

**Minutes of the School Council meeting of
12 November 2025 - French Lycée Marcel Pagnol, Abuja**

Start of session: 3:00 p.m.

People present:

Teachers : Mmes Adebisi, Kats, Stephen, Adick, Gonzales, Ngo Moune, Amaglo, Goloko, Mouawad, Ratajczak, Hamed, Juhel et Wavi Rauf ; MM. Adjala, Youkpo, Olayotese, Konate, Oke, Amoussou, Murtada et Njikou.

Parents' delegates : Mmes Saad, Bankole, Archibong, Isichei, Jamberlang.

Director : M. Montagne

Principal : M. Picaud

Absent persons : Mmes Forslund, Cherif, Ayu, Raffoul, Olatawura, Unaogu et Verselle-Cristina. MM. Valentin et Nwanyanwu.

Development of the agenda

1. Opening remarks by the headteacher

Welcome to the 2025-26 School Council. Congratulations to the parents' representatives.

Introduction to the FLSco (Support for new French speakers) by Mrs Sidikatu : It is a programme designed to support newly French-speaking pupils. They receive personalised and group support in French: vocabulary, acronyms, instructions, subjects, oral and written comprehension and production skills. The aim is to facilitate their integration into their assigned class as soon as their level allows. This means that physical education and sports lessons take place in the classroom from the beginning of the year. Once the required level has been reached, after a period of seven weeks on average, pupils join the class for all or part of the time. The programme runs throughout the school year. The programme hours are separate from the class in order to allow students to work on their French language skills in groups of the same level and to stimulate the progress of each student. The programme helps to build a multilingual and international school. This allows each student, from nursery school to secondary school, to work on the skills they will need to live later on in the realities of the wider world.

2. Adoption of the minutes of the previous meeting

The minutes of the school council meeting of 19 June 2025 are unanimously approved.

3. Appointment of session secretary (teacher) : Mme Juhel.

Appointment of session assistant secretary (parent's representative) : Mme Archibong

4. Introduction of those present : renewal of the teaching staff (MM. Njikou & Murtada), appointment of 11 parent representatives : Mmes Saad, Bankole, Archibong, Isichei, Forslund, Olatawura, Cherif, Jamberlang, Unaogu et Ayu; M. Nwanyanwu.

5. Role and responsibilities of the School Council

The agenda is sent at least 10 days before the meeting by the director (chair of the council) to the members of the school council, who may request changes if necessary. During a vote, votes are distributed as follows: 1 vote per teacher, 1 vote per representative of the parents of pupils enrolled at the school and 1 vote for the director. The School Council is the body that deals with issues relating to school life: teaching and educational plans are discussed. The conseil d'école is the decision-making body for proposals made by the conseil d'établissement. The aim is to consult with each other in order to find solutions that suit all parties, in accordance with the rules governing school life and the Council. There are 3 conseils d'école in the school year.

6. Staff numbers on the day of the meeting/back-to-school review

Today, there are 15 classes with 322 pupils (start of the 2024 school year: 291 pupils). The distribution of classes was decided after consultation with the teachers' council, which was held before the start of the school year. The decision to have one double class in nursery school was based on the specific needs of the pupils and the highly variable numbers of pupils in each year group (e.g. 32 in MS and 31 in GS). Since September 2025, one PS class has been closed and one CM2 class has been opened.

Distribution

Cycle 1			Cycle 2			Cycle 3		
TPS	Mme Adebisi	23	CPa	Mme Ratajczak	16	CM1a	M. Adjala	22
PS	Mme Raffoul	23	CPb	Mme Hamed	15	CM1b	M. Youkpo	22
MS	M. Amaglo	20	CE1a	M. Olayotese	25	CM2a	M. Oke	22
MS/GS	M. Goloko	12/7	CE1b	M. Konate	25	CM2b	Mme Juhel	22
GS	Mme Mouawad	24	CE2a	M. Murtada	22			
			CE2b	M. Njikou	22			
TOTAL	Cycle 1	109	Cycle 2		125	Cycle 3		88

The start of the school year on Tuesday, 2 September 2024, went smoothly. Gradually, pupils got back into the swing of school after the summer holidays. When teachers were absent, substitute staff were called in. No class was left without a teacher. Currently, the school's pool of substitute teachers ensures continuity of learning for students.

7. Parent delegates voting summary

This year, 2025-2026, voting took place both by post and in person on polling day, Friday 10 October. After the votes were counted, the 11 candidates on the list of parent representatives (RPE) were elected. The turnout rate was 27.5% this year. The entire educational community welcomes the involvement of all parents in the democratic life of the primary school at the Lycée Français Marcel Pagnol in Abuja.

The parent representatives suggested that a communication campaign on the importance of participating in elections by voting be carried out ahead of the next elections. The director will work with Nonso to create an awareness video, involving various members of the educational community.

8. The school project and national assessments

At the beginning of the year, teachers participated in the assessment of the 2022-2025 school project. With the creation of the position of school principal, the primary school will develop its own project: the school project. It will be integrated into the school project of the Marcel Pagnol French High School in Abuja. At the beginning of the 2026 calendar year, parents will be invited to work with us on developing the project in order to gather ideas and ensure that it is consistent with the needs identified.

All pupils from CP (year 1) to CM2 (year 6) took the French national assessments. These assessments enable teachers to see the level of achievement of each pupil in their class, so that they can better support each pupil and gain a better understanding of their strengths and areas for improvement. Teachers have been working on these assessments, in particular to offer APCs (additional personalised support) from the start of the school year. Soon, they will also be the subject of teamwork in cycle councils, with the aim of helping all pupils to succeed. The results should be viewed in context, and teachers are best placed to provide you with more detailed information about your child's schooling. Teachers differentiate their classroom work in order to address academic difficulties. For pupils with significant academic difficulties, the EBEP programme is described below. All parents have received an invitation to attend a meeting to discuss the results of these national assessments. They are free to choose whether or not to attend.

Question from parents: Will the results of these benchmark assessments be published for all parents so that they can be compared with other schools, as was the case for the baccalaureate results?

Answer: No, that is not the aim. These are individual assessments designed to better support pupils. The term "national assessments" is simply used because all pupils in French schools, both in France and abroad, take them.

9. Addressing academic difficulties at school

Contribution from Ms Goloko: I am the point of contact for pupils, families and teachers who need help. My responsibilities: I work with teachers several times a week (participating with the teacher in drafting and updating support documents for pupils with difficulties). These facilities include the "Plan d'accompagnement Personnalise" (PAP) i.e "Personalised Support Plan" and "Programme Personnalise de Reussite Educative" (PPRE) i.e "Personalized Program for Educational Success".

I inform families and teachers about the specific needs of students so that they can succeed better; I suggest ideas for adaptations in the classroom. I work with parents in the interests of their children's education: I provide them with information (referrals to specialists, help at home, etc.) and am available to any parents who wish to speak to me on Fridays from 12:15 p.m. to 1 p.m. Please feel free to email me at aissata.goloko@aefe.fr or make an appointment with Jean (secretary).

For more information on educational support measures (PAP, PPRE, PAI, PPS), please visit the following link: <https://aefe.gouv.fr/fr/articles/amenagements-pedagogiques-pai-ppre-pap-pps>

Question from parents: Is it possible to have access to specialists (psychologists, speech therapists, etc.) at school?

Answer: *this is not possible at school (due to a potential conflict of interest) unless it is a school psychologist, and we do not have one at LFMPA. We try to guide families as best we can, but it is difficult to find French-speaking specialists in Abuja. It is up to families to organise these follow-ups and cover the costs outside of school. Parent representatives who can recommend French-speaking specialists are asked to contact the administration.*

10. Educational and teaching activities

Francophonie Day is scheduled to take place on Saturday, 28 March 2026 at the LFMPA. This day is intended to be a major cultural and gastronomic fair highlighting the richness of French-speaking countries. I need these parents to make themselves known, and I am counting on each member of the council to relay this information: any parent who wishes to participate in the organisation of Francophonie Day at the LFMPA must make themselves known to the primary director.

For all school classes (ages 2 to 11):

- Independence Day celebrations in October with traditional costumes, a student parade and a buffet.
- Short film project: Students watch various short films appropriate for their age group on a variety of topics. Educational objectives: explore diversity, express oneself and share opinions on a subject, create a ranking explaining one's choices.
- "White march" against bullying, followed by a giant NAH (No to Bullying) on the synthetic field; some classes then participate in the NAH art competition.
- Week of French high schools around the world (theme chosen by the AEFE: creativity and critical thinking in the age of artificial intelligence: creation and exhibition of artworks).

Cycle 1 :

- Triathlon des arts project : area project with challenges to be overcome. The project is part of the PEAC (parcours d'éducation artistique et culturel - Artistic and Cultural Education Program) and is built on three pillars:
 1. Engage with works of art. Although it is difficult to take young pupils out in Abuja, we could use the Internet or consider a partnership with the French Institute.
 2. Practise: after outings, learn techniques and discuss the works seen.
 3. Appropriate and mobilise knowledge. Showcase how the new knowledge can be applied daily.
- Rallye maths project : it involves problem solving tailored to the age of the pupils.
- Triathlon project : Athletics project focusing on "running, throwing and jumping". School project as last year, even though this project no longer exists in the area. Classes are mixed, which is very enriching for the pupils. A sports meeting is planned for April.
- Tour du monde project : project on multilingualism. The aim is to draw on the children's origins to showcase their diversity. Possibility of a fashion show at the end of the year, to be confirmed.

- Kamishibai : project aimed at improving language skills and openness to others. It involves a story written, illustrated and staged by the pupils. Based on a given theme, they create a story that incorporates different languages.
- Journal de zone : share and highlight what has been achieved and learnt in class.

TPS pupils :

- Multilingualism through the story of three little pigs adapted into different languages.
- Project focusing on different professions.

For all primary school classes (from Year 1 to Year 6 – CP to CM2):

- Civics programme: Nigerian Independence Day on 1 October (celebrating in the lycee the day before – 11 November ceremony (Armistice Day) – student representative elections (class council and meetings with the headmaster; a sustainable development education project will be launched shortly).
- Participation in two regional projects (11 countries including Nigeria): spelling marathon (work on written language skills) and maths challenge (puzzles and problems).
- Since early October, a 15-minute reading session has been introduced. This is for reading for pleasure. Parents are asked to provide books for their children as the class libraries may not be sufficient.

Cycle 2: Classes in this cycle will participate in the "Kamishibai" regional competition.

Cycle 3 :

- Les petits champions de la lecture project ("Little Reading Champions"). Work during extracurricular activities. 15 minutes of reading for pleasure every day. 3 finals (class, school and area).
- "Little Reading Champions" project: a project that aims to promote reading/comprehension by encouraging reading aloud and building self-confidence, as the finalists will have to read aloud in front of an audience. The reading work is done beforehand during APCs in periods 2 and 3.

Pour les CM2 :

- Visit to the Nigerian Parliament in Abuja as part of the citizenship programme for Year 6 pupils. The arrangements are still to be made and the details finalised, but teachers are asking for help from parents who may have contacts and be able to facilitate this project. Ms Jamberlang (RPE) will check whether the age of the children (around 10 years old) allows for this type of visit.
- CM2A: project involving handwritten correspondence and postal exchanges with a class in Amiens, France, with the aim of improving writing skills. Example topics: describing life in your country, city and culture.
- CM2B: opera for children.

11. Interventions / miscellaneous issues / partnership with parents

Intervention by the director: training will be offered to parent representatives by December 2025. The headteacher asks the elected parents to discuss among themselves and then let him know the date and time that suits the majority.

During the preparatory meeting, A delegation of three elected parents was present in the headmaster's office. The parents suggested producing a video to raise awareness about voting in the parent representative elections. The headteacher welcomed this initiative. The idea would be to create a short video aimed at all voters to encourage them to vote. The headteacher suggested that the elected parents work with him to write a script: the communications officer would then film the scenes and edit them for broadcast before the next elections in October 2026. This video could be produced by the end of December, in order to meet the deadline without losing any of the good ideas that have been put forward: one parent would play the role of the good voter, another the role of the voter who does not want to vote, and a punchline along the lines of "Which parent do you want to be?" are the first ideas Ms Saad thinks this is an excellent idea for helping to get parents more involved in education.

The parallel is drawn with the elections of class representatives/eco-representatives from Year 1 to Year 6, in which the pupils were heavily involved. Work will be carried out with these representatives, in collaboration with the headteacher, on actions aimed at improving school life, particularly in terms of respect for the environment and educating the citizens of tomorrow.

Before each school council meeting, A delegation of three elected parents will be invited to the headteacher's office to prepare for the meeting together, in order to facilitate discussion. At this time, the points that will be answered during the meeting and those that will receive a written response at a later date will be identified. In

addition, a delegation of parent representatives will be invited at least once every two months to review the overall functioning of the school and discuss useful points for improvement. Finally, parent representatives will be received whenever they deem it necessary.

12. School Internal rules 2025-2026

Presentation of the rules of procedure, which evolve over the years to meet identified needs. Reading and vote.

Result of the vote: 0 votes against; 0 abstentions; 27 in favour.

The internal regulations were adopted unanimously. They are included in the appendix (French and English versions) and published on the LFMPA website.

Suggestion from the representative parents : publish a post on social media and include a link to the website and the internal regulations to ensure that all parents are aware of them. The headteacher approved this idea and the communications officer will proceed accordingly.

13. Conseil d'école Internal rules 2025-2026

Presentation of the rules of procedure, which evolve over the years to meet identified needs. Reading and vote.

Result of the vote: 0 votes against; 0 abstentions; 27 in favour.

The conseil d'école's rules of procedure were adopted unanimously and are attached (French and English versions).

14. Safety and life at school, compulsory drills and constant vigilance

Mr Traoré is our security officer at the French school. Having been part of the French school team for almost 18 years, Mr Traoré knows all the staff. Responsible for security since the site opened, Mr Traoré works in partnership with the head of MOPOL (Nigeria's mobile police force) and TEMSA security officers. He is on call every day to provide daily supervision, including weekends. Mr Traoré is available Monday to Friday during school hours.

The school's security plan is organised in partnership with the French Embassy in Abuja and the Nigerian National Police. Security personnel are present on site every week, with MOPOL officers working alongside security guards within the school grounds. Surveillance cameras provide audio-visual monitoring of the LFMPA premises.

Fire drill: The first fire drill took place on 18 September at 9:15 a.m. Rapid evacuation without rushing. Movement from classrooms to assembly points.

Lockdown drill (PPMS major risks – intrusion scenario) : first drill on 2 October at 10:30 a.m. No anxious reactions during the lockdown, which lasted 10 minutes. Doors closed, pupils hidden and silent.

These exercises were successful, with no panic or anxiety among teachers or pupils.

Note from the Principal: it is important for parents and those picking up pupils to wear their badge to avoid any possible misunderstandings, even though the security team members are familiar with most parents.

Questions from parents: why don't children have badges anymore? They could be useful for identification purposes in certain official places (e.g. embassies). This would make the work of security guards easier, as it is unclear how they recognise people, parents and others who come to pick up children from school.

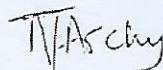
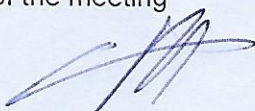
Response from the teaching staff: problem of losing these badges; this does not seem necessary, especially for primary school. It could even pose a security risk, as strangers could easily identify our pupils thanks to these badges.

However, the Principal wonders whether it might not be a good idea to make it compulsory for secondary school pupils in order to prevent intruders from entering the premises.

One teacher pointed out that security measures are more advanced in other establishments, such as the American International School of Abuja. The members of the conseil d'école agreed that security and safety are ensured at the Lycée Français Marcel Pagnol, but that it would be important to consider improving the measures in place (security gates, entrance airlocks, etc.).

The meeting ended at 5h05 p.m.

Signed by Ms Juhel, secretary
of the meeting



Signature of Ms Archibong, Deputy Secretary
of the meeting

Signed by Mr Montagne, Director