



School Project 2026-2030



Strategic Pillars of the School Project

- Pillar 1: Consolidate students' academic excellence by leveraging the multilingual context.
- Pillar 2: Shine through a fulfilling living environment and co-build a school of trust with families.
- Pillar 3: Drive a culture of partnership and openness to showcase the excellence of our educational community.

SCHOOL / INSTITUTION: lycée français Marcel Pagnol in Abuja

Preschool (Maternelle) ☒

Elementary ☒

Review of the Previous Project

Pillar 1: Improve mastery of the French language in a bilingual/multilingual context

Results from the baseline assessments at the beginning of the year highlight a need to consolidate French as the language of schooling to enable students to reach their full potential. Furthermore, progress in the native language (French or English) is slowed down, and vulnerabilities persist even after one year of FLESCO (French as a Second Language for Schooling).

Pillar 2: Enable every student to grow into a fulfilled, enlightened, and civic-minded future adult

The analysis of student interactions reveals phenomena of isolation or fragmentation of student groups based on linguistic affinities or nationalities, which can hinder the integration of newcomers. These divisions are sometimes heightened by micro-tensions related to language proficiency levels or noticeable socio-economic disparities (particularly during recess).

Pillar 3: Support the development of the institution

While the school successfully engages with various regional zone projects, it remains very isolated from the social and cultural fabric of the city of Abuja due to security reasons. This is despite the existence of numerous French-speaking schools and remarkable cultural sites.

VALIDATION (school)

Presentation to the Conseil d'École on:

Wednesday, June 17, 2026

The Primary School Principal

VALIDATION (Institution)

Presentation to the Establishment Council (Conseil d'établissement) on:

jeudi 26 juin 2026

The Head of Institution (Le Chef d'Établissement)

Validation by the Establishment Council (Conseil d'établissement) on:

jeudi 26 juin 2026

The Head of Institution (Le Chef d'Établissement)

SCHOOL PROJECT SHEET N°1

PILLAR N°1: Consolidate students' academic excellence by leveraging the multilingual context

Assessment & Diagnosis	An analysis of the baseline assessment results at the beginning of the year reveals a marked heterogeneity in student profiles, structuring our diagnosis around four key areas: • Language Mastery: consolidate French as the language of schooling and revitalize skills in native languages (French, English) to provide every student with the keys to their full potential. • Special Educational Needs: there is pressure regarding the support of students with special needs due to the lack of specialized resources on-site (special education teachers, school psychologist, speech therapist). • Special Educational Needs: there is pressure regarding the support of students with special needs due to the lack of specialized resources on-site (special education teachers, school psychologist, speech therapist). • Tools and Environment: the deficit in digital equipment impacts the diversification of teaching practices, parallel to high expectations from families regarding the level of performance in English.
Priority Objectives	To address this diagnosis, four major strategic directions have been established: • Linguistic Excellence & Written Culture: intensify cross-curricular oral and written mastery by exploiting linguistic interrelations (regional zone projects, Kamishibaï, Language May) and implement continuous reading fluency training from CP to CM2 (Grades 1 to 5). • Inclusive Pedagogy & Professional Development: develop a continuous professional development plan to equip teaching teams with tools for personalized support and to optimize the pathways of students with special educational needs (EBEP). • Digital Transformation & Future Pathways: modernize the learning environment by renewing equipment (Interactive Whiteboards starting from GS/Preschool, mobile tools in the classroom) and structure a progressive PIX digital certification pathway by grade level to develop digital citizenship. • Educational Steering & Eco-Citizen Responsibility: structure the reception of students coming from outside the AEFE network through a harmonized diagnostic assessment (national tools) and guide the institution toward the next level of E3D certification (Sustainable Development School).

SCHOOL PROJECT SHEET N°1 (Continued)

PILLAR N°1: Consolidate students' academic excellence by leveraging the multilingual context	
Description of Planned Actions	Driven by a dynamic of collaboration and educational innovation, the operational action plan is deployed through the following levers: • Development of Oral Skills: deploy targeted audio resources to strengthen exposure to oral comprehension and sustain French conversation workshops during extracurricular time. • Team Synergy & Cross-Departmental Collaboration: establish regular consultation periods between classroom teachers and Modern Foreign Language (LVE) teachers, and optimize the coordination of the EMILE program (CLIL - Content and Language Integrated Learning) within conseil de cycle. • Continuity of Language Support: structure multi-year support in FLESCO, optimize the volume of APC (Complementary Educational Activities) dedicated to the program, and pool pedagogical differentiation tools. • Certification and Recognition of Skills: institutionalize excellence certifications in CM2 (Grade 5) with the DELF exam for English-speaking students and Cambridge examinations for the English language.
Evaluation	The steering and impact measurement of this strategic pillar rely on precise performance indicators and a multi-year deployment schedule: • Harmonization of Criteria: standardize assessment tools through the widespread use of achievement rubrics and shared self-evaluation processes by grade level. • Academic Performance Monitoring: measure student progress via national baseline assessments and aim for the target B1 CEFR (Common European Framework of Reference for Languages) level in French for non-native profiles. • Reading Fluency Steering: use the beginning-of-year baseline assessments as a benchmark to measure progress, with end-of-period evaluations in APC to continuously adjust remediation programs.
Estimated Timeline (2026/2030)	• Impulse Phase (2025-2026): initiate collective momentum by launching the first cooperation and co-teaching projects between classroom and language teachers. • Consolidation and Anchoring Phase (2026-2030): gradually increase the frequency of professional consultations, generalize the reading fluency action plan, and deploy the international certifications pathway on a large scale.

SCHOOL PROJECT SHEET N°2

PILLAR N°2: shine through a fulfilling living environment and co-build a school of trust with families

Assessment & Diagnosis	While the institution benefits from a generally peaceful and structured relationship dynamic, an analysis of primary school life highlights precise areas of vigilance that guide our diagnosis: • Solid Institutional and Human Foundations: the diagnosis confirms the operational effectiveness of the PHARe program (anti-bullying) and the relevance of regulatory bodies (class councils in Cycle 3). The recognized quality of the work done by the school nurse and teaching assistants constitutes a major asset in daily mediation and conflict resolution. • Cohesion and Cultural Diversity: transform our diversity into a strength by breaking down invisible barriers, making every recess and every exchange a space for inclusivity, integration, and cohesion. • Enlightening Dialogue: co-build a shared and calm language with families to distinguish daily micro-conflicts from more serious issues and guarantee the proper protection of everyone. • Clarity of Mutual Expectations: the current status reveals a need for mutual clarification regarding perceptions of the French educational system, the underlying motivations of families choosing this curriculum, and their concrete expectations from the school.
Priority Objectives	To address this diagnosis, the institution structures its school life strategy around four major directions aimed at securing the learning environment: • Development of Psycho-Social Skills (PSS): equip students by deploying PSS and generalising the "clear messages" method, enabling them to express their emotions constructively and resolve micro-conflicts independently. • Certification and Prevention Culture: structure the school's commitment by obtaining PHARe (anti-bullying) and E3D (Level 2) labels, while highlighting student engagement through the formation of a network of anti-bullying student ambassadors. • Ecological Transition and Collective Responsibility: drive an eco-citizen dynamic within the school by engaging the school community in actively reducing our energy footprint and implementing sustainable development projects. • Partnership and Dialogue with Families: intensify co-education by hosting thematic seminars and bilingual "Parents' Cafés" to explicitly explain the values, requirements, and specificities of the French educational model.

SCHOOL PROJECT SHEET N°2 (Continued)

PILLAR N°2: Shine through a fulfilling living environment and co-build a school of trust with families

Description of Planned Actions	Driven by a dynamic of training, space design, and structured discussion time, the operational action plan is deployed through five complementary levers: • Classroom Layout and Daily Regulation: establish dedicated calm spaces within classrooms (managing the "emotional storm") and ritualize reflective discussion times at the end of the day to collectively regulate classroom experiences ("what I liked / disliked"). • Artistic and Cultural Education Pathway (PEAC): deploy philosophy workshops to structure democratic debate and respect for others, alongside sharing inter-level practices on benevolent vigilance postures. • Play Areas and Lunch Break Optimization: rethink the playground layout by installing specific structures and recreational games to channel student energy, stimulate cooperation, and optimize active supervision. • Health and Citizenship Pathway: leverage the school nurse's expertise through screening campaigns (sensory, hygiene), awareness actions, and the shared implementation of the "Learning to Help/First Aid" (APS) program. • Eco-Delegates Dynamic and Environmental Management: institutionalize eco-delegate bodies to design and deploy the "Clean School" plan, ensuring the transfer and concrete application of environmental decisions in every classroom and shared space.
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PILLAR N°2: Shine through a fulfilling living environment and co-build a school of trust with families

Evaluation	The steering of this pillar and the measurement of action impacts on the school climate rely on combined quantitative and qualitative indicators: 1. Impact Measurement on Classroom Climate (Emotions and Debates): • Emotional Regulation: track the percentage of classrooms equipped with calm spaces ("emotional storm") and evaluate their direct impact on classroom climate serenity through teacher reviews. • Philosophical Practices (PEAC): count the volume of philosophy workshops conducted per grade level and analyze feedback from educational teams on the quality of debates and mutual respect among students. 2. Health Pathway and APS Indicators: • Prevention and Screening: monitor school infirmary activity indicators through the statistical report of sensory and general hygiene screenings conducted over the year. • Citizenship Certification (APS): Number of CM2 (Grade 5) students who successfully validated the APS certificate. 3. Evaluation of the Citizenship Pathway and Ecological Transition (EDD): • Visual Monitoring of the "Clean School" Plan: Implement an image-based evaluation protocol (photographic comparison of key school spaces in September, January, and June) to objectively measure changes in cleanliness. • Eco-Citizen Appropriation: Collect and analyze combined reviews (students / teachers) regarding the perception of environmental actions and the level of adherence to the EDD dynamic.
Estimated Timeline (2026/2030)	• 2026 – 2030: Multi-year Monitoring and Institutional Transparency: centralize and annually analyze all impact indicators (school climate, health pathway, eco-citizenship) to establish a consolidated report of results, formally presented to the conseil d'école once a year to adjust the strategy in consultation with the educational community.

PILLAR N°3: Drive a culture of partnership and openness to showcase the excellence of our educational community

Assessment & Diagnosis	- Although local cultural resources are identified as relevant learning levers, the precarious security context has severely restricted student mobility outside the school walls in recent years. Excellence Integration into the AEFÉ Network: the institution asserts its full regional integration thanks to the active and regular engagement of many classes in the unifying projects of the Central Africa Zone (ZAC), offering students real opportunities for openness and healthy emulation. A Trusted, Human-Scale Relationship Environment: due to carefully managed total enrollment numbers, the institution cultivates a close-knit, "family-style" governance and management. This setup promotes fluid, benevolent, and highly responsive human relationships entirely dedicated to personalized student support. Evolution of Welcoming and Explanation Practices: significant progress is anchored thanks to the sectorization of back-to-school meetings (staggered to accommodate families with multiple siblings) and the running of information sessions by the management to decode the French educational system. Furthermore, co-presence initiatives inviting families into the heart of certain learning activities show a strong desire for openness. Communication Optimization and Benchmark Clarification: a persistent duality remains between official digital channels (Pronote) and the informal habits of families (social networks/WhatsApp), impacting information centralization. Moreover, high expectations remain regarding the clarity of learning progression and assessment methods, as parents express a need for explicit guidelines to better understand the requirements of the French curriculum.
Priority Objectives	- Partnership and Student Pathways: develop the PEAC (Artistic/Cultural) and Health pathways from TPS (Toddlers) to CM2 (Grade 5); train staff in PSC (First Aid). - Partnership with the ZAC (Central Africa Zone): continue registration for regional zone projects acting as pedagogical threads rightarrow arts triathlon in Cycle 1, spelling marathon in Cycles 2 & 3, math rally for all cycles, "Les Petits Champions de la Lecture" (reading competition) in Cycle 3, Kamishibai in Cycles 1 & 2; and other projects depending on the year. - Partnership with Families: open the school further to parents via Parents' Cafés / back-to-school meetings / bi-annual meetings and post-national assessment reviews / parents in class / inviting parents to LFIMPA events (Nigeria Independence Day, Christmas and end-of-year parties, Francophonie Day). - Field Trips: Implement educational field trips that strictly respect the security framework and the student's learning pathway.

SCHOOL PROJECT SHEET N°3 (Continued)

PILLAR N°3: drive a culture of partnership and openness to showcase the excellence of our educational community

Description of Planned Actions	• Structure Excellence Pathways (PEAC & Health) from TPS to CM2: ensure progression and concerted implementation of the PEAC and Health Pathway. This momentum is reinforced by continuous staff training in first aid skills (PSC), guaranteeing a highly secure and protective environment. • Intensify Academic Emulation Through ZAC Projects: sustain the active enrollment of our classes in major unifying ZAC projects, designed as true educational threads: the Arts Triathlon (Cycle 1), Kamishibai (Cycles 1 & 2), the Spelling Marathon and Math Rally (all cycles), as well as Les Petits Champions de la Lecture (Cycle 3). • Co-build a Culture of Welcome and Transparency with Families: multiply spaces for dialogue and co-education by structuring regular appointments (Parents' Cafés, back-to-school meetings, mid-year reviews, and national assessment feedback sessions). This alliance is reflected in inviting parents into classroom learning and during key events punctuating the life and multicultural identity of the school (Nigeria Independence Day, Christmas celebrations, Francophonie Day). • Deploy a Reasoned Outside-the-Walls Educational Field Trip Policy: re-engage with the city and local environment by designing external mobility opportunities that enrich student pathways, while guaranteeing strict and rigorous adherence to the school's protocol and security framework.
Evaluation	The steering of this pillar and the measurement of our openness and communication policy effectiveness rely on precise indicators: 1. Health and First Aid Pathway Indicators (Students & Staff): • Student Certification: monitor the validation rate and number of CM2 students certified in school first aid programs (APS, GQS, introduction to PSC). • Team Skills: count the number and percentage of school staff (teachers and assistants) trained or recertified in PSC (Civic Prevention and Rescue). 2. PEAC and Network Influence Indicators (ZAC): • Cultural Anchoring in Classrooms: measure the deployment and effective integration rate of "Le Louvre" artistic openness project in the curriculum planning of each cycle. • AEFE Regional Dynamic: Evaluate the school's representation through the number of Central Africa Zone (ZAC) unifying projects joined by our classes each year. 3. Educational Alliance and Family Participation Indicators: • Official Turnout Rate: track parent attendance and engagement during major events of the year (back-to-school meetings, national assessment feedback, mid-year reviews). • Discussion Space Attendance: Count the number of participants per "Parents' Café" session to evaluate the regularity and representativeness of the school-family dialogue. 4. Secured External Mobility Indicators: • Territorial Openness Index: track the number of educational projects including a concrete cultural, civic, or scientific field trip in the city per year and per class, validating the progressive and secure resumption of mobility outside the walls.

SCHOOL PROJECT SHEET N°3 (Continued)

PILLAR N°3: drive a culture of partnership and openness to showcase the excellence of our educational community

Estimated Timeline (2026/2030)

- From 2025-2026: 3 Parents' Cafés per year / Maintain regional ZAC thread-projects per grade level.
- sustain the ZAC pedagogical projects as 'fils rouges' by level and cycle
- From 2026-2027: 1 field trip per class per year as part of an educational project, **security context permitting**.
- 2026-2027: All CM2 (Grade 5) students validate the APS (First Aid level adapted to primary pupils).
- 2026-2027: All primary school teachers validate the PSC (First Aid certificate).
- 2026-2027: All 5th / 4th secondary students (Grades 7 & 8) validate the GQS (Rescue Gestures).
- 2026-2027: All 3rd secondary students (Grade 9) validate the PSC.
- 2026-2027: All 1st secondary students (Grade 11) validate the PSC.
- 2030: All students graduate or leave the school with a valid PSC first-aid certificate.