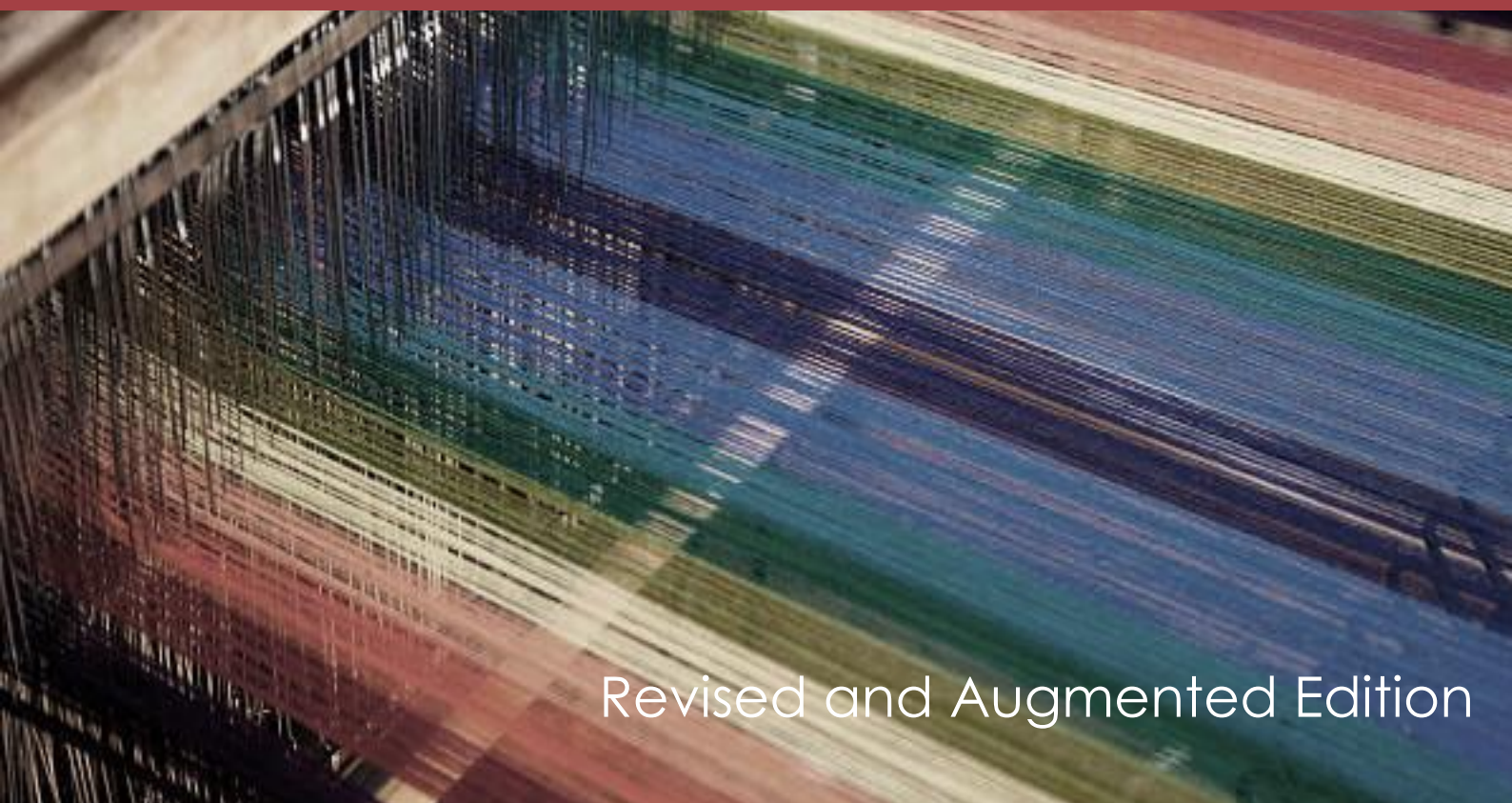


INTERNATIONAL
HANDBOOK
OF TEACHER EDUCATION
WORLDWIDE

1
VOL

K.G. KARRAS - C.C. WOLHUTER (eds)



Revised and Augmented Edition

Introduction
MICHAEL APPLE

Scientific Advisor of the Edition

PELLA CALOGIANNAKIS

NICOSIA 2018

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EDITORS

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Introduction

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Απαγορεύεται η αναδημοσίευση και γενικά η ολική, μερική ή περιληπτική αναπαραγωγή και μετάδοση έστω και μίας σελίδας του παρόντος βιβλίου κατά παράφραση ή διασκευή με οποιονδήποτε τρόπο (μηχανικό, ηλεκτρονικό, φωτοτυπικό κ.λπ. – Νόμος 2121/93, άρθρο 51). Η απαγόρευση αυτή ισχύει και για δημόσιες υπηρεσίες, βιβλιοθήκες, οργανισμούς κ.λπ. (άρθρο 18). Οι παραβάτες διώκονται (άρθρο 13) και τους επιβάλλονται κατάσχεση, αστικές και ποινικές κυρώσεις σύμφωνα με το νόμο (άρθρα 64-66)

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The education systems of francophone Sub-Saharan Africa basically represents a transfer of the french metropolitan model of education to an environment in which the realities do not always resemble that of the Western culture. In this context, a tension between pedagogical ideal and contextual realities is evident. In order to succeed, an education system should integrate all dimensions of human development and such a vision of schools should necessarily include attention to the education of teachers (Benavente, 2007). Education is looked onto as agent to solve all problems of economic growth and also to provide a solution to all problems of human (BAH, 2015). During the course of the past three decades, successive governments in Benin have, with the support of Western powers, invested heavily in the education of teachers, and it is within this context that public Colleges of Teacher Education, *Ecoles Normales d'Instituteurs* (E.N.I.), were established with the brief to ensure the proper education of primary school teachers (Décret N° 2010-298, 2010). What then is the current state of teacher education? Also, what could be learned from the experience with teacher education for the medium and the long term? What were the professional and socio-economic returns to teacher education in Benin, measured against the original objectives? Do the contents of teacher education programmes respond to the exigencies of the context of Benin? These questions are urgent and they force us to re-look at teacher education in Benin, and to interrogate the curricula of teacher education programmes.

Colleges of Teacher Education in Benin: Context and state of

The creation of a system of formal education in Benin has been characterised by a radical rupture with the traditional beninois way of raising children and by the absence of a long term vision. Essentially, it was necessary to retain the traditional beninois way, where education was a symbiosis of indigenous values imbued in an education for production education in an environment rich in human and natural resources (Mede Moussa, 1994). A particular emphasis was therefore placed on not the mere transmission of knowledge, but also morals and values, and the realisation of these in actual life. French colonial education represents a radical break from this tradition. Colonial education was designed to serve the interestes of the colonial masters. By design or by default, the rulers of independent Benin at first continued with the (expansion of) the inherited education system, without taking into consideration the specific contextual realitie of Benin (Adjalla, 1982). By 1979 there were six Teacher Training Colleges (ENI's). Two modes of operation were adopted : initial teacher education in the Teacher Training Colleges and Continuous Teacher Education during the course of teachers' employment in primary schools. This

general process of teacher education was interrupted by the economic and socio-political crisis which dragged on from 1989 till 2006.

At this point in time, Benin has six ENIs, with a capacity to take 300 students. Table 1 below summarises the conditions of access to the ENI's in Benin.

Table 1

ADMISSION REQUIREMENTS FOR THE ENI's in BENIN		
Number of places.	200	
Qualification	Assistant Teacher B.E.P.C.	Teacher BAC
Age limit	Minimum 18 years	Maximum 35 years
Mode of Admission	Normal bursary/ international aid	
Number of places.	100	
Qualification	Assistant Teacher B.E.P.C.	Teacher BAC
Age limit	Minimum 18 years	Maximum 35 years
Mode of Admission	Non-bursary	

Source : Tableau synthétique réalisé par nos soins

Initial education of primary school teachers in Benin: Between theory and practice

What is the state of teacher education at the ENI's? The fundamental mission assigned to the ENI's is that of initial education of primary school teachers, in order to obtain the *Certificat Elémentaire d'Aptitude Pédagogique* (C.E.A.P.) for assistant-teachers and the *Certificat d'Aptitude Pédagogique* (C.A.P.) for teachers (Décret N° 2010-298, 2010). Access is limited to 200 student teachers holding bursaries and 100 non-bursary holders (Décret N° 2010-298, 2010).

The entry requirements for admission to the ENI's include the Brevet d'Etude du Premier Cycle (B.E.P.C.) (first cycle termination certificate) for assistant teachers and the Baccalauréat (secondary school termination certificate) for teachers. Candidates should be at least 18 years of age, but under thirty five years. They should also be in good health and have a visual acuity of at least 8/10, with or without correction (Décret N° 2010-298, 2010). The first of the two year course is devoted to theoretical courses, and the second to professional courses. The teacher education programme comprise of three main components, namely theoretical courses, seminars and teaching practice.

In the first year the theoretical courses cover six fields of Education, teaching practice as well as schooling in school subjects, and how to teach these subjects. The six fields

of Education studies are : General Pedagogics, Educational Psychology, Assessment, School Legislation, Educational Administration, and Professional Ethics. Students are assessed in each subject according to strictly defined criteria.

Students also do three teaching practice sessions under the supervision of a lecturer, during their first year of study. At the end of each session a report is compiled of the teaching skills of the student.

ENI academic personnel are divided into two main categories : permanent lecturers and contingency staff. The latter consists mainly of Inspectors of Primary Schools, Education Planners of Primary School Education, experienced primary school teachers and Doctorates of Education. The table below summarises the content of the theoretical education done in the first year of study.

Table 2

CONTENT OF EDUCATION of ENI STUDENTS DURING THE FIRST YEAR OF THEIR PROGRAMME		
SUBJECT	THEORY	PRACTICALS
French	60H	30H
Mathematics	60H	30H
Social Studies (history, languages and culture)	60H	30H
Science and Technology Education (biology, physics)	60H	30H
Art Education	60H	30H
Physical and Art Education	60H	30H
Educational Law and Educational Administration		50H
Educational Psychologie		50H
General Pedagogics		50H
Assessment		40H
Information Science		30H
Professional Ethics		30H
English		50H
Language and Culture		30H

Source : Tableau synthétique réalisé par nos soins

The second year of the programme is devoted to professional courses and to teaching practice. A final summative report of the student is compiled at the end of the second year.

Initial Teacher Education at the ENI's: Critical analysis

The establishment of the ENI's in Benin was an initiative within the context of budgetary constraints and development priorities. These institutions ensured equality between the various regions of Benin, regarding teacher education, and also equality

of access to teacher education. Compared to the capacity to take 1800 students, the demand is much larger, 25 000 candidates every year. Bénin is a country with limited resources, the NIS's provided for the short term in a dire need, but in view of demographic trends, will not suffice in the long run.

Lecturers are overburdened with teaching obligations. The unfortunate situation also arises where students must do teaching practice without any supervision. This has a negative impact on the education of teachers.

Personnel supply at the ENI's is problematic, with a frequent occurrence of vacancies. The ENI institutions are also underfunded. In recent years private teacher education institutions have emerged, under somewhat less questionable conditions. What should be done now?

One of the most urgent tasks is to increase the capacity of the ENI's, and also to increase financial provision for these institutions. Students should also not be left to do their teaching practice without any supervision. Moral and civic education, and learning with reflection, should figure stronger too. Free, independent but rigorous thinking should be promoted. Students should be educated to be aware of their rights and their responsibilities, capable of promoting justice and peace in society.

In conclusion, it could be stated that the current crisis of education in Bénin is a crisis of humanity. The imperative for education and for humanity is to develop a responsibility to nurture a consciousness of justice and of peace. In the African context human resources should be developed, directed by this ideal. Teacher education institutions can therefore not offer a mere training in a set of skills. Teachers should teach students to make choices. Teacher education institutions should therefore educate student teachers in ethical issues.

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