

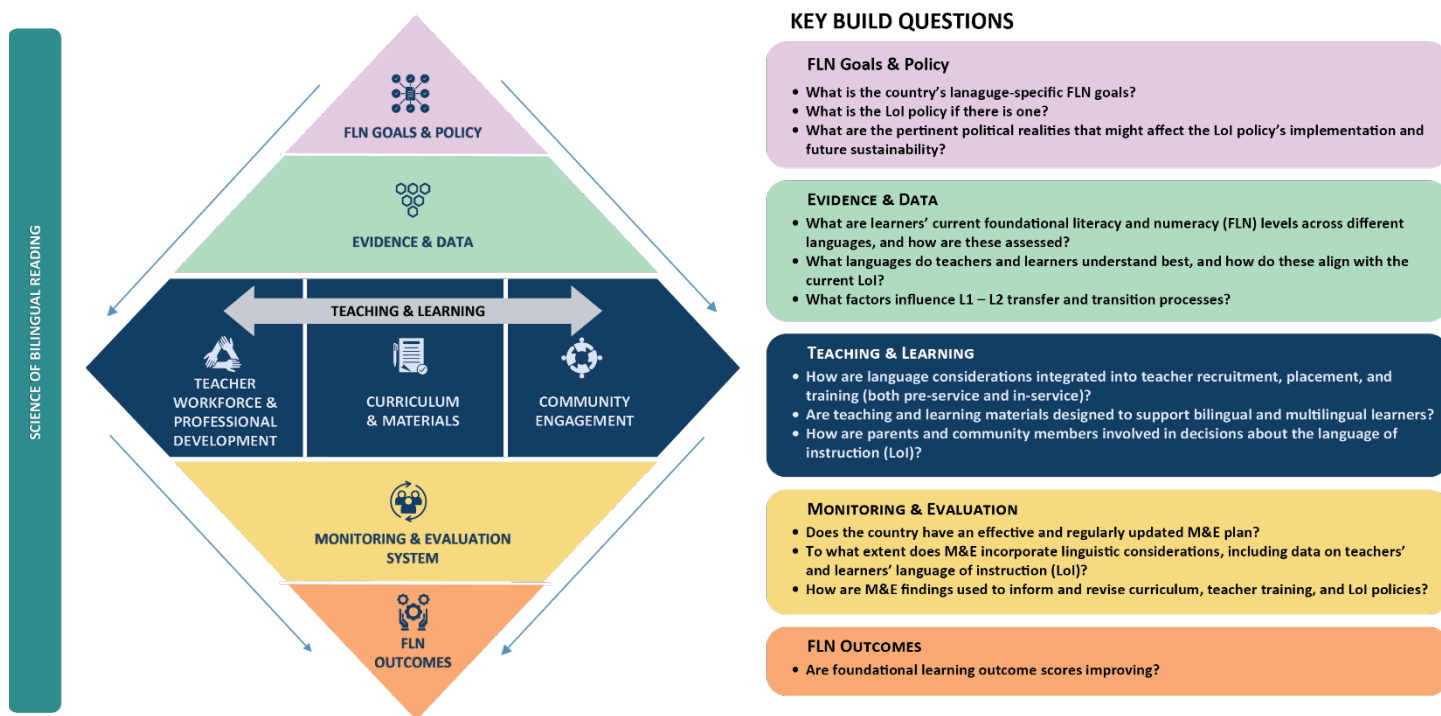
Blueprint for the Use of evidence In Language of Instruction (LoI) Decisions (BUILD) – Côte d'Ivoire Evidence Brief

BUILD OBJECTIVES

The Blueprint for the Use of Evidence in Language of Instruction Decisions (BUILD) is a framework to support policy makers and stakeholders to design an evidence based, politically viable, and actionable plan to answer the following question: **How do we effectively integrate language decisions to significantly improve foundational learning in a specific country?**

BUILD is currently being used in Côte d'Ivoire, Mozambique, Rwanda, and Senegal. The framework is guided by the following questions for each tier of the education system to holistically assess and address systemwide factors in language of instruction (LoI) decision making for foundational learning.

BUILD FRAMEWORK



BUILD METHODS



Policy and Teaching
Materials Analysis



Stakeholder
Consultations



Quantitative Analysis
of FLN Datasets

KEY PRIORITIES

System-Wide Alignment of Language Policy, Teacher Capacity, and Classroom Practice

There is a severe and persistent mismatch across learner language profiles (predominantly national languages), teacher language capacity (limited preparation for multilingual pedagogy), and the French-only language of instruction policy. In many regions, students are taught entirely in French despite having little or no comprehension of the LoI. These dimensions need to be systematically tracked using high-quality, language-sensitive data that capture student home languages, teacher language proficiency, and classroom language use. System components—including curriculum, teacher recruitment and placement, supervision, and instructional support—should then be adjusted to reflect this evidence and to better support teachers in delivering early literacy instruction that aligns with learners’ linguistic realities while supporting effective acquisition of French.

Explicit Design and Integration of Bilingual Instructional Pathways for French-Medium Learning

While Côte d’Ivoire has accumulated substantial experience through bilingual education pilots (e.g., PEI and ELAN), there is no national system-level instructional model grounded in the Science of Bilingual Reading to guide how learners should transition from literacy in national languages to French-medium instruction. This requires explicit technical design around timing, pedagogy, and assessment of bilingual instructional pathways, including when and how French decoding, fluency, and comprehension should be introduced and accelerated relative to learners’ oral language and literacy development in their first languages. Without such design, bilingual initiatives remain fragmented and difficult to scale sustainably.

Sustained Teacher Professional Development Focused on Bilingual and Multilingual Early Literacy

Teachers require far more targeted and sustained support to implement bilingual and multilingual instruction effectively. Although Côte d’Ivoire has invested in structured pedagogy and foundational learning reforms, most teachers receive little to no preparation in teaching literacy in national languages or facilitating transfer to French. Teachers need ongoing, practice-embedded professional development that integrates multilingual pedagogy, oral language development, and early literacy instruction, with explicit guidance on managing multilingual classrooms, supporting comprehension, and moving beyond informal or ad hoc language practices toward intentional, evidence-based bilingual instruction.

Language-Sensitive Monitoring, Evaluation, and Research for Continuous Improvement

Côte d’Ivoire’s institutionalized M&E systems would be significantly strengthened by the inclusion of explicit language-related FLN indicators, such as benchmarks for oral language development in both national languages and French, decoding and fluency thresholds by language and grade, and indicators of classroom LoI alignment. In addition, targeted research is needed to deepen understanding of classroom-level transfer processes between national languages and French—using cohort tracking and analytic approaches—to inform when learners are ready to transition more fully to French-medium instruction. Over time, this will require institutionalizing language-sensitive assessment use across inspection, coaching, and planning systems and aligning these data with curriculum decisions, teacher deployment, and professional development policies.