

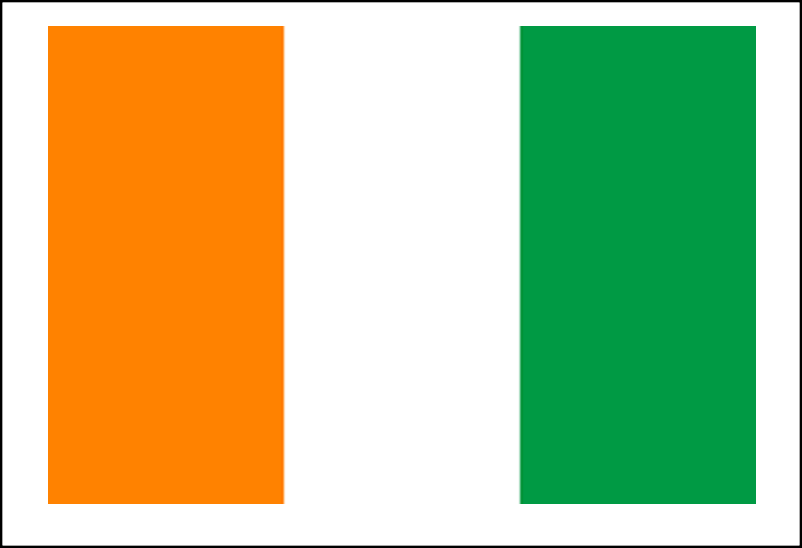


Commitment Deck

Côte d'Ivoire

Learning Pioneers Programme
Date current to: October 2025

Team names:





Our Vision

1–2 sentences that restate the national learning vision as developed so far.

La Côte d'Ivoire poursuit son ambition de transformation structurelle avec le Plan National de Développement (PND) 2026-2030, visant à hisser le pays au rang des économies à revenu intermédiaire supérieur. Le rôle de l'éducation est central dans cette transformation pour soutenir le développement économique et social du pays.



Priority Learning Challenges

Aligned with the vision

1: Learning Challenge

Text

1: Amélioration des apprentissages de base en lecture et en mathématiques

2: Learning Challenge

Text

2: S'appuyer les outils numériques pour apporter des solutions au manque d'enseignants de sciences

3: Learning Challenge

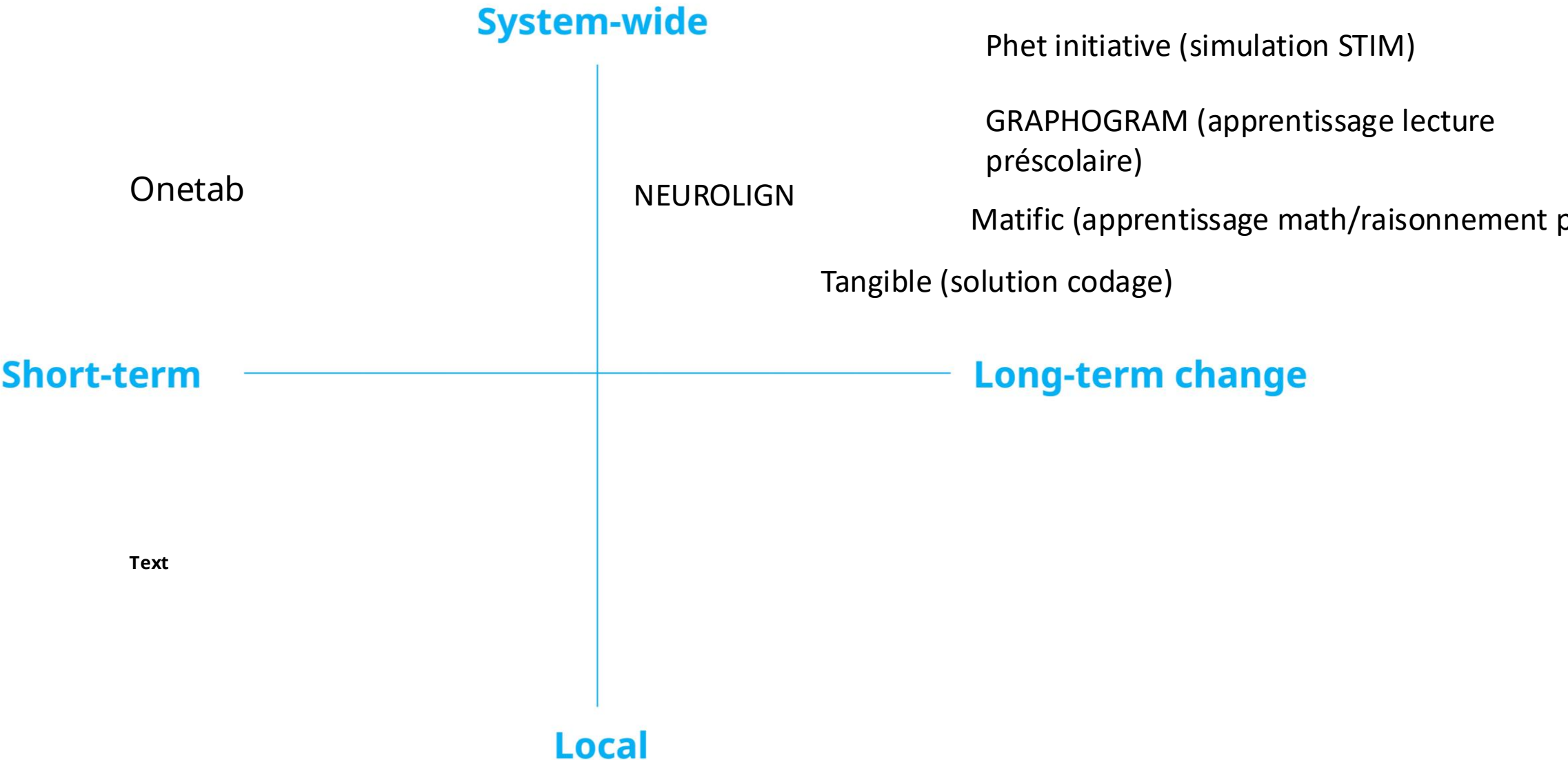
Text

3: Renforcer l'interactivité de la plateforme digitale «Mon école à la maison», avec les EdTech tout en prenant en compte les enfants à besoin spécifique

Education Matrix

Near term change: concrete, low-friction steps (offline/low-bandwidth options, teacher guides, rural facilitation, quick checks).

Long term change: system level governance, standards, integration, financing, pipelines.





In-country workshops

Aligned with the vision

Is there a need?

What can it influence?

When is the best timing?

- ☐ **Formation des formateurs en janvier en Côte d'Ivoire sur l'utilisation pédagogique des vidéos sur les expérimentations en science, Possibilité d'impacter la qualité de l'enseignement des sciences à travers des support pédagogique et didactiques qui permettent aux élèves d'observer et d'interpréter des phénomènes**
- ☐ **Intégrer les ressources**

EdTech Tools Prioritization

X

How do you rate the **strategic alignment** of the EdTech product/service with the **needs of your country**?

Y

How do you rate the **scalability and sustainability** of the EdTech product/service **in your context**?

Strategic alignment

Phet initiative (simulation STIM)

GRAPHOGRAM (apprentissage lecture
préscolaire)

Matific (apprentissage math/raisonnement p

Scalability & Sustainability



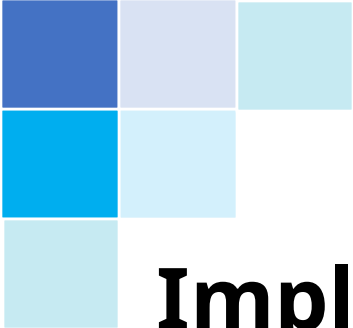
EdTech Implementation Plan

Classroom design and scope

Name and use-case: what classroom/job it solves.

Fit and feasibility: offline/low-bandwidth, language, accessibility, teacher load.

Where and who:
grades/subjects it will support.



Implementation Model

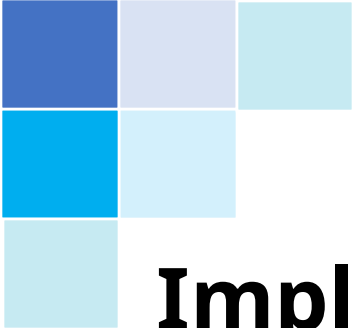
School selection and set-up

Sites and scale: suggested geographic areas, approximate number of schools, representativeness of learners from rural/semi rural/urban

Context: Key characteristics to account for in the roll-out, incl. Teacher digital literacy, device availability, connectivity, languages

Infrastructure: How could it build on existing / previous work for device availability & connectivity? Adjustments needed to ensure smooth roll-out.

Data needed: Information & data needed from the schools for planning (matricula, teacher capacities, infra availability)



Implementation Model

People, coordination, buy-in

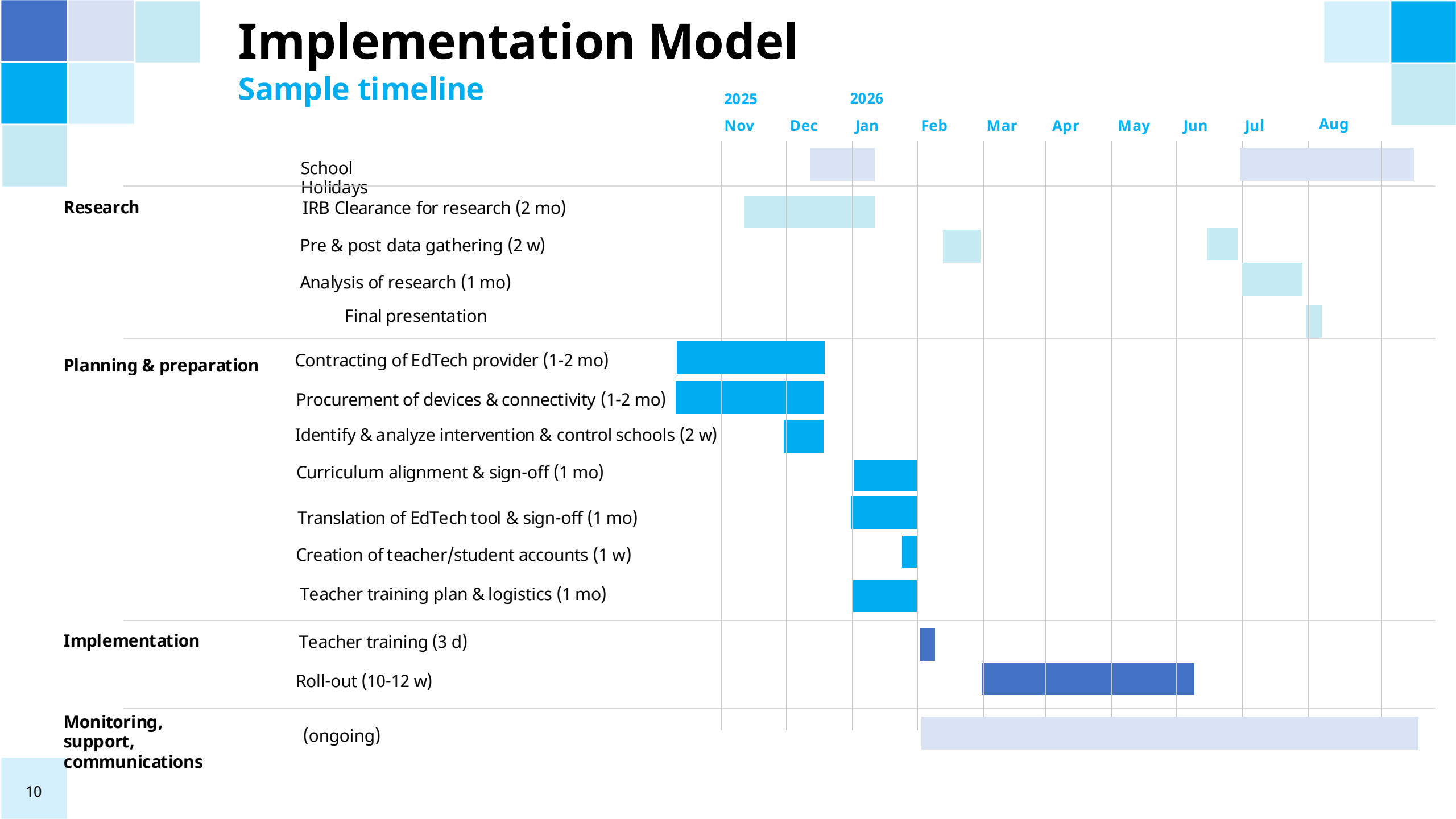
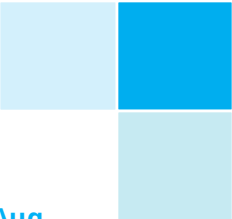
Country Team: Key individuals to lead and coordinate a successful implementation (from Government, UNICEF, research partner, other stakeholders), with 10-20% of time committed to implementation

Buy-in: Stakeholders and decision-makers who need to be regularly updated



Implementation Model

Sample timeline





Commitments

Who does what by when

3–5 actions with owner, deadline,
resource need, success signal.

Example signals: % teachers
onboarded, % classes using weekly,
% learners completing set tasks.



Considerations

Risks, dependencies, approvals

Top three risks, each with mitigation/decision needed (e.g., device availability, connectivity, policy sign-off).

Name the decision-maker and target date.

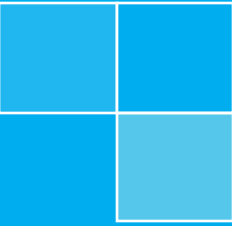


Timeline and Checkpoints

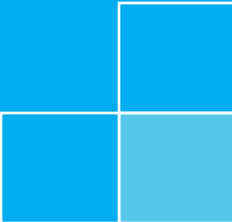
Milestones to consider

**After Camp: +30 / +60 / +90 days
and a 6-month review.**

Add dates for learning review and a
go/no-go for scale.



Background material



Innovation Mindset

Côte d'Ivoire's innovation mindset is Teacher-centred, Ministry-led innovation that builds local capacity and ownership and is backed by top leadership. They are now ready for the next step: systematised, national scaling.

Key aspects:

- **Ownership and quality:** MoE-led learning platform Mon école à la maison; content created by teachers, aligned to official programmes; pedagogical guides and video capsules explain how to use it; strong Ministry stewardship.
- **Equity and access:** nationwide, all subjects; digitised textbooks; offline “video cache” so students without books/connectivity can still learn; supports learners who are behind.
- **Leadership and partnership:** highest levels mobilised; UNICEF in a co-construction role to help systematise and scale (“best of both worlds”: improvement and innovation).
- **Post-COVID momentum:** stronger school-home links and interactive activities that go beyond class, turning quick results into wider roll-out.

INNOVATION INTRODUCTION

UNICEF defines innovation as **a new or significantly improved solution** that contributes to progress for children and accelerates results for children or young people.

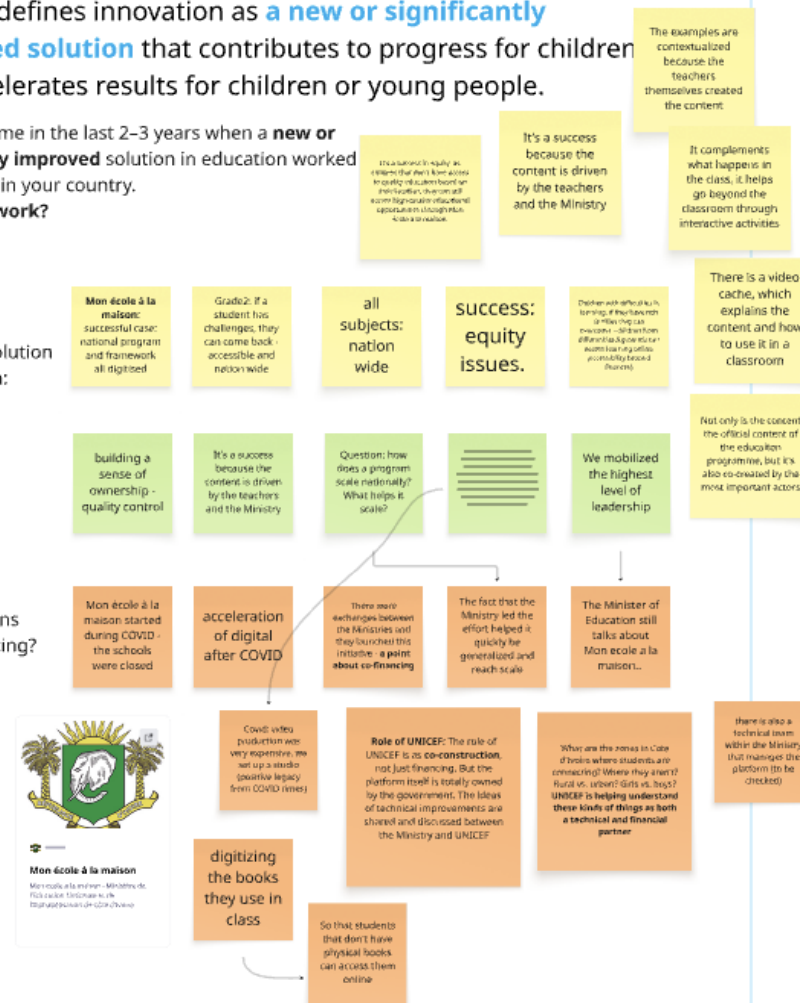
Think of a time in the last 2–3 years when a **new or significantly improved** solution in education worked for children in your country.

Why did it work?

A new or significantly improved solution in education:

Why did it work?

What patterns are we noticing?



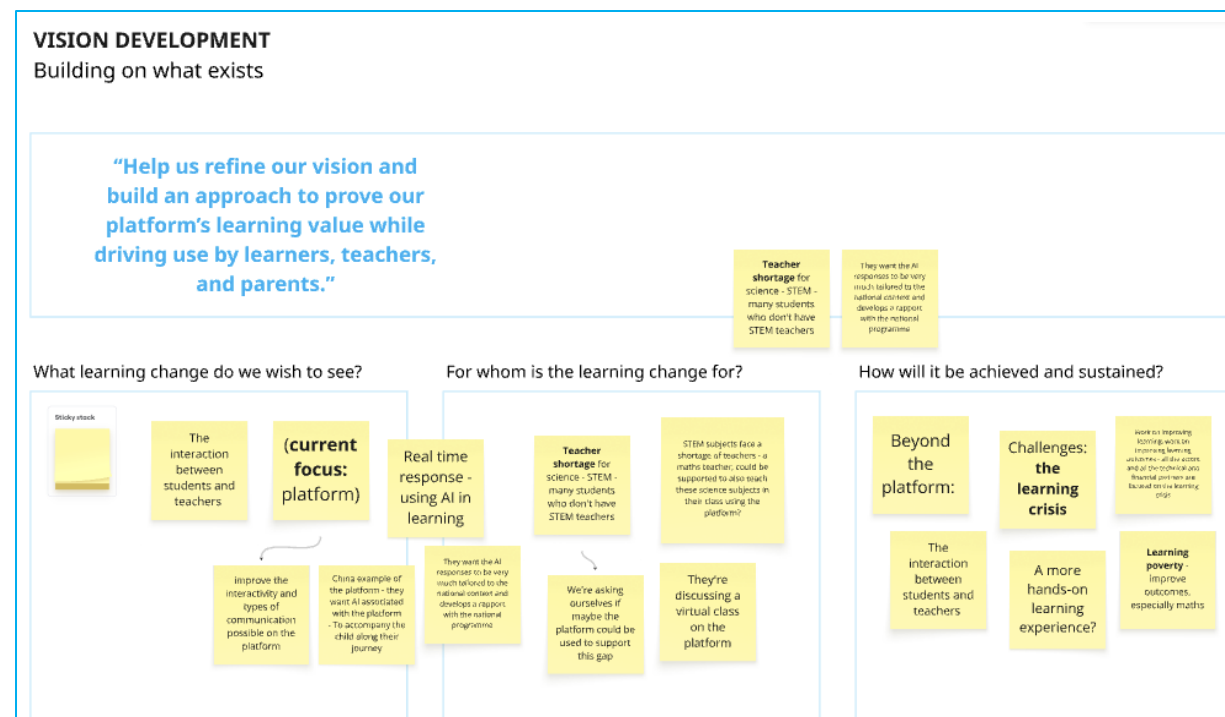
Vision Development

Enable every learner to progress in maths and STEM through engaging, curriculum-aligned learning that blends the platform with strong teacher practice and school-home interaction.

Real-time support (including guided AI) helps teachers, students, and parents act on feedback so that improvements show up in classrooms, homes, and outcomes, not just on the platform.

Who the change is for:

- Students in STEM/science, especially where there's a shortage of STEM teachers (or none at all).
- Learners already on the MoE platform, including those experiencing learning poverty.
- Teachers and parents who need clearer communication and timely feedback.

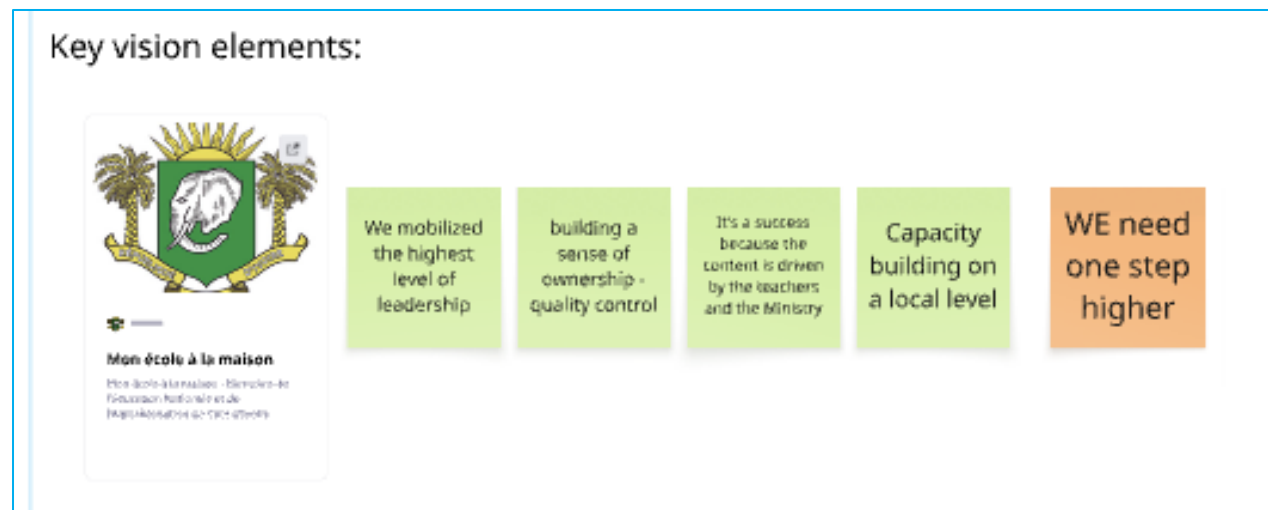


Vision Development

How will it be sustained

- **Beyond the MoE platform:** strengthen student-teacher interaction and school-home links.
- **Hands-on pedagogy:** make learning more engaging to address the learning crisis.
- **Focus on need:** target learning poverty, starting with maths.
- **Capacity in context:** build local capacity (coaching/peer support) so practices stick.
- **Evidence loops:** use regular usage/learning checks to improve and then scale.

Vision focus



Challenge Identification

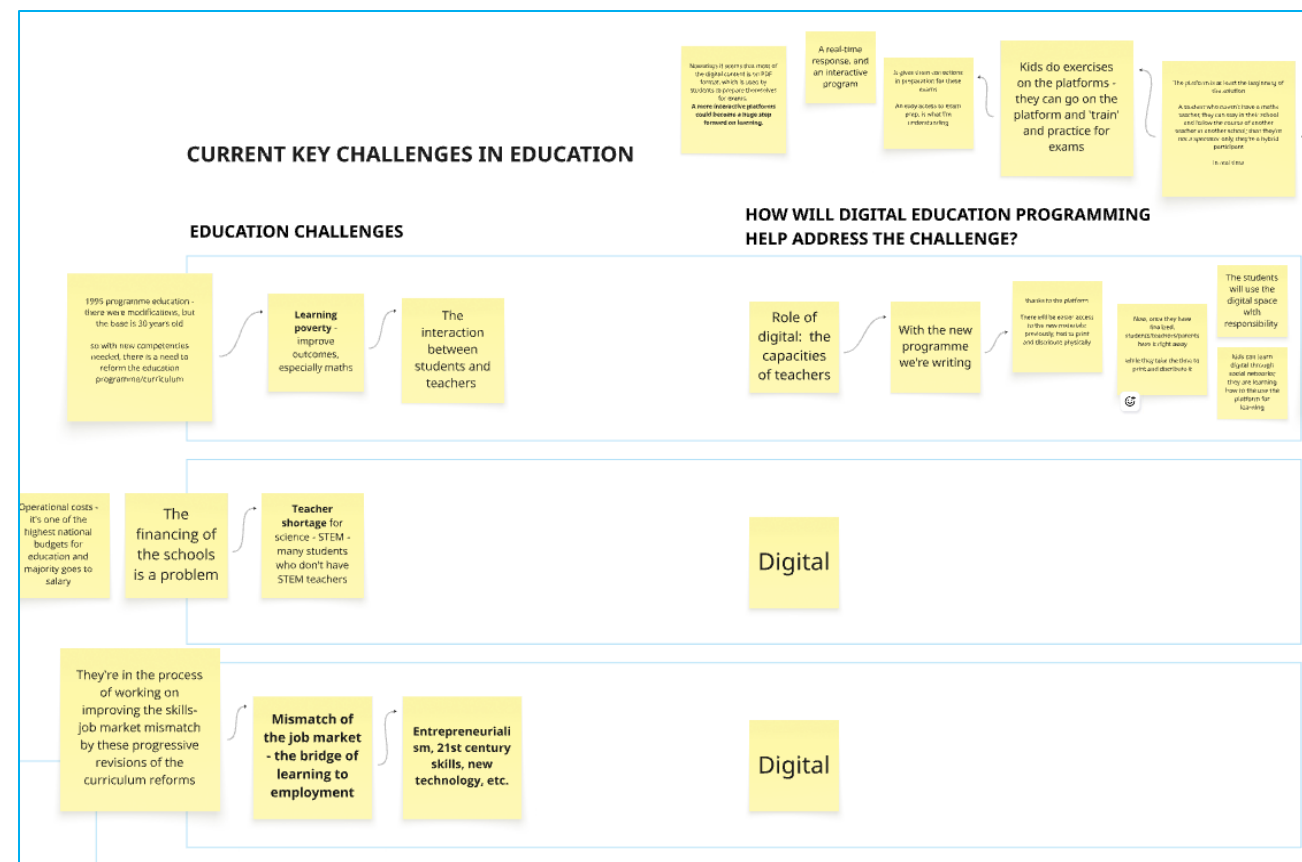
The vision and key challenges

Côte d'Ivoire's vision is interactive, real-time, curriculum-aligned learning beyond the platform. It targets maths learning poverty, weak student-teacher interaction, STEM teacher shortages, and the school-to-work skills mismatch.

Digital's role: build teacher capacity and deliver interactive practice with real-time, AI-assisted feedback aligned to the national programme.

What's next:

- **Maths learning poverty:** interactive exercises and real-time feedback.
- **STEM teacher shortage:** virtual classes and AI support aligned to the national programme.
- **Student-teacher interaction:** tools that strengthen communication on and beyond the platform.
- **Learning and employment mismatch:** tasks/content tied to entrepreneurship and 21st-century skills.



Education Matrix:

Near term: make the platform more interactive and personalised, with teacher guides, rural facilitation, and offline access (local servers/tablets, cached content).

Long term: drive a system-wide digital transformation by grouping/tutoring and open pathways supported by AI translation and sustained student exchanges.

System-wide

Integrate new EdTech with the national platform

(improve the existing ministry platform).

Vision: digital transformation of the whole system.

“Open university” style pathways based on what learners need.

Small steps: individual personalisation and differentiated instruction on the platform.

Profiles to identify learners/teachers and enable interaction across regions/grades.

A more interactive platform as a major step forward for learning.

Make the platform more interactive to boost learning.

Virtual classes and AI support to address **STEM teacher shortage**:

Short-term

Long-term change

Rural facilitation: who supports use of the platform in rural areas

Accessibility features (e.g., parts of the platform usable for students with dyslexia)

AI for translation between local languages and French (and vice versa) to support higher-order skills/employability.

Teacher guides that show how to use the platform in class.

Locally cached content so schools without reliable internet can keep learning (already possible with **Digibox**).

Access constraints: internet coverage not 100% / not everyone can access - use local servers/tablets and locally stored content (same as *Mon école à la maison*).

Monitor exchanges between students (sustained practice beyond single classes).

Local Wi-Fi kits (tablets and server) to provide stable access.

Local