

Training teachers as key players in poverty alleviation

Ana Benavente · Stangeline Ralambomanana · Jorge Mbanze

Published online: 23 January 2009
© UNESCO IBE 2009

Abstract This article presents several questions, reflections and suggestions on pre-service and in-service teacher training that arose during the project “Curricular innovation and poverty alleviation in sub-Saharan Africa”. While recognizing that the situation in the nine countries taking part in the project, and in many other countries in the southern hemisphere, is marked by a huge lack of teachers, with the attendant urgency and pressure, it must also be stated that the economic and social status of teachers is not always equal to the needs of the schools and societies. In this project on the place of the school in poverty alleviation and the promotion of peace, the role of the teachers was soon seen to be crucial. The analysis of the common areas of the demands made on teachers from the northern hemisphere and of the specific needs and realities of the countries from the south enabled us to start building possible responses in the short and medium term in the countries where Education for All (EFA) is not yet a fully fledged reality.

Keywords Sub-Saharan Africa · Good practices · Educational policies · Educational practices · Innovations

Introduction

The Education for All (EFA) plan that has been implemented to achieve universal basic education has enabled noticeable progress to be made in those countries that are the least developed in this domain. Its implementation has been an opportunity for the international

Original language: French.

A. Benavente (✉) · S. Ralambomanana · J. Mbanze
Av. Manuel da Maia 50, c/v esq, 1000-203 Lisbon, Portugal
e-mail: benavente.ana@gmail.com

S. Ralambomanana
e-mail: bralambomanana@yahoo.fr

J. Mbanze
e-mail: djobane@hotmail.com

scientific community to rally around a common challenge—that of finding solutions to ensure access to and success at school for all the children in the world.

By focusing on the countries that experience very difficult situations, namely the countries in the southern hemisphere and, within the framework of this project, nine countries in sub-Saharan Africa (Angola, Burkina Faso, Burundi, the Republic of the Congo, Mali, Mauritius, Mozambique, Niger, Rwanda), we have identified problems and barriers together with positive responses (see the article on the good practices) and suggestions for action at different levels (see the article on the roadmap for action).

We have concluded that today the EFA challenge is coupled with the need to integrate all the dimensions of human development. School is not just a place to learn basic competencies to take up a trade and live. It has also become a special place to learn about life in general, other people and oneself. It is increasingly a place for self-development and socialization with others, and a living space for community development. Such a vision of school obviously requires training teachers who are able to face up to these new demands and build flexible, positive responses to the challenges posed by EFA.

As the project developed we brought in as partners to our work the people in charge of pre-service and in-service teacher training. In this way, the points of convergence and divergence, even contradictions, between the requirements for EFA and the pre-service and in-service training of teachers could be discussed in order to integrate this dimension into the construction of a strategic tool to guide the change process, which we have called a roadmap for action (see the article on the roadmap for action).

All aspects of school life, together with the participation of other sectors in public policy-making and various social partners, are obviously critical to winning the EFA challenge. This text gives an analysis of the problems and needs experienced by the various participating countries, together with the definition of some objectives worked out and agreed during the group discussions to continue developing EFA in the sector of pre-service and in-service teacher training.

Teacher training in sub-Saharan Africa: the problems identified, the urgency of the situation and its management

UNESCO, in accordance with its fields of competency, launched at the end of its 33rd General Conference in 2005 the Teacher Training Initiative for sub-Saharan Africa (TTISSA)¹ to support teacher training based on the logical framework defined by the TTISSA initiative and built on the twin concerns of quality and equity. The four interlinked themes of the logical framework that define the priority actions to be taken are as follows (UNESCO, 2006):

- improving the status and working conditions of teachers;
- setting up coherent administrative and management structures;
- harmonizing policies concerning the professional development of teachers;
- improving the quality and coherence of the professional development of teachers.

However, this important initiative cannot succeed if it is not firmly rooted in the daily reality of each country. Linking with other efforts, in particular that of the IBE, whose knowledge of the realities and competencies in curriculum development is widely recognized, is essential. The link with the IBE project, which focuses on the role of the school

¹ See the UNESCO webpage at http://portal.unesco.org/education/fr/ev.php-URL_ID=44238&URL_DO=DO_TOPIC&URL_SECTION=201.html.

in poverty alleviation, helps clarify and refine the analysis and construction of concrete actions and steps, and to set up and enrich a common database of *good practices*, not only with respect to the curriculum and teacher training, but also in all areas linked to the integrated development of schools and societies.

The problems identified and new issues

During the seminar in Mauritius in June 2007 (Benavente 2007), the nine country teams involved in the project worked on the issue of pre-service and in-service teacher training by focusing on the problems and barriers experienced, the aspects to be taken into account and, in a fairly clear manner, the direction to be taken to work towards concrete solutions (Ralambomanana 2007).

The analysis of this theme, which was organized around three issues, namely aspects of training, content and methodologies, shows that new issues have come to light. The approach is structured around the following questions:

- What roles can the good practices already present in the field play in pre-service and in-service teacher training?
- Which aspects must be taken into account to enable the teachers to face up to the new challenges? Using which list of competencies? Which arrangements, strategies and technical means?
- How can the teachers' attitudes and practices be oriented towards the children's social welfare and learning, while taking into account the latter's state of poverty? How can we ensure that the curricula are translated into activities that integrate the values of peace and human rights in a spirit of social cohesion?
- How can we get beyond certain taboos and representations that block the new roles of teachers, such as social and cultural blockages and HIV/AIDS with its attendant myths?
- How can the teachers be trained in the new areas, using which strategies, so the teachers become promoters of change and community development, acting as intermediaries between the school and its local community?
- How can we succeed in getting the teacher trainers to design curricula that are consonant with the new needs?
- How can we organize pre-service training and in-service training by changing their methodologies; for example, by emphasizing group discussions and work, learning in real-life situations and supervision on the job?
- How can we ensure that the countries rally around these issues to consider teacher training as a strategic factor in building EFA? This requires sustained work with the teacher training institutions, which also involves the finance ministries and funding agencies.

The last point is essential to the progress and achievement of the EFA goals. It means preparing the policy dialogue with these partners so that teacher training does not become a barrier but rather an asset with which to attain a goal that is considered to be a national one for all of these countries, and international in the case of UNESCO.

The analysis of the Annex shows that a great many more questions were asked, from which one can draw the broad outline of the changes to made to pre-service and in-service teacher training. That is not our point, however, because experience has shown us that fine declarations of intent and great reforms do not change reality. On the contrary, we have decided to make these questions an inherent part of any action undertaken within the framework of EFA.

Instead, we suggest giving value and support to the good practices in order to make progress as rapidly as possible, while taking account of issues concerning the nature of the changes in education, which require mobilizing players, partners, time and the conditions to ensure continuity, adjustment, monitoring, disclosure and sharing as a means of learning together.

The urgency of the situation and its management

Most of the countries involved in the project suffer from a lack of teachers and are pressed by the urgency of moving more quickly to make up this shortage. In some countries, instead of being the exception, the recourse to using community or voluntary teachers with just a few weeks of pre-service training has become an established practice through the recruitment of ever larger numbers each year. Permanently caught in this urgency trap, the decision-making authorities are neglecting what is paramount, namely quality-based recruitment followed by sound, in-depth, pre-service training. Even if it is quite brief, such pre-service training is extremely valuable provided the transfer of training is assured by a coherent link to in-service training that has been defined and adapted to the local context and the EFA goals, and takes place in successful schools based on quality and equity.

In some countries, the lack of a national policy for teacher training that would also serve as a guide and benchmark is slowing down any effort to overcome these urgent situations. Setting up a network of researchers in teacher training and training institutions would ease the circulation of information, practices and innovations, while making curricular discussions more fluid and enriching.

It must be emphasized that, currently, in several countries involved in the project questions are being asked inside the teacher training institutions themselves, the aim being to find and build suggestions balanced between urgency and quality, and between enhancing the status of the profession and the immediate needs of the schools (M'Banze 2002).

There are certainly no instant magic answers to such an urgent problem. Nevertheless, we can at least contribute positively in two ways.

- First of all, we must remind ourselves that urgency should not make us forget the medium and long term. While responding to immediate needs, though not necessarily under the best conditions, it is important to design pre-service and in-service teacher training that does not import only the most formal and traditional academic models from the northern hemisphere. We must instead try to answer the real questions that are being asked today in the African context so that EFA becomes a reality. We must be able to move off the beaten track. Today, there is enough north–south and south–south expertise to support these new perspectives in teacher training.
- Second, with respect to the immediate solutions we must take inspiration from the good practices. For instance, the situation in Angola is an interesting example of a partial response to an urgent situation, which also contributes to developing a tool for the long term: the national framework of teaching competencies. The framework that is being worked out will enable teachers who have been trained in a context of urgency to complete their training and/or obtain equivalent ratings for many subjects that have been introduced in a more or less complete fashion. For governments this approach would allow the gradual unification of a divided body of teachers and the opportunity for more equitable careers, while improving quality according to coherent and adequate criteria with respect to real needs.

Changing the school, changing its practices: a universal challenge

When we ask about teacher training in the countries in the southern hemisphere we must not forget that there are also a lot of problems in the many countries in the north. All the experts underline the strategic role of teacher training in making schools able to respond to the new challenges of today's societies. The contradictions between political time frames and electoral promises exist in both northern and southern countries. We are well aware that changes in education do not occur by official decree. For teacher training to change its dominant mindset, characterized by marks, repeater classes and other constraints, we must act as much on values and representations as on the types of knowledge and competencies needed for dialogue. We must also work to build new pedagogical practices, adapted to the diversity of target audiences, the new relationships with knowledge and skills that young people have, in particular in relation to the importance of the new technologies in their lives. In the end, the need for lifelong training seems to be a certainty in today's social and professional world, marked by numerous rapid changes.

According to Perrenoud (2001a), teacher training that is open to the world and its new challenges must take account of the following ten criteria: an educational adaptation based on an analysis of practices and their changes; a list of competencies that identifies the types of knowledge and skills required; a competence-based training plan; learning through problem-solving; a proper linkup between theory and practice; a modular, differentiated organization; a formative assessment based on the analysis of work; time and systems for integrating and mobilizing what has been learned; a partnership negotiated with professionals; and a division of the types of knowledge that fosters their mobilization in the work situation.

These suggestions are based on the reality in the schools, the teachers' work, the heterogeneous school populations, changes in family structure, production methods in economic life and all sorts of changes that have to be faced.

These directions are not rigidly laid down. Rather, they are to be adapted flexibly, innovatively and constructively to each context and situation with their features, needs, barriers and opportunities.

Preparing to face change and reflect on one's work and developing the ability to work on a team, lead collective actions and negotiate with other partners are also at the heart of these challenges in teacher training (Perrenoud 2001b).

For its part, the Organisation for Economic Co-operation and Development (OECD) underlines:

expectations concerning schools and the teaching staff are becoming more and more complex. Modern society expect schools to tackle efficiently the issue of the different languages and backgrounds of the children enrolled, to be sensitive to issues concerning culture and sex equality, to foster tolerance and social cohesion, to take effective charge of underprivileged children and those with learning or behaviour problems, to use the new technologies and to stay in tune with the new areas of knowledge and approaches in assessing what has been learned, all of which are evolving very quickly [...]. Teachers must be able to prepare pupils to live in a society and an economy in which they are expected to be self-driven learners who are eager to and are capable of continuous lifelong learning (Organization for Economic Co-operation and Development (OECD) 2005).

Another recommendation found in the same OECD text on teacher training concerns the need to work with other social partners, who are also key to school work, practice-oriented professional training, the improved status of the teaching profession and preparing teachers for policy dialogue.

Whichever bibliography is consulted, one point arouses everybody's interest, namely that there can be no reform or real change in schools, i.e., improvement, without the teachers' involvement. It is a matter of urgency that the teachers become aware that their own representations, routines and shortcomings are just as much obstacles to EFA. This is why their role is crucial in building up EFA and the fight against poverty.

However, as mentioned earlier, change does not happen through decrees. Effort is required to rebuild practices and representations of school based on the *good practices* and within the processes that include policy dialogue.

The school serves the pupils and their communities as an individual and social asset. Thus, if the teachers are not involved in the change process, everything risks remaining at a standstill and no change will take place in the practices. This is why teacher training must always be present in the action noted here. Whatever objective for change is chosen, their availability, their empathy with the communities and their pupils, their competence, their will and their working conditions and environment lie at the heart of the challenges in rebuilding the traditional school on new foundations, those of a school at everyone's service, combining quality with equity.

Working with the excluded or in poverty-stricken environments: which questions to ask, which answers to give?

We consider it important to return to this issue, which lies at the heart of the reflection undertaken during the IBE project. First of all, it must be noted that the situations of poverty are very diverse and there is no univocal, general definition. Obviously, each situation has elements not only in common with others, but also with its own peculiarities. This is why an intelligent, flexible, autonomous approach to working out the school projects is crucial. Even so, three types of difficulties that are common to poverty-stricken situations with respect to compulsory schooling can be identified:

- The first difficulty concerns the relevance of school to a community struggling to subsist. If school does not seem useful or relevant, then the community will not get involved with it. Moreover, the institution makes demands such as timetables, school material and cleanliness, which are not always possible to meet.
- The second difficulty concerns language, which is the intermediary most often used in the school context. However, the languages used in many African communities are often not the official languages, which are the ones used most often in school, and oral communication has above all an instrumental objective.
- The third difficulty concerns the meaning of school knowledge for children. We have known for some time that the social construction of intelligence and the learning phenomena require the investment of energy, mainly cognitive, with recognizable "bridges" between what one knows already and what one learns anew. If there are no links between the children's living environment of extreme poverty and "school knowledge", then an immediate divorce is more than likely. In the same way, situations of exclusion, which are more or less invisible, and of humiliation, when faced with the ignorance and lack of understanding of these children, very early on seal their fate at school in the direction of failure and desertion.

In addition, the teachers working in such environments have to deal with several contradictions: between the logic of socialization and that of learning; between the logic of

immediate success and that of medium- and long-term learning; between the logic of individual management and that of the collective management of the class.

Finally, these environments tend to embrace large numbers of pupils per class. This problem, which is difficult to overcome in traditional teaching methods centred on the teacher's lesson and the pupils' active listening, can find emergency solutions, again through the production of school materials that make learning in pairs or groups easier.

If we are ready to analyse the genuine good practices, as they exist, which is what we have done in the nine countries participating in this project, and take them seriously, we see that a great many impossible situations can be overcome. For this to happen it is essential to move off-centre, away from what we have always known and what we have always done, and learn to use new solutions that are already present in the field.

This approach implies that training, and all forms of supervision and support, is intended for the professional and the teacher since the latter works in the dual register of competencies and citizenship.

The teachers' work will not bring good results without the development of innovative competence, which requires that "fears" and "feelings of insecurity" are left behind. It entails the development of reflection on practice, an ability to control and assess one's own practices by acting on values and representations and emphasizing the right to make a mistake as well as the value of diversity. Other parameters should be considered, such as opening up to the outside world, as knowledge of the immediate environment is critical in poverty-stricken areas; and working in teams or with other partners while mobilizing all available resources.

In Burkina Faso, with its bilingual education initiative, and Mozambique, with its local curriculum project, when talking about school situations in the strictest sense we met pupils who learn and get good results and found committed communities and teachers who are proud of their work.

As has often been repeated, the support of the school, administrative and policy-making authorities has been seen to be a critical dimension for the development of education.

Conclusion

It is difficult to know how to end a text on such a vast issue, about which there are a lot more questions than answers. To return to the logic and objectives of this project based on the sharing of experience and constant movement between the analysis of problems, observation of practices, building solutions that focus on overcoming barriers and working out strategic tools for change, we can stress that the good practices (their role and status), pre-service and in-service teacher training and a roadmap for action are three complementary approaches that have enabled us to describe, analyse and reflect on ways that show us that EFA is possible, even in difficult, real-life situations.

That teacher training is a key factor does not surprise anyone. We must also question, improve and again re-construct the traditional school in many ways. The *good practices* are an example, a site for work and a beacon showing possible ways. They are a reality that we can no longer ignore, for without them the goals defined for EFA cannot be achieved.

In the linking of and coherence between these domains we shall find positive answers that give concrete expression to a school for all, as a right, combining quality and equity. The central conclusion of our reflection is that our action is crucial for us to achieve this.

Acknowledgements This article was written by the three main authors, in collaboration with Christine Panchaud and other participants in the project.

Annex

Pre-service and in-service teacher training

Country/ organization	1) Aspects	2) Content	3) Methodology
ANGOLA	<p>Pre-service training (PST): Introduce good practices into the training curriculum Interaction between trainers at teacher training colleges of ADPP model with trainers from public institutions Strengthening policy dialogue between the various teacher training institutions</p> <p>In-service training (IST): Can be introduced at the level of the individual school, independently of national and provincial planning</p> <p>New issues:</p> <ul style="list-style-type: none"> - How to adapt a good practice (GP) in IST for use in PST - How to train while taking into account the principles of equity and quality in a context of mass admission of teaching staff 	<p>PST: No comment</p> <p>IST: Teachers must be trained on how to use textbooks Use of textbooks to be included as a training topic</p>	<p>Any new methodology introduced must be activity-based to challenge the pupils with practical rather than theoretical questions</p> <p>The focus should be on group work in the new methodologies used in PST and IST teacher training</p>
BURKINA FASO	<p>Training issues linked to:</p> <ul style="list-style-type: none"> - social mobility - identification of children's specific difficulties and needs - management of the system - an "integrative" school <p>New issue: What areas must PST and IST cover to enable teachers to face new challenges</p>	<p>The training contents must enable the teacher to:</p> <ul style="list-style-type: none"> - be a player in socio-economic development - go beyond learning activities to ensure care and support for the pupils at school - ensure the link between the school and the main concerns of the local community - be a critical observer of society - learn how to learn 	<p>The choice of methodology and techniques should enable:</p> <ul style="list-style-type: none"> - the trainee teacher to be creative and innovative - ensure in both PST and IST a permanent two-way process between practice and theory - the teachers to assess the efficiency of their actions

Annex continued

Pre-service and in-service teacher training

Country/ organization	1) Aspects	2) Content	3) Methodology
BURUNDI	<p>PST should be sufficiently long to enable proper learning of methods and techniques</p> <p>PST should be balanced professional training that alternates theory with practice, in response to present challenges</p> <p>The link between PST and IST must be a logical continuum, with IST getting PST into gear</p> <p>New issues:</p> <ul style="list-style-type: none"> - Harmony between the teacher and the pupil - Putting the learner at the centre of education, and preparing him or her to adopt positive values - Orienting attitudes and behaviours towards the child's social welfare 	<p>New issue:</p> <p>Which competencies need to be identified to enable teachers to carry out their new duties?</p> <p>In addition to training linked to a professional career:</p> <ul style="list-style-type: none"> - the psychological and social care of vulnerable children - organizing community activities - education on peace and human rights - HIV/AIDS and development - good administrative and pedagogical management - giving the pupils a sense of responsibility - a flexible curriculum worked out in collaboration with the local community - fostering equity <p>New issues:</p> <ul style="list-style-type: none"> - The curriculum and activities should integrate the values of peace and human rights - The local curriculum must be worked out in a spirit of mutual aid and social cohesion 	<p>New issue:</p> <p>Arrangements, strategies and technical means to be implemented in order to reach the new goals.</p> <p>A participatory, interactive approach</p> <p>Differentiated pedagogy</p> <p>Case studies</p>
CONGO	<p>A policy for teacher training and supervisors drawn up with respect to their:</p> <ul style="list-style-type: none"> - needs - lacunae - expectations - questions on the teacher's role and status 	<p>Encourage teachers to:</p> <ul style="list-style-type: none"> - adopt all of the techniques to teach and transmit knowledge - master the thematic modules on education for peace and education on human rights - build up personal competency on issues concerning HIV/AIDS and malaria 	

Annex continued

Pre-service and in-service teacher training

Country/ organization	1) Aspects	2) Content	3) Methodology
	<p>New issues:</p> <ul style="list-style-type: none"> - The teacher's role is becoming more and more complex; in primary school, where there is a high proportion of female teachers, how to take on this role - How to reconcile this new role that appears to be demanding with the weight of social and cultural traditions - How to handle taboos on certain issues such as the spread of HIV/AIDS and other underlying problems 	<ul style="list-style-type: none"> - integrate a culture of assessing learning, teaching guides and running a school - develop a school canteen programme 	
MALI	<p>The necessary reduction in the number of teachers needed requires several initiatives, some of which include alternative ways of action:</p> <ul style="list-style-type: none"> - renewal of PST system - increase in the number of teacher training institutions - alternative recruitment strategies - recourse to teachers from the local communities - non-governmental organizations (NGOs) to take part in PST to handle specific problems linked to recruitment and training <p>Nearly all of these initiatives are confronted with a lack of resources in the countries concerned that have to rely on the generosity of the technical and financial partners (PTF)</p>	<p>The curricula and pedagogical innovations must be linked to teacher training</p>	<ul style="list-style-type: none"> -Training by attending courses -Training by distance learning, in particular over the radio -Training by guidance and follow-up on the job -Setting up a proper mechanism for IST -IST to be developed by the schools themselves with the teachers identifying their training needs themselves and looking for answers <p>New issues:</p> <ul style="list-style-type: none"> - Training to be carried out by alternating theory and practice - How to make the teachers more professional

Annex continued

Pre-service and in-service teacher training

Country/ organization	1) Aspects	2) Content	3) Methodology
MAURITIUS	<p>New issues:</p> <ul style="list-style-type: none"> - Mobilize the countries around the design and servicing of national teacher training policies - Reflect on a retention policy for teachers by improving their status - Mobilize the countries to build and share the GP and the lessons learned <p>Teacher training is a strategic factor for a school that brings together quality and equity</p> <p>New issues:</p> <p>On IST:</p> <ul style="list-style-type: none"> - How to provide for more quality and equity - How to create a closer relationship and more regular contacts with the local communities - How to design tools to assess the teachers' profile in their new role of citizenship to show that they are reflecting on their actions and showing empathy towards the pupils 	<p>New issue:</p> <p>On IST:</p> <ul style="list-style-type: none"> - How to make room in teacher training for this new vision of the "school for tomorrow" with new roles for teachers 	<p>New issues:</p> <p>On IST:</p> <ul style="list-style-type: none"> - What must be done to ensure that the teachers puts into practice the theories learned during training, that is, the transfer into real-life situations? - How to "follow" the teachers after their IST (partnership between the schools and teacher trainers) - With globalization and the knowledge economy, how to make available to the teachers the new technologies with respect to their training, the practice of reflecting on their work, and their responsibilities concerning their new roles <p>-Give priority to practice over theory</p> <p>-Need to equip teachers with strategies for lifelong learning</p> <p>-Ability to observe and critically analyse reality to be able then to act on it</p>
MOZAMBIQUE	<p>Today, school is an essential factor in poverty alleviation, particularly in rural areas</p> <p>School functions must go beyond those of traditional pedagogy and include social aspects</p>	<p>The curricula must include content that responds to the concerns of the population, such as HIV/AIDS, first aid, tolerance, education for peace, human rights and democracy, ethics, reproductive health, nutrition, reasonable use of natural resources, fight against drug abuse and alcoholism, etc.</p>	

Annex continued

Pre-service and in-service teacher training

Country/ organization	1) Aspects	2) Content	3) Methodology
NIGER	<p>The main aspects for PST and IST are:</p> <ul style="list-style-type: none"> - the teacher as change agent and promoter of development - the teacher as intermediary between the school and the local community - the teacher as an example and model for pupils and community alike <p>The reality and context impose the need for PST and IST</p> <p>New issues:</p> <ul style="list-style-type: none"> - What is the role of the teacher training institution as a leader and initiator of change in the traditional school? - How to ensure quality PST that covers all pedagogical and social dimensions <p>- Take into account the innovations concerning the GP, in the regulations and national policies for teacher training</p> <p>- Mobilize all partners in education and, if need be, make a case to foster the GP as a solution to poverty</p> <p>New issues:</p> <ul style="list-style-type: none"> - Emphasize the strengthening the competencies of the head teachers to provide guidance and supports to teachers in post - Implement a system to motivate teachers and improve their living and working conditions 	<p>- Review and reorganize the current programmes or integrate into the new curricula the GP depending on the context and reality of each country</p> <p>- Integrated into the IST programmes the dimensions concerning the GP</p> <p>New issue:</p> <ul style="list-style-type: none"> - Put special emphasis on techniques for group leadership, mobilizing the school's partners, taking initiative and moral integrity 	<p>New issue:</p> <ul style="list-style-type: none"> - Challenge the current arrangements for PST and IST with respect to the duration of PST and the content and organization of both PST and IST

Annex continued

Pre-service and in-service teacher training

Country/ organization	1) Aspects	2) Content	3) Methodology
RWANDA	<p>PST in its present form does not satisfy the needs of education today; it focuses mainly on knowledge and does not take into account the real problems of the learners and the society in which they must live</p> <p>IST is not properly structured; some people consider that there is no official policy adopted by the authorities and the roles of all concerned in IST are not clearly defined</p>	<p>PST should take into account the reforms and methodologies introduced into the basic education curriculum</p> <p>IST should enable close collaboration between the institutions responsible for teacher training</p> <p>IST should be coordinated to ensure that the teachers receive coherent information that will help them properly carry out their duties</p>	<p>PST should allocate much more time to teaching practice and be adapted to dealing with real-life situations</p> <p>The teacher trainer institutions should provide follow-up to newly qualified teachers, not only on how to adapt the theory to the real-life situations on the job, but also to help those teachers who are having difficulty</p>
TTISSA	<p>The traditional dividing line between PST and IST can turn into a flexible, interactive zone depending on the objectives chosen</p> <p>The balance between PST and IST is less a question of numerical proportion than a response to an analytical approach that is dependent on the goals to be achieved and the barriers to be overcome</p> <p>One goes with the other, and both must converge to build the school that we want to set up</p> <p>New issue: At the institutional level, unite the PST institutions with the IST departments in the same vision of a school for all, including the issues and requirements attached</p>	<p>The curricula are the backbone of PST and IST, but they are of use only if they give the teachers in the exercise of their duties the tools with which to identify and respond efficiently to the pedagogical and extra-pedagogical problems in their context and time frame</p> <p>Any aspect of Education for All (EFA) that is not taken into account in the curricula will be integrated with difficulty into the teacher's sphere of competence</p> <p>New issue: Convey in the syllabus such intangible concepts as the fight against poverty or education for peace, without getting caught in a cosmetic operation that has no real effect or substance</p>	<p>With respect to PST/IST methodology, there is no unique approach, but rather several aspects that remain constant, for instance, the permanent link between theory and practice and the need to contextualize theoretical learning</p> <p>PST/IST methodologies should be methodologies in action, that is, leading to the acquisition of competencies that the multiple and changing situations on the job require of the new teacher, supported by a sound and coherent theoretical base</p> <p>New issue: Integrate the component on anticipation skills to help the teachers to take on their new roles serenely and confidently</p>

Annex continued

Pre-service and in-service teacher training

Country/ organization	1) Aspects	2) Content	3) Methodology
IBE (collected notes)	<p>PST should be enriched by what is happening in the field</p> <p>PST and IST should interact in a constant flow</p> <p>Links between the teacher training institutions must be set up</p> <p>Mauritius: Strengthening the commitment of the head teachers is a major necessity</p> <p>Mali: PST is carried out by teacher training institutions using an alternating strategy, that is, 90 days of training and guidance when they start teaching</p> <p>IST is designed to meet the needed up-skilling of teachers having different profiles IST is carried out in the schools, under the name of "learning communities" that are found in one-third of the schools in Mali</p> <p>Republic of the Congo: There is synergy between the training college for primary school teachers (National Institute of Research and Pedagogical Action/INRAP) and the one for secondary school teachers, with emphasis on the innovations in PST</p> <p>The up-skilling of all the teachers is achieved through IST, at the rate of one month a year, every year</p> <p>Head teachers and teacher trainers also undergo IST</p>	<p>When the curriculum changes, it is also necessary to take action on the training of teachers with several possible concomitant strategies that aim to:</p> <ul style="list-style-type: none"> - include the training of trainers - make the link with real-life situations and send the trainers out to observe innovations in the field - include the resource persons involved in these initiatives <p>Mozambique: Including transversal themes in the training</p> <p>Mauritius: Developing the dimension of "commitment and involvement of young teachers" and strengthening IST while at the same time giving on-the-job support to teachers working in the priority education zone (ZEP) schools.</p> <p>The need to draw up a list of competencies for teachers in terms of subjects, teaching practices and classroom management</p>	<p>Linking theory and practice in PST</p> <p>Mozambique: Give teachers the opportunity to reflect on their practices</p> <p>Make the teachers autonomous so that they can act independently on the job when they are confronted with the practice of teaching</p> <p>As the time spent on PST is often short (one year) and the need for new teachers remains huge, PST and IST must be connected because one has to work from the real situation, with what one has</p> <p>Mauritius: Support for teachers is based on classroom visits (teaching supervision) and on training during the holidays, organized around needs observed in class during the year (pre-professional)</p> <p>School inspectors have a major role to play</p> <p>Burundi: The teaching of large groups must be improved in order to face up to the problem of pupil numbers</p> <p>The training of head teachers, with the support of the PTF, two to three weeks to one month, remains sporadic and insufficient</p> <p>The importance of the link with the innovations, such as twin streaming, multilevel classes and bilingual schools</p>

Annex continued

Pre-service and in-service teacher training

Country/ organization	1) Aspects	2) Content	3) Methodology
	<p>Burundi: There are two PST systems IST is carried out by: - experienced teachers - the educational radio service - a platform for training consisting of classroom courses, face-to-face sessions and distance learning through the educational radio service (2007–2010) - schools on the child's friend pilot project address the HIV/AIDS issue There is no budget line to finance IST, which depends on the support of the PTF There is no university institution for IST; it is carried out at the level of educational offices</p> <p>Burkina Faso: Two institutes are responsible for PST The link between training and practice is done on the job. IST is designed by the Ministry of Basic Education during the summer</p> <p>Angola: The desire to design training to enable the passage from four to six years of primary schooling (the 10th to 13th years are allocated to the training of teachers) has led to the introduction of an entry examination that can discourage candidates, but also leads to teachers with a higher level of training</p>		<p>Burkina Faso: Plans to improve the classrooms and the schools are carried out with the support of school teams</p>

Annex continued

Pre-service and in-service teacher training

Country/ organization	1) Aspects	2) Content	3) Methodology
--------------------------	------------	------------	----------------

	<p>Teacher training institutes have been opened in the provinces</p> <p>Over 60,000 teachers and teaching assistants with very little training have been recruited</p> <p>The National Institute for Research and Education Development (INIDE) and the management training institute have designed subject-based methodologies; eighteen centres have been opened for all those who reach at least the 9th year, using distance education (UNESCO/IICBA-UNISA)</p>		
--	--	--	--

References

- Benavente, A. (2007). Quelle formation pour des enseignants dans une école qui articule qualité et équité, dans le cadre de la lutte contre la pauvreté et de l'éducation pour la paix? [What training for teachers in schools that emphasize quality and equality in the framework of the fight against poverty and education for peace?]. (Working document presented at the 5th International Seminary "Curricular innovations and the fight against poverty", Mauritius, 18–23 June 2007).
- M'Banze, J. (2002). Revisão curricular: por uma orientação mais profissional na formação de profes sores [A revised curriculum for a more professional level in teacher training]. (Comunicação nas Jornadas Científicas da Universidade Pedagógica de Maputo) [Daily scientific communication in the Educational University of Maputo] (Internal document).
- Organization for Economic Co-operation and Development (OECD). (2005). *Le rôle crucial des enseignants: attirer, former et retenir des enseignants de qualité* [The crucial role of teachers: attracting, training and retaining of quality teachers]. Paris, OCDE. www.oecd.org/dataoecd/39/43/34990974.pdf.
- Perrenoud, P. (2001a). La formation des enseignants au XXI^e siècle (Teacher training in the twenty-first century). Genève, Université de Genève (Photocopied document).
- Perrenoud, P. (2001b). Préparer les enseignants au changement (Preparing teachers for change). Genève, Université de Genève (Photocopied document).
- Ralambomanana, S. (2007). La formation des enseignants, acteurs décisifs de l'école dans la lutte contre la pauvreté [The training of teachers, key players in poverty alleviation]. Working document. Antananarivo, 2007. (Seminar notes from Mauritius, 2007) (Internal document).
- United Nations Educational Cultural Scientific Organization (UNESCO). *Initiative de l'UNESCO pour la formation des enseignants en Afrique Subsaharienne 2006–2015 (TTISSA)* [UNESCO initiative for the training of teachers in Sub-Saharan Africa]. Paris, Dakar, Addis-Abeba: UNESCO, 2006. <unesdoc.unesco.org/images/0015/001592/159206f.pdf>.

Author Biographies

Ana Benevente (Portugal) holder of a Ph.D. in sociology of education from the University of Geneva, she is a chief researcher at the Institute of Social Sciences at the University of Lisbon, Portugal. From 1978 to 1993, she was a professor at the Faculty of Sciences, University of Lisbon, and subsequently, from 1995 to 2004, a Member of the Parliament and Secretary of State for Education in Portugal. A member of the Centre for Research and Innovation in Education/Organisation for Economic Co-operation and Development (CRIE/OECD), she is also a coordinator for the ad hoc ADEA/IBE group on "Policy dialogue in education" and a consultant for UNESCO and the Organisation for the Iberian American States (OEI). She is the author of numerous studies on school dropouts and school failure.

Stangeline Ralambomanana (Madagascar) holder of a Ph.D. in Iberian studies from the University of Paris Sorbonne, France, she is a senior lecturer at the University of Antananarivo and technical adviser at the Ministry of Education and Scientific Research in Madagascar. Since 2006, she has served as the national coordinator for the UNESCO TTISSA initiative, where she has drawn up an exhaustive inventory of teacher training strategies in Madagascar. Her research focuses on languages, the contacts between languages and their effect on the training of teachers and pupils. She is also working on a project about cultural identity and cross-cultural situations and has theorized about the identity equation of the Malagasy people. She is a Malagasy French-speaking writer and expert translator for the courts and tribunals in Madagascar.

Jorge Mbanze (Mozambique) holder of a master's degree in languages, didactics and semiotics from the University of Besançon, France. A certified teacher, he has been involved in the training of French teachers at the department of French in the faculty of languages, University of Education, Maputo, Mozambique. He is currently in charge of the courses in applied foreign languages at the Faculty of Languages at Maputo University of Education.