



School Project International French School Arthur Rimbaud. (EFIAR) Dar Es Salaam -TANZANIA

2020

2025





The School Project of the International French School Arthur Rimbaud (FISAR) defines all educational choices and specific concrete actions that the educational and teaching team intends to implement

An approach, shared and developed with representatives of the educational community (teachers, school life, technical staff and assistants, administration, management, students, parents), that expresses the collective will and ensures the consistency of its actions with its values and the context of the school

This general policy statement runs over a period of four years and specifies the means implemented to ensure the success of all students and involve parents in these objectives

The School project takes into account:

- The cultural, social and students' needs
- The aspirations of students (and their parents) in terms of professional life plans and the pursuit of their studies
- The social, cultural and economic reality of the school, the environment in which the school is located



The school has 3 AXES:

1. OPEN TO THE WORLD AND SHARE THE SAME VALUES
2. REINFORCE THE WISH TO LEARN
3. ENABLING THE 'WELL LIVING TOGETHER"

- These 3 axes will be articulated with the following orientations:
 - An ambitious language program for all
 - French educational excellence
 - The development of an educational policy geared towards Tanzania and sustainable development
 - The construction of future studies from kindergarten to final year, the citizen program, the health program and the PEAC (artistic and cultural educational program)
 - Support for each student according to their profile



AXIS 1- OPEN TO THE WORLD AND SHARE THE SAME VALUES

1. CREATE LEARNING CONDITIONS FAVORABLE TO MASTERING THE FRENCH LANGUAGE TO BETTER COMMUNICATE AROUND COMMON VALUES

“The field entitled “Mobilizing the language in all its dimensions” focuses on the need to allow all children to build demanding language learning”

New French language proficiency program, 2015

Areas of action	Operational Objectives	Areas of work / Methodology	
		PRIMARY	SECONDARY
SAY AND UNDERSTAND TO COMMUNICATE	Make French the common language at school	<ul style="list-style-type: none"> • FLS welcome classes per cycle • FLE course • Develop oral fluency in French for all students 	FLS welcome classes FLE course Eloquence club
	Develop oral skills	<ul style="list-style-type: none"> • FLE/FLS monitoring booklet for English and non-French speaking students. • Link between primary school and secondary school : <ul style="list-style-type: none"> • Identify the levers and weaknesses, set up interdisciplinary and inter-degree consultation on the development of instructions and their reformulation by the students • Implement a concerted and individualized system for the inclusion and success of students with special needs (specifically DYS) • AES : theatre, singing 	
		Promote oral productions and interaction situations between students (debates, theatre): AES, clubs, and various teaching methods.	

Areas of action	Operational objectives	Areas of work / Methodology	
		PRIMARY	SECONDARY
WRITE AND READ to LEARN	Encourage the written production by students on the learning provided	<ul style="list-style-type: none"> • Mastering the written code (its rules, its exceptions, the gestures...) • Improve decoding skills (Differentiate letters, words, and sentences / learning how to spell/ practice dictation regularly...) • Know how to explore a text (visual scan, search for clues, locate, count and underline the names of the characters or indications of place or landscapes...) • Work on the comprehension (propose texts with or without pictures, have the hypotheses verbalized and confronted verbally, propose multiple choice questionnaires...) • Develop the cultural aspect (give access to literature, classic texts, know the current media: thematic reviews, newspapers, blogs...) 	<ul style="list-style-type: none"> - Promote public restitution time - Initiate debates with the various representatives of the educational community (Parents/students/teachers) - Mobilize the times at the CDI on strong themes (Solidarity, Environment...) - Initiate writing clubs, journals, blogs..... - Rely on High School and College authorities (CVC) or the student academic center to host events - Develop partnership with the AF, the Embassy and other organizations like UNICEF, AFD, NGOs



I. KNOWING THE CULTURE OF THE HOST COUNTRY

« We need to raise awareness of the richness of diversity so that we can realize the value of cultural diversity » **Speech by the General Director of UNESCO, 21 MAY 2003, FIRST WORLD DAY OF CULTURAL DIVERSITY**

Areas of action	Operational objectives	Areas of work / Methodology	
		PRIMARY	SECONDARY
Discovering the local heritage	Know the Tanzanian culture through school and extracurricular activities	<ul style="list-style-type: none"> • School trips/day trips • Initiation course of SWAHILI (reading in kindergarten) • Themed meals 	
	Self-respect and respect of others: learning to share and exchange with respect for local traditions.	<ul style="list-style-type: none"> • Names of classrooms (feeling of belonging) • Extracurricular activities (dance, percussions, local arts) • SWAHILI for adults (staff and parents) • Immersion in local life and customs (history-geography/Moral and civic education/ sustainable development/ independance day) 	
Educate for sustainable development	<p>Know the environmental issues and become aware of our ecological impact</p> <p>Understand Global Warming and act together</p>	<ul style="list-style-type: none"> • Eco-representatives • Lushoto trip • BIO canteine • Natural sciences/ geography • Label eco-school 	



II. DEVELOP THE PLURILINGUAL PROGRAM

« Recognize the place of English in a resolutely plurilingual context ». **Proposals for a better mastery of modern foreign languages, Daring to speak about the new world - Alex Taylor, Chantal Manes-Bonnisseau**

Areas of action	Operational Objectives	Areas of work / Methodology	
		PRIMARY	SECONDARY
REINFORCE MASTERING OF ENGLISH LANGUAGE	Set up the PARLE program from kindergarten to the CM2	<ul style="list-style-type: none"> Set up a concerted EMILE program Increase the number of English lessons (5h30/week for primary school) Implement a bilingual kindergarten 	<ul style="list-style-type: none"> Cambridge
	Set up certification program in the secondary school		
	Develop a HR policy in line with the school's language project	<ul style="list-style-type: none"> Recruit qualified language teachers. Train teams on mastering French if needed. 	
	Engage the school on an international development	<ul style="list-style-type: none"> Build and promote the image of an international school 	<ul style="list-style-type: none"> Implement LCE in secondary school (college) DNL in secondary school (collège) International section for the lycée (AB BAC?) Cultural and linguistic exchanges: trip to New York



FROM TOP CLOCKWISE

Communicate- Include- Confirm excellence

Say, read, and write in French -Expressing oneself in English to turn to the international

Commit - Preserve the environment - Knowing the local heritage- Respect, tolerate, and listen

MIDDLE

Open to the world and share the same values

AXE 1





AXIS 2- CULTIVATE THE DESIRE TO LEARN

I. Allow students to study in the best possible conditions

Areas of action	Operational Objectives	Areas of work / Methodology	
		PRIMARY	SECONDARY
Learn to learn	Provide methodological tools	<ul style="list-style-type: none"> - Become a student (educational support from cycle 1 to cycle 3) - APC 	<ul style="list-style-type: none"> - Personalized support - Reflection around the homework system and implementation - Differentiated pedagogy - Autonomy, group work, tutoring
			Perspectives : Neurosciences Training and information to parents « learning to learn “ in 6 ^e
Make you want to learn	Promote the taste for effort and mobilize students Develop a taste for reading Promote knowledge of the English culture	<ul style="list-style-type: none"> - Projet pedagogy - Link between primary and secondary school: scientific challenges in cycle 3 - English Library 	
Include	Optimizing the management of the everyday life heterogeneity by developing educational differentiation in the classroom	<ul style="list-style-type: none"> - Differentiate tools and support - Work by target objectives - Adapt evaluations - Training and exchange of practices. 	
	Supporting the education of students with special needs	<ul style="list-style-type: none"> - Identify / locate students - Discuss with parents / and referring doctor - Inform and involve parents in the support systems for students with special needs. (Information readable and accessible at any time on those supports: PPRE, PAP, PPS, PAI.) 	

II. Optimizing our educational and pedagogical practices

« Redesigning the School means ensuring the success of all students by ensuring that everyone, regardless of their social or geographical origin, can access the highest possible level of qualification in the path they have chosen. That means better valuing, within the School, the different forms of talent and success and guaranteeing the acquisition by all, at the end of compulsory education, of a common base of knowledge and skills”.

Plan for the re-founding of the school of the Republic (2013)

Areas of action	Operational Objectives	Areas of work / Methodology	
		PRIMARY	SECONDARY
SUPPORTING THE STUDENT EVERYDAY	Motivate, giving meaning to schooling to contribute to academic success. Co-educate (involve parents, collaborate between teams).	Discuss with the student and his/her parents. Pursue a constructive dialogue with the families Continue to set up personalized follow-up for each student and support them with appropriate measures Tracking absences and delays by school life. Edit and send the quarterly individual follow-up report to parents: Kindergarten booklet, livreur, PRONOTE. Collaboration between teachers, school life, school life manager. Assessments through regulations, period reviews, teachers 'councils, educational advice	
	Help the student in his personal development.	Carry out mid-period regulations Cultural and artistic projects : bringing life during the mid-day break (homework, clubs, students' academic center) Scientific projects Coordination between School Life and extracurricular activities	
	Support students' personal work	Develop help with homework and homework done. Train students to be « a student » Peer tutoring	



Areas of action	Operational Objectives	Areas of work / Methodology	
		PRIMARY	SECONDARY
Inter-degrees link	Ensure continuity of learning in cycle 3	Develop 1st and 2nd degree co-teaching activities Offer exchanges of services between the 1st and the 2 nd degree Reflect on a common communication channel Dedicate a budget-line to school-college actions	
	Define the basic skills needed at the start of each level	Work in team per level and per cycle.	
	Improve the follow-up of students' school career	Implement programs of citizenship, artistic and cultural education, health and future education. Implement common tools relevant and adapted to the four educational programs Implement a common didactic language for the primary and secondary levels. Develop the use of digital tools to keep track of educational programs. PRONOTE PRIMARY /PRONOTE SECONDARY	



III. Support and capitalize on students 'careers

« To apprehend the concept of program in all its dimensions, it is necessary to consider the two possible meanings of the term "program".

Eduscol, EDUCATIONAL PROGRAMS

Areas of action And Operational Objectives		Areas of work / Methodology	
		PRIMARY	SECONDARY
ARTISTIC AND CULTURAL EDUCATIONAL PROGRAM Participate in the enrichment of education through cultural openness.	Open students to the world.	Trips, exchanges and day trip organized by the teachers. Welcoming English speaking students Gala des nations (partnership with embassies)	
	Introduce students to cultural events	Participation of teachers and school staff in various one-off events (partnership SCAC/ alliance française...) Spectator place School trips	
	Promote project pedagogy and interdisciplinary actions	Mobilize students around concrete projects while guaranteeing an educational and pedagogical context.	
CITIZEN PROGRAM Empower students	Provide welcome places for personal work and fulfillment	Develop a close school life-library relationship Organize extracurricular activities/empower all stakeholders.	<ul style="list-style-type: none"> - Carry out a reflection work (related to the CVC/L regarding the creation of the Academic center to make it a place of education, in particular during time out of classroom sessions) - Academic center for the lycée - Arrangement of the « Permanence »



Areas of action And operational objectives		Areas of work / Methodology	
		PRIMARY	SECONDARY
ORIENTATION PROGRAM Promote the student's personal project and improve self-image	Promote ambition		Speeches by former « ambassador » students?
	Provide meaning to the learning	<ul style="list-style-type: none"> - contextualize learning - experiment /have students experiment (chicken house in cycle 2, science festival, vegetable garden in cycle 1) - participate in pilot educational actions - autonomous boxes in cycle 1 - school trips (Bagamoyo project cycle 2) 	<ul style="list-style-type: none"> - Careers crossroads / orientation roundtable / women scientists - Know yourself better: use of tests (examples: multiple intelligences, character strengths , ... set up a network of professionals available via Visio), what are my dreams? (Writing, oral presentations, creation of paintings with images and photos ...) - Graduation ceremony - Involvement in AEF pilot educational actions - Knowledge of the company: visits, internships and written reports (address book of partner companies, parents' network, etc..)
	Develop a critical mind in the face of career choices		

FROM TOP CLOCKWISE

Support autonomy

Optimize inclusive practices

Develop project pedagogy

Reduce inequalities regarding school work

Harmonize assessment practices

Promote continuity of programs

Intensify the inter-degrees liaison

Learn to learn

Involve

MIDDLE

Support the wish to learn

AXE 2





AXIS 3 – ENABLING WELL LIVING TOGHETER

I. Promote the “well living together”

« A serene school atmosphere, guaranteeing everyone’s safety, is the primary condition for the success of students in their learning and teachers in the performance of their mission. »

General objectives	Operational objectives	Areas of work / Methodology	
		PRIMARY	SECONDARY
Develop cohesion	Address inequalities to promote learning	Arrange reception areas and school life Homework help	<ul style="list-style-type: none"> - Arrange reception areas, school life areas, studies areas, storage areas (lockers, high school students' area) - Homework done
		Acquisition of computer equipment / implementation of maintenance procedures (appointment of a digital resources coordinator)	
	Create a feeling of belonging	Cultural, sporting, artistic actions	Organize sport tournaments, meeting with other schools of Dar Es Salaam Creation of sport association (membership of UNSS)
		Encourage and support the actions of parents of students (fair, bake sales, bazaar, etc..)	
	Allow students to take part in school life	Eco delegates (zero waste 'afternoon tea') Involvement in various bodies	Training of delegates College Life Council
Consolidate the positive school atmosphere	Guarantee a serene school atmosphere	Take into account the feelings of the students: establish a questionnaire on the school atmosphere Regular discussions with the head teacher Availability and listening of adults	
Welcoming in the school space	Develop a welcoming and functional school life center and give it its full place in the school and educational project	Perspectives : Carry on a comprehensive long-term reflection in order to rearrange spaces Regularly bring together the school life team to regulate and guarantee the efficiency of school life	
	Bringing living spaces to life	Host exhibitions Exhibit / Show temporary exhibitions « VALUE actions » / Students' center: more openness, work on autonomy and accountability.	



General objectives	Operational objectives	Areas of work / Methodology	
		PRIMARY	SECONDARY
Welcome in time	Welcome the students at the start of the school year	<ul style="list-style-type: none"> - Stagger the start of the school year for a better welcoming - Establish a welcome booklet (specific for the kindergarten?) 	<ul style="list-style-type: none"> - Half-day welcoming future 6th grade students before the start of the new school year. Empower 6th grade students to participate in the half-day visit (welcoming, visit). - Solemn welcome for the new 6th grade students. At the start of the school year with the CPE and Management staff - PRONOTE training (students and parents).
	Welcome students on a daily basis	Presence of school staff at the gate in the morning.	
	Set up the 3rd-2 nd link		Operation « return to college » with a high school student who testifies with the 3 rd year students.
Inter-degrees link	Develop school-college actions	« Big-laundry » with area schools Welcoming the CM2 Olympics primary-college	
	Liaise with former students	Take news Welcome former students who come to greet Involve former students in certain actions (former students' network)	
Promote the French School identity	Continue promoting the school	Reinforce use of digital tools promoting school activities (website, social networks, Pronote, NEWSLETTER ...) Organize events/ Parents Committee	
	Create the feeling of belonging	Punctuate the year with festive events (Carnival/Christmas...)	<ul style="list-style-type: none"> - Republican Award Ceremony for the Brevet Diploma (Memorandum n°2016-90 of 22-6-2016) - Sport associations - Clubs



General objectives	Operational objectives	Areas of work/ Methodology	
		PRIMARY	SECONDARY
CITIZEN PROGRAM Ensure everyone's safety by promoting a good school atmosphere.	Making one's own the rules of collective life <i>« The aim is to develop in students the ability to respect the rules of living » Circular of new school year 2016</i>	Train students in digital and media literacy. Reading the internal regulations and the chart of good conduct at the start of the school year. Display and awareness of the secularism chart. Consider training student mediators? Chart of Good Conduct RITUALS Implementation of a protocol ensuring more fluidity and consistency in the overall incident management policy. Set up an educational commission in order to work more effectively for students enrolled in a dynamic that transgresses internal regulations Assessment via the end-of-year statistical report	
	Make all adults responsible for monitoring the school space	Clarify the relationship to the rule (to young people as well as adults). Systematically take up any deviation in language or behavior.	

This axis of our school project is also based on the Declaration of the Rights of the Child (United Nations 1959) and the International Convention on the Rights of the Child (CIDE) adopted in 1989 which is structured around 4 principles which are:

- Non-discrimination
- The best interests of the child
- The right to life, survival and development
- Respect for the views of the child



II. Promote civic commitment

« The learning of citizenship is conceived as a coherent program; it imposes itself as the project by the student and for the student that must lead him/her to understand the concept of citizenship and make him/her want to exercise it fully. It is therefore a question of implementing a real long-term educational action that is part of the overall training project. »

The student's citizen program, circular of 20-6-2016

General objectives	Operational objectives	Areas of work / Methodolgy	
		PRIMARY	SECONDARY
CITIZEN PROGRAM Empower students to become citizens	Prepare to practice citizenship	Training for student representatives throughout the year / Individual and technical support for delegates before each class council (CPE): setting meetings, preparation of liaison documents,..... Training of student representatives elected in the instances.	
	Behave in autonomy and take initiatives	Institutionalize the CVC (College Life Council) and develop meetings, initiation and implementation of projects, open-doors stand, and website.	
HEALTH PROGRAM Prepare students to live in society and to become responsible citizens	<ul style="list-style-type: none"> - Promote health and citizenship - Support the physical and psychological development of the students 	<ul style="list-style-type: none"> - Train on PSC1 (college students / lycée), adults of the school - Set up prevention and health actions in collaboration with the referring physician - Nutrition project/sport - Breakfast at school - Implementation of reflection meetings and rules around food at school 	

FROM top clockwise

Develop co-education

Communicate

Fight against bullying

Improve self-image

Open college and lycée to the world

Bring to life the feeling of belonging

Multiply the interdisciplinary actions

Guarantee a serene school atmosphere

Welcoming

Middle

Allow the "well-living together"



AXE 3