

1. PURPOSE

Cote d'Ivoire is a French speaking country. Yet, within the framework of globalisation, and for a wider opening of the country to the international market, the Ivorian government are taking actions in order to extend and reinforce English learning so as to have perfectly bilingual citizens within 10 to 15 years as of the year 2010. The Ministry of National Education has been entrusted with carrying out this policy by extending English learning to primary school levels. Still, in order to give better chances to early age children up to 6 year old to be exposed to their mother tongues and French, the present plan will take into account only Medium and Upper Primary, i.e. the 7-11 year olds. This Action Plan gives details of specific action that is to be taken by the Direction of Pedagogy and In-service Training (the technical structure in charge of curriculum designing, in-service training, assessment of systems of pedagogy...) with its partners to:

- enhance and extend the learning experiences of our 7-11 year olds;
- give every child a flying start; and
- raise standards and enhance professional practice.

This Action Plan will be taken forward by a Project Board consisting of English Teaching Specialists, members of the National English Subject Coordination. Detailed work will be undertaken by sub-groups in close collaboration with the Project Board and providers.

The focus throughout the development of the proposals and this Action Plan has been on learners and their needs. We believe that high quality teaching, with support and training delivered by well-informed providers, in all settings, is essential to the achievement of an effective Foundation Phase.

5. PILOT STAGE

Key to the successful implementation of the Foundation Phase will be the pilots and their monitoring and evaluation. The Project Board will determine the number of settings and the criteria for their selection. The Pedagogic and In-service Training Direction and Local Education Authorities will provide the Project Board with a selection of appropriate settings.

Once identified, they will be closely monitored and evaluated to ensure that expectations are being fulfilled and that relevant lessons are being learnt. A draft Framework for Children's Learning will be produced for the pilot settings to guide their practice. Settings will be invited to monitor and evaluate the draft documents and put forward recommendations for their further development.

6. CURRICULUM FRAMEWORK FOR CHILDREN'S (7-11 YEARS) LEARNING

The successful development of these ideas will depend on the extent to which those who are asked to implement them are involved in their development. If ideas are to be realised we need to find ways to harness the expertise and experience currently available. Interested parties throughout Cote d'Ivoire will be invited to continue to support and contribute to partnership to refine the details of the Learning Framework that are at the heart of these developments.

The Foundation Phase Project Board will:

- co-ordinate the work of the sub-groups undertaking the specific tasks detailed in this Action Plan;
- refine more specifically the criteria for the pilots;
- develop mechanisms for mapping out these criteria to ensure a wide cross section of settings are included;
- manage the production of guidance on the development of the areas of learning;
- manage the production of guidance on assessment;

- consider how best to secure for all learners opportunity and experience to acquire essential skills;
- develop a training and development plan, costed and focused on professional practice;
- promote equality of access and opportunity for all children regardless of gender, attainment, ethnicity, special educational needs, disability or competency in English;
- consider delivery mechanisms for personnel working in the sector across the country including tapes, CD-ROMs, learning styles;
- consider how to support the development of French medium provision;
- consult Coordination of Primary Ed and all other relevant agencies about the developments;
- ensure all elements of the phase are costed, monitored and evaluated; and
- look at ways to secure quality assurance procedures for The Foundation Phase in all settings.

This is an enormous task. We suggest a number of short term sub groups reporting to the Project Board. Such groups will include:

- a learning framework subgroup;
- a financial modelling subgroup;
- a monitoring and evaluation subgroup; and
- a training and development subgroup.

Whilst the Foundation Phase Project Board will maintain strategic oversight, the sub groups will need to be both strategic and operational, and to maintain a clear focus on how things will actually work throughout Cote d'Ivoire. There should be sufficient common membership between groups to maintain continuity without becoming introspective.

a) Learning Framework Sub Group

The Learning Framework Subgroup will oversee the production of authoritative guidance that relates to the wider aspects of learning across the Foundation Phase. This work will include:

- monitoring against the statutory requirements;
- have an overview of the experiences and objectives that reflect the outcomes in the Desirable Outcomes for Children's Learning at Medium Elementary and High Elementary levels and the Programmes of Study and focus statements the Curriculum;
- ensure that well-being is added to personal and social development and placed as a core area of learning; support the production of guidance on well-planned play and developing bilingual and multicultural guidance materials and strategies; and examine ways modern technology can be used to support schools in maintaining assessment continuum records and producing reports for parents. This would simplify the production of reports and help to reduce bureaucratic burdens on teachers.

b) Financial modelling subgroup

A Financial Sub Group of the Foundation Phase Project Board will be established to:

- advise on the financial implications of introducing the Foundation Phase;
- model the application of the learning framework with a selection of the pilot settings;
- collect evidence on the costs of developing English learning and consider the impact of all funding requirements;
- consider the impact of costs such as accessibility in implementing the Training Pathway; and
- provide the Project Board with regular reports on all the financial implications of the process.

Its work will enable a detailed and regular analysis of funding implications to be undertaken by the Project Board and enable them to inform future budget plans at both local and national levels. It is envisaged that this group will draw heavily on the expertise of the Direction of Pedagogy and In-service Training and the Ministry of National

Education.

There is a need to develop current targets into a system of indicators of progress and improvement based on a learning continuum, which better reflect the wide range and balance of experiences for **all** learners. This will relate to key strategic policy goals and will include ways of recognising all achievement in a broad range of skills.

c) Monitoring and evaluation subgroup

A Monitoring and Evaluation Sub Group of the Foundation Phase Project Board will be established to:

- Appoint an individual or group to undertake the detailed monitoring and evaluation during the introduction of the Foundation Phase at the pilot stage.
- Agree and have an overview of the monitoring and evaluation arrangements.
- Agree the format and timescale for the completion of interim documents and the production of the final document produced by the Monitoring and Evaluation team.

d) Training and development subgroup

A Training and Development Sub Group of the Foundation Phase Project Board will be established to:

- Consider ways of addressing the training needs of training providers in Cote d'Ivoire.
- Work with training institutions to develop a Foundation Phase Degree and consider ways to address the training needs of learning providers at a local level.
- Consider how flexibility and choice can be extended to ensure integration and equal access for all by developing a new learning framework which is targeted towards the needs of individual learners.
- Obtain advice from Coordination of Primary Ed, and consult with Initial Teacher Training Institutions and private providers to secure high quality provision for children.
- production of a detailed training and development plan;
- developing a learning pathway that focuses on lifelong learning; and
- working in partnership with organisations currently involved with training.

Rolling programme of implementation of pilots

Sept 2010	Sept 2011	Sept 2012	Sept 2013	Sept 2014
Pilot at selected public and private schools	Pilot at selected public and private schools (same)	Pilot at all public and private schools	Pilot at all public and private schools (same)	Generalisation in all schools
September with 9-11 year olds, upper primary (CM).	September with 7-8 year olds, medium primary (CE).	September with 9-11 year olds, upper primary (CM).	September with 7-8 year olds, medium primary (CE).	September with 7-11 year olds, (CE-CM).
Train Teachers in Initial Training Schools and Ts working in selected schools	Train Teachers in Initial Training Schools and Ts working in selected schools	Train Teachers in Initial Training Schools and 5,000 classroom Ts	Train Teachers in Initial Training Schools and 5,000 more classroom Ts	Train Teachers in Initial Training Schools and 5,000 more classroom Ts

The timetable above illustrates a proposed model for implementation by September 2010. Importantly its progress will be subject to the satisfactory costing and evaluation of the pilot projects and the degree to which resources can be made available following successful Budget Planning Rounds.