the director takes charge of a session on the same theme as the one observed. Exchanges with the teacher.

PROJECTS FOR THE 2018-2019 SCHOOL YEAR**PARTICIPATION IN PROJECTS IN THE WESTERN AFRICA ZONE**

Webradio Project: We will renew our participation in this project in September 2019 and the return of Ms. De Beaufort.

In the context of the citizen path and the artistic and cultural path:

Participation this year in the project Philophotos (philosophical discussions and decomposition of an image).

Speakers : Claire Ladavicius

Classes CE2 to CM2

Exposure to the French alliance of recomposed photographs.

CITIZEN LOCAL PROJECT "ENVIRONMENTAL PROTECTION: RECYCLING PAPER"

Awareness of waste and the possibility of retraining at school.

Exchanges with a class of the American school working on this theme.

Development of bookmarks.

BCD:

Using our BCD:

Ms. Péluard will come for two hours a week in January to propose a project at the BCD in cycle 1 and 2 classes (1 hour) and will formalize the system of book lending for students (1h)

MOSAICS ON WALLS: Project that aims to decorate the wall near the entrance of the new French school (or even the Alliance). At first, it will concern the development of a mosaic: the name of the new French school and our triptych "Liberty, Equality, Fraternity". In discussion with Mr. Crivello, new director of the Alliance française. Cycle 3 (**including CNED**)

CNED: Visit of a Gambian television channel and proposal of a program which would be shot at the school: Presentation in English and in French of the teaching of the CNED.

BCD:

Mrs. Péluard (in training for replacements and future FLE worker) will come two hours a week in January to propose a project to the BCD in cycle 1 and 2 classes (1 hour) and will formalize the system of book lending for students (1h).

WEEKS OF THE FRENCH LANGUAGE AND FRANCOPHONIE: The school will participate in the Francophonie week (**Mandatory and program to be defined in the teachers Council**).

SWIMMING CYCLE: The average section for the 2nd and 3rd quarters. Organized by Modou Faye who has the required diploma.

STUDENT COUNCIL: As part of the citizen course, renewal of the Student Council. Election of class delegates will take place in January and delegates will participate in the third School Council. They will present the result of their reflections and the decisions taken.

2. TEACHING ENGLISH

CF Annexe 2