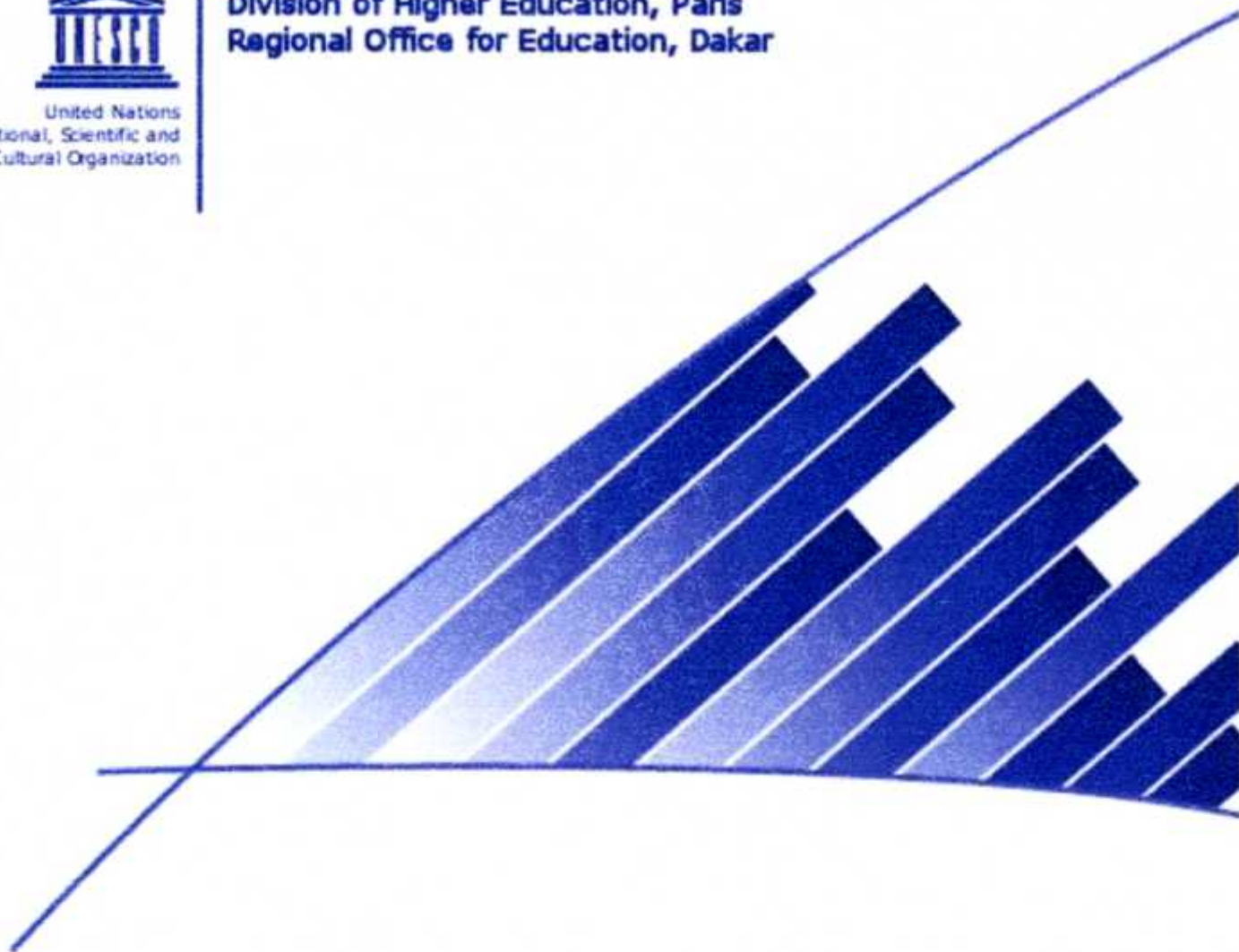




United Nations
Educational, Scientific and
Cultural Organization

Division of Higher Education, Paris
Regional Office for Education, Dakar



Capacity Building of Lead Teacher Training Institutions in Sub-Saharan Africa

Progress to date and agenda for the next steps

Work session
Dakar, 11-13 September 2003

**Capacity-building of teacher training
institutions in Sub-Saharan Africa**

Situational Analysis and Proposals for action

Foreword

Teachers have always been a major focus of UNESCO ever since its inception. The chances of attaining educational system goals at the national and international levels depend on their quality.

It is with just cause that teachers were at the heart of the 45th International Conference on Education (UNESCO/ILO) organized in Geneva in 1997, and that two fundamental recommendations concerning their status and their conditions were adopted by UNESCO and ILO in 1966 and in 1997.

The priority given to teachers and to their conditions of training take a very special character considering the goals determined by:

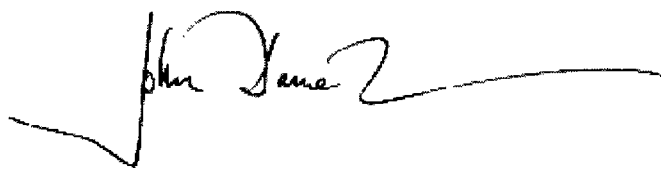
- The Millennium Development
- The Dakar World Forum on Education
- The World Declaration on Higher Education and its
- Priority Framework of Action.

The present synthesis on teacher-training institutions in Sub-Saharan Africa is indeed very timely. It can be considered as one of UNESCO's contributions to the realization of the New Partnership for Africa's Development (NEPAD).

This study, carried out from 39 national reports of high-level African specialists selected by the Education Sector (Division of Higher Education and the Regional Office for Education in Dakar) in close collaboration with the national focal points, provides a progress inventory wherein the general organization of systems and activities in the fields of training and research, occupy a central role.

The proposals formulated in this report will serve as a basis for discussions in the validation workshop organized by the Division of Higher Education and the Dakar Regional Office for Education, from 11 to 13 September 2003, in Dakar, with a view to identifying new modes of action leading to concrete projects.

The Education Sector wishes to express its gratitude to all those who have contributed and made possible this working document.



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1. Characteristics of the study

The project "Capacity-building of lead teacher training institutions in sub-Saharan Africa" is ambitious. Developed within the framework of actions decided by UNESCO's Executive Board, and about thirty years after the setting up of the majority of these establishments strongly supported and financed by UNESCO, it aims to develop collectively an assessment of the institutions' operations, their capacity and the possible types of assistance to improve policies and practices; to facilitate the adjustment of overall plans, clearly integrating teacher training to improvement of the educational system and the country's mode of development; and finally to promote co-operation between the countries and the institutions concerned.

The first part of this project, piloted by UNESCO's Division of Higher Education, was carried out in less than one year in nearly 40 countries. From the study of principal teacher-training establishments in each of these countries, it is possible to propose an overall vision of the situation in sub-Saharan Africa while highlighting certain national characteristics.

1.1. Context and the action of UNESCO

1.1.1 *General context of study*

Attempts to arrive at generalizations on teaching and schooling since the colonial period till the early times of independence have undeniably made progress, even if these have been called regularly into question. These have engendered a multiplication of the size of teaching personnel, as well as institutional development of education, affecting all those concerned in a more general and profound way. Teaching is regarded as a development tool, occupying a big part of public service and often representing a major expenditure of society. We are far from the situation of the Sixties where, for the whole of French-speaking sub-Saharan African countries, the number of secondary school students could be safely estimated to be less than 100,000 (cf Lallez, 1965, p.15).

The importance allocated to teaching has weighed on those primarily concerned - the teachers. Ninno Chiappano, former head of the Africa Section and the Teacher Education Section of UNESCO's Division of Higher Education aptly summarizes the situation and the stakes involved: "Training is not a purely pedagogic adventure, it touches the teacher in his capacity as a person, a citizen, an adult and a consumer". If training seeks to be preparatory and complementary to all these functions, it can only be but complex if it is to assume, evaluate and master its role. This behoves the concerned institutions to account for the demands of an evolving society and to master its instrumental action of providing diversified training, possibly extensive but remaining flexible.

1.1.2 *UNESCO and teacher training in sub-Saharan Africa*

The general position of UNESCO is clearly recalled by A. Chiappano: "UNESCO has its mission as a collector and an interpreter of concerns and aspirations of its members. Although its action is linked with the great contemporary educational movements, it does not get mixed up with them; sometimes it follows them or is inspired by them in order to analyse, understand and assimilate. Sometimes it precedes them or causes them to direct or guide developments".

The activities of UNESCO on teacher training can be classified according to three main lines: "the knowledge of reality (descriptive and analytical activities: studies and surveys), action orientation (normative and/or incentive activities: conventions and recommendations) and engagement in action (design and implementation of projects)". If the

Organization has sometimes emphasized one category in favour of the other, it is quite obvious that its specific action lies in the interlinking of these three types of activities.

Generally, recommendations of international education conferences have defined the orientations of personnel training. Over the years, one notes the successive and progressive emphasis on "the changing role of teaching personnel", "the organization of training programmes", "training integration", "training the trainers", "university pedagogy" and "multiplying effects of personnel training" (inspectors, counsellors and officers). More specifically, faced with the immediate needs of independence, African governments had to assume their responsibility and ensure the operation of collective services, primarily in administration, education and health.

With regard to education, international meetings enabled exchange and development of proposals intended to facilitate and accelerate change. Specifically, several meetings of African Ministers of Education identified the needs and forms of the new training organization: Addis-Abeba, then Paris in 1961; Abidjan in July 1964; Tananarive, on the programs of secondary education as well as university and higher education; again Abidjan, on the fight against illiteracy; and Lagos on the coordination of scientific research.

1.1.3 *Creation of specific establishments for training and research*

1.1.3.1. Training establishments

Within the context of a collective reflection when the number of African students and aspiring teachers was scarce, a decision was made to create and develop specific training establishments, of the *Ecole Normal Supérieure* type, as an answer to the increasing need for secondary school teachers, without neglecting the preparation for primary school inspectors and ensuring the continuity of the two degrees by grouping them within the same institution.

Initially, the setting up of these establishments involved mostly professors and foreign personnel. At the end of the setting up phase - an operation plan evaluated for 5 or 6 years (Lallez, 1965, p.11) - the school's management was to be ensured by a national. These institutions were supported within the framework of technical co-operation in education through the assistance of UNESCO from its outset, and financed by extra-budgetary resources.

The Extended Programme of Technical Assistance (EPTA) of the United Nations, created in 1949, thus allowed the financing of experts' missions, scholarships and equipment from 1950 to 1960, within the range of ten thousand dollars.

In 1959, the creation of the United Nations Special Funds allocated bigger amounts of credit for Member States and teams of experts and consultants directly "involved with the creation and development of national, sub-regional and regional institutions". This is a key element for our study inasmuch as substantial funds were made available, for instance: more than one million dollars for Bamako, Mali, (1,019,000 US\$) or Congo Brazzaville (1,186,700 US\$) in 1962.

The United Nation Development Programme (UNDP), created in 1966 from the merging of the EPTA and Special Funds, succeeded in developing this movement, allocating in 1967 nearly 3 million dollars to three Nigerian institutions (Abraska, Lagos, Owerri), and distributing 1,590,000 dollars in Cape Coast (Ghana), nearly a million dollars in Bamako and more than one million in Atakpame (Togo) and Yaounde (Cameroon); subsequently, in 1970, more than 1,300,000 dollars in Abidjan, Dakar or Yaounde.

A key point to this structuring and development work was UNESCO's creation, with the support of Special Funds of the United Nations (subsequently of UNDP), of 19 Normal Schools in Africa. Another special case was the creation in Leopoldville (Kinshasa today) of the National Institute of Pedagogy, whose mandate was to train teachers in the first degree of secondary education. This was while UNESCO was handling the education sector within the framework of the United Nations Operations in Congo and at a moment when DRC (Zaire) received more than a thousand foreign teachers and experts (Kabore, p.2).

This movement also provided a rationale for supplying training, illustrated by the genesis in Lesotho of the National Teacher Training College, created in 1975 from the merging of eight Christian denominational establishments, strongly assisted then by UNESCO, to become Lesotho College of Education in 2002.

The stages in the creation of these establishments were well conceived and defined. In brief, the following steps:

1. Request for UNESCO support from a State in order to present an application to Special Funds of the United Nations, specifying its major problems as regards teacher training
2. Study on the development of secondary education and on government projects concerning development of the education system within ten years
3. Information gathering on the government's plans with regard to levels and programs which teacher-training establishments should allow access to and its contribution (financial, human resources or equipment)
4. Making a request to Special Funds with arguments and justification
5. Establishing a tripartite agreement between government, UNESCO and Special Funds of the United Nations, if necessary. This agreement lasts for six years and defines the rights and duties of contractors.

The allocated budget, usually for six years, allowed for the recruitment of foreign professors, the equipping of laboratories and libraries and the financing of scholarships. The Government in question was held responsible for construction, operational budgets, administrative personnel for maintaining the institution, as well as the selection of future national training staff.

It is undoubtedly significant to recall, as Robert Hennion rightly maintains, that whatever support UNESCO has undeniably provided for the functioning of these institutions, these are national institutions: "Normal Schools are not UNESCO schools" (Lallez, p.9).

Three statutory modes were considered for these training establishments: integration into a university structure as in Anglophone countries; the creation of the ENS outside of the university but with a training co-operation between the two establishments; or the ENS created and functioning in total independence from the university.

Several of these establishments had to play a regional role. Thus, the Central African Normal School in Brazzaville ensured the training of the first student-teachers of Congo, Cameroon, Gabon, Chad, and Central African Republic; and likewise, the sub-regional centres of teacher training in primary normal schools of Kampala (Uganda) and Bangui (Republic Central African). Some of these institutions "subsequently constituted the embryos of the first African universities" (Kabore, p.3).

Since then, the initial structure has naturally changed; certain Anglophone countries witnessed the proliferation of non-university structures, a number of ENS created outside university structures were slowly integrated into them, for example, in Cameroon (Yaoundé University I), in Congo (Marien Ngouabi University), in Niger or in Senegal (University of Dakar). On the other hand, ENS structures continue to exist as independent establishments in Burkina Faso, Burundi, Gabon, Mali and Togo.

Beyond this foundation period was the historical creation of the Dakar Regional Office (BREDA) during the 14th session of the General Conference in 1968. It succeeded in gathering within its new structures the Field functions initially created in Khartoum on school constructions in Accra, on documentation and teaching information in Yaoundé, on school textbooks or on planning and administration of education, already in Dakar (Kaboré, p.5). Also worth mentioning is the "Priority Africa" programme, which between 1990 and 1995 has raised great hopes.

In this context, a particularly significant meeting, the Conference on Teacher Evaluation, was held in Dakar from June 28 to July 2, 1993. The Division of Higher Education of UNESCO was the organizer, led by Marco Antonio Dias with Antoine Bangui and Maria Dulce Borges. This meeting was organized in three workshops devoted respectively to teacher training, training of supervisors in pedagogy, and institutional status within the "30 years of existence of ENS in Africa" (Jean-Pierre Régner). This conference involved the participation of key players in French-speaking countries: Benin, Burkina Faso, Cameroon, Central African Republic, Ivory Coast, Congo, Gabon, Guinea, Madagascar, Mauritania, Niger, Senegal, Chad, Togo and Tunisia. French, Belgian and Canadian specialists also took part in it. Prior to the meeting was a report which was established from replies to a questionnaire distributed to Normal schools (Abidjan, Atakpane, Bamako, Libreville, Nouackchott, Oporto Novo, Tunis, Yaoundé, Tananarive), education science institutes (Brazzaville, Ndjamena, Niamey, Ouagadougou) and national teaching institutes (Bangui, Conakry, Kinshasa) originally benefiting from UNESCO's support. This report called particular attention to the very low number of women administrators and heads of training centres, to loaded theoretical training at the expense of practical training and to a bad preparation for research.

In his opening remarks, the then Director of BREDA, Pai Obanya noted "the heterogeneity of the teaching population trained in centers with diversified and sometimes different objectives, the weakness of recent statistical data, the disparity of information provided and the deficiency in a great number of responses addressed to UNESCO, manifesting that in terms of training evaluation there still remains many dark zones. R. Peccoud, on the other hand, deplored the drift of the ENS "not having avoided encroaching on the prerogatives of the universities".

The objectives of the conference were justified: from an operational assessment, "propose concrete research methodologies in order to better evaluate teachers; develop mechanisms and methods of information exchange between training institutions of countries concerned" and study the conditions for the creation of a UNESCO Chair in the ENS of Dakar. These objectives highlighted the necessity of functional networks. Currently, many of the then raised issues remain relevant. The situation's fragility and the urgency to transcend this fragile situation behoves us to strongly emphasize the required precision in teacher training processes, in relation to the responsibilities attributed by each state; to be clear about the relationship of teacher-training institutions and higher education; to firmly establish, in this regard, intra-African cooperation with operational networks not limited to administrative matters of institutions but likewise involving reflections on pedagogical practices or development and use of research.

1.1.3.2. "Educational research establishments"

Besides training establishments, didactic material production and educational research centers exist in the majority of countries which do not directly have a training mission except for certain countries such as INFRE in Benin or IPA in Burundi.

Some are active. The INRAP of Guinea seems to have "sufficient competencies in elaborating programs and designing didactic handbooks" in a situation marked by "insufficiency, or even the absence of textbooks" (report, p.5) and are able "to work out a new policy for school books with a goal of making them more available at a lower cost".

We can, however, note that the creation in 1974 of the National Institute of Documentation on Research and Teaching Activities in Niger (with a mandate to "collaborate actively" in the development of curricula, the adapting of handbooks and the administration of continuing education of teachers) does not prevent the setting up of a National Commission on curricula with their respectively defined functions (Report, p.21).

In Chad, the assigning of functions involving "applied research in education", and more particularly "the design, development and diffusion of general and technical secondary education programs" and "the design, development and diffusion of didactic materials" (Report, p.7) to the Higher Institute of Educational Sciences (ISSSED), created in 1992 from the ENS and the National Institute of Educational Sciences (INSE) did not impede the setting up of a Curricula Centre, which necessitated a redefinition of the ISSSED's mandate.

The problem of the status of personnel as well as their manner of recruitment in these institutions is significant: if 186 people collaborate in the functioning of the INIDE, in Angola (citing Angola is not to deprecate - however clear data on the country is available) only 6 are trained in research, whereas the "researchers" are secondary education teachers (higher education teachers are also projected) and the "technicians" are teachers in primary. A true status of researcher, even defined as provisional, hardly exists, thereby preventing the existence of controllable research in its real sense.

This problem is not specifically African, insofar as so-called rich countries experience the same type of situation. Thus, in France, it was only very recently that the National Institute for Educational Research could recruit personnel other than those coming from primary or secondary, and open its doors to professional and university researchers. This undoubtedly redounds to the general difficulty in setting up a true national pedagogical research structure in relation to other research systems, with its required freedom of orientation often clamoured for by researchers - and its relation to the educational system, which it is directly supposed to serve.

1.2. Terms of Reference of the Study

1.2.1 *Mandate*

In UNESCO's Draft Program and Budget for the biennium 2003-2004 (31C/5), Major Program I concerning "Education" presents Programme I.2, which defines a medium-term strategy for "building knowledge societies through quality education and a renewal of education systems". Under point I.2.2, devoted to the "renewal of educational systems", is main line of action 4 "improving teacher education and the status of teachers". One can cite the proposed strategy indicating the activity "Capacity-building in teacher training institutions".

"The strategy of UNESCO as regards teacher training aims at promoting the effective application of international standards in national plans on teacher training reform, improving

quality of this training and encouraging the dialogue and the exchange of information on innovative practices. During the exercise, UNESCO will develop reliable indicators on trends relating to essential aspects of the teaching profession.

UNESCO will encourage governments to use in a pragmatic way the normative instruments of the United Nations concerning teachers for the development of their national plans on education following the Dakar Forum and will publish practical indicators to facilitate their task in this respect. UNESCO in co-operation with ILO will conduct a world study on academic freedom lasting for six years. International guiding principles will be established on issues such as teachers' rights and responsibilities with regard to HIV/AIDS and the right to education and the use of ICTs in teacher training.

Concerning ICT and quality, the Organisation will focus on the activities of UNESCO Chairs in teacher training when trying to resolve certain essential problems such as reducing the digital divide between developed and developing countries, taking into account specific cultures in educational reforms and adapting the best traditional teaching methods to the requirements of new technologies. Sub-regional pilot projects will be set up in developing countries. An inter-institutional program on teachers and quality as a follow up to the Dakar Forum will be launched in co-operation with partners such as ILO, the UNICEF and Education International. The strategy adopted in this program will involve the strengthening of normal schools in Africa, establishing minimum sub-regional standards for entry into the teaching profession in at least one sub-region (particularly in the Pacific) and engaging a process of interdepartmental planning in a sub-region of Africa and countries in transition.

The collection and exchange of information on best practices, quality and ICTs will take place mainly at sub-regional level through innovative educational networks of UNESCO, UNESCO Chairs and other exchange mechanisms" (draft program, 31C/5, p.42).

Thus the activity being carried out concerns the training and status of teaching personnel, presented under the action "development of regional and sub-regional networks". It is defined as an evaluation of teacher-training systems at the sub-regional level of Africa. This evaluation allows an estimation of their quality and their effectiveness in relation to the objectives of Education for All and also encourages the development of specific actions, for example, changes in national plans on education or extra-budgetary proposals for improvements. It must take into account the capacity of these institutions for applied research and evaluation while considering the recommendations of the Education for All Forum and the World Conference on Higher Education.

It is important not to separate reflections on teacher training from other education personnel owing to the fact that education personnel come from the same career, as previously discussed re: research institutions. Furthermore, "beyond the diversity of functions, everyone has an immediate relation with pupils and their parents through its educative and particularly didactic nature; this quality unites them and makes them a fundamentally homogenous category" (Chiappano, p.2). We are therefore taking into account, through the best available information, teachers of various categories and levels, heads of institutions and supervisory personnel as well as their trainers.

On the other hand the training of administrators or non-teaching researchers will not directly be taken into account, even if these professions cross paths in their practice of national education and even if the training setup prepares this encounter.

Of relevant concern is the "positioning of teacher education beyond the limits of the division of labour, in a unified and global vision of the system, in an harmonious blend of

interactions and its diverse components, designated in the Organization's vocabulary by the term *pedagogic regulation*" (Chiappano, p.3).

1.2.2 *Pre-requisites and conditions for realization*

The document on the project "capacity building of teacher-training institutions in sub-Saharan Africa" recalls that "teacher training establishments created in the various countries, (normal schools, nursery and kindergartens, departments in charge of teacher training within universities and other specialized institutions), represent important institutions for quality building in teacher training in Africa. These units involve the best resources for improvement in quality training at the national level. They contribute to the education of teaching personnel and orient reflections on national realities. Some ten years ago, UNESCO decided to place a special emphasis on the development of these institutions, particularly, normal schools. Now that conditions have changed and new challenges appear, an in-depth evaluation of these training institutions is essential for their reinforcement in order to facilitate the achievement of objectives determined by the Forum on Education for all (EFA). "

It proposes the following strategy:

- 1) Pro-active in-depth evaluation of the current condition of these teacher-training providers in all 46 Member States of Sub-Saharan Africa; use about 10 consultant-evaluators to undertake this, in liaison with one government-designated national focal point per country, to ensure that the whole activity directly furthers implementation of national plans for poverty reduction and EFA
- 2) Implementation of recommendations: Follow this evaluation by developing extra-budgetary proposals as necessary, and begin to phase-in the most urgently needed TT-institution improvements for the rest of the biennium, based upon recommendations of the evaluation and the priorities of the governments and the teacher training institutions themselves.
- 3) The first focus of these activities would be the Ecoles Normales Superieures which UNESCO had played a fundamental role in establishing. Per country, only the lead TT institutions would be targeted, no matter how large or small the country.
- 4) Partners: This activity would be the responsibility of ED/HED HQs, in co-operation with BREDA and IICBA, and would use existing EFA and WCHE mechanisms. External partners would include Commonwealth of Learning, International Council for Distance Education, Education International, World Confederation of Teachers, UNICEF, ILO, ADEA, relevant Working Groups of EFA and WCHE

Expected Results

1. The lead TT institutions will be brought more into line with directly addressing national challenges of teacher training as relates to the problems of national under-development. All the following results are sub-sets of this.
2. Improvement of some of the teacher-training institutions in countries most in need, made via a large part of these UNESCO RP carry-over funds;
A sheaf of new extra-budgetary proposals, where warranted, for selected countries
3. Creation of a network, with the assistance of UNESCO, regrouping the principal actors and the principal institutions in the domain of teacher training.
4. A notching-up of this main TT-development policy issue for Africa on the international agenda, as a result of ongoing messages to policy-makers, donors, the media, etc.

1.2.3 Information gathered

During their short stay in each country, consultants had to collect major information. A list of the main aspects on teacher training, the subject for evaluation was provided for them:

- ✓ Overall picture: Are the existing TT institutions (e.g. ENS's, tertiary TT Departments) performing overlapping or complementary functions? Are their TT plans keyed to national commitments (and national plans, where existing) to meet national development goals?
- ✓ Curricula: Is there an adequate base for research and development in innovative TT curriculum planning in development of teacher-learning materials, in intellectual and material resources to develop these? Where are the sources of quality, both from within the national culture and from the regional and global community? What is the status of their curricula for literacy, science, health, and environment? Is there a need for regional minimum-standard TT syllabi for these subjects?
- ✓ Pedagogic methodologies: Are they adequate for values education, ICTs in education, lifelong learning?
- ✓ Library and research plants: What is the minimum, which could bring them up to acceptable standards? What is the infrastructure for using ICTs to provide quality research and learning materials and information in quantity? What is the networking within the countries and internationally?
- ✓ Labour issues: What is the extent of the participation, consultation and negotiation of teachers and their associations with the planning and programmes of the TT institutions? What are the current conditions of service for teachers?
- ✓ Gender equity: the main implications on gender equity of all of the above aspects would be examined.
- ✓ Management issues, covering all of the above.
- ✓ Open and distance Learning and ICT capacities related to all of the above.

Information was derived primarily from these guiding points, even if all the mentioned points were not systematically discussed and even if the concept of "principal institution" or "lead institution" for the choice of institutions to be evaluated was sometimes interpreted in different ways. This concept did not pose any difficulty in certain countries, where for instance there was only one normal school. However, problems of choice were encountered when the focal points at times, for practical reasons of accessibility, opted for institutions within the capital in view of time constraints allowed for the mission.

In addition, apart from data gathered during this study, various other sources fitting the total picture and overall context of the report were used. For instance, the reports of UNESCO's Director-General during the General Conference (C4), general reports from meetings of the Ministers of Education and other preparatory documents during said meetings, were likewise utilized.

Other documents enabled us to better understand the history of institutions, in particular the summary report on UNESCO and teacher training prepared in 1996 by Antonio (Ninno) Chiappano for UNESCO's 50th anniversary. Another document with direct links to UNESCO, owing to its information on scholarship holders in France of Special Funds of the United Nations is significant. Written by Raymond Lallez, the internship report organized in the two Alps by the French Commission for UNESCO from 24-28 January 1965 is historical because it convened 25 future leaders of training institutions in 9 African countries (Cameroon, Congo Leopoldville, Ivory coast, Madagascar, Mali, Morocco, Nigeria and Senegal) in one roof. UNESCO officers such as William Carter, Director of the Department of International Exchange, Victor Fomenko, Division of Scholarships and Robert Hennion, in charge of ENS in the Department of Higher Education, substantially elaborated on their views and orientations for the establishment of normal schools. Worth noting is that the three topics conferred to interns (ENS and teacher training, ENS and the University, ENS, as center of research, culture and civil life (Lallez, 1965, p.14) are still current issues.

Various other documentary sources were consulted: national reports (mostly facts about the country, as other information was not of general interest) ministry documents, like those from the Ministry of Primary and Secondary Education in Benin (although there are doubts on the reliability of data); foreign missions reports; university reports and publications.

Many institutions in this study organized assessment activities according to the number of evaluation days. Useful documents pertinent to the study were rarely transmitted and hardly made available in the experts' reports. Auto-evaluation of institutions, although of a certain value, has its limitations. In spite of the lack of supporting documents and back-up data in certain evaluation studies, one can rely on the vast literature on teacher training in Africa, which should be used not only on a national but on an international level. The present study might help in reinforcing the use of these documents beyond their limited and transient circle of production and distribution.

1.3. Organization of work

1.3.1 *Activities and schedule*

The work schedule as organized by the Division of Higher Education, delineates the principal stages of this activity.

- ✓ Summer 2002 : Contact with Ministers of Education, the Africa Group at UNESCO, UNESCO national offices in Africa, for proposals of resource persons to be selected for this activity-national focal points and consultants.
- ✓ September to October 2002: Missions--conduct in-depth consultant missions to 46 Sub-Saharan African countries, to obtain per country an analytic report on the conditions of their TT centers and, based on this analysis, a set of recommendations, strategies, time-tables, and related monitoring mechanisms for phasing in short-term and medium-term improvements.
- ✓ November 2002 to December 2003: Implementation of urgently needed short-term actions in favour of the most needful institutions.
- ✓ November 2002 to December 2003: Presentation of project results during the MINEDAF VIII meeting and through the media.

1.3.2 *Focal points and experts*

The "focal points" were chosen by persons responsible for the State. Usually members or people close to UNESCO's National Commissions, the personalities who agreed to organize local preparations, reception and the follow-up to expertise missions are senior-level educationalists involved in national teacher-training issues: Chief of Minister's Cabinet, Secretary-General of the Commission, an officer from the ministry, a director of principal teacher-training establishment or an experienced academician.

The "profile" of consultants was determined by the Division of Higher Education such that their former or current background and experience helped them to perceive swiftly the realities and needs for countries and establishments visited. These experts were selected from an inventory of capacities worked out with the assistance of the African offices of UNESCO. As is logical, we can find among them the current or former directors of teacher-training institutions, titular university professors, holders or coordinators of UNESCO Chairs. They are all Africans familiar with their region which facilitates not only the gathering of unilateral information but also the sharing of experiences in the sub-region. As much as possible, they should not be nationals of the country they evaluated, which was the case except for two countries.

The tasks of consultants were clearly identified:

- ✓ Duration of Mission: Each mission - five working days
- ✓ Initial Briefing: Liaison with the National Focal Point, who will brief the Consultant on national priorities, arrange logistics of visits, liaise with the Ministry, etc.
- ✓ Visits: Undertake in-depth visits to the lead teacher-training institutions so identified, and to relevant officials within the Ministry of Education, Ministry of Planning and Finance, teachers' associations, leading NGOs, IGOs, etc. The focus of the visits to the institutions must be pro-active. --Although the Consultant will be looking at a comprehensive list of indicators (Part II below), she or he must keep uppermost in mind the institution's own current approved objectives and work plan, as a basis for discussion.
- ✓ Analysis, Negotiations and Recommendations:

Before writing the final report, the Consultant shall engage in close dialogue with the heads of the teacher-training institutions as well as the National Focal Point to make sure that the resulting analysis and report-recommendations are directly related to implementation of existing national plans and commitments. The teachers' associations must also have an opportunity to react to the suggestions. The Consultant will make general recommendations based upon the current regarding the current use of existing resources, and, based upon these, will make two types of specific recommendations:

- 1) identification of one very urgent need of one teacher-training institutions which could conceivably be addressed by the pool of RP Carryover Funds which fund this 2002-2003 activity.
- 2) extra-budgetary proposals, as needed, to remedy the need/situation identified.

- ✓ Preparation of a final report of no more than 15 pages (not including annexes), consisting of an analysis of the overall situation, and the four types of recommendations cited above, for consideration for action by the Ministry and institution-head, and action by UNESCO.

The set up plan seems to have functioned well and to have corresponded to the goals aimed for. As Gaspard Gaparayi, the focal point of Rwanda noted, "the stay of (name of consultant of UNESCO) enabled us to reflect on this original way of working, which uses the universal potentialities of UNESCO's Member States in an ingenious way. The contact with the consultant also informed me much about her country at the same time as we exchange on mine".

An indication of hope, brought about by the project "capacity-building in teacher-training institutions in sub-Saharan Africa" was manifested by the way experts were welcomed by authorities in the host countries. Although the absence of a minister during a meeting is not necessarily of great significance - as in the case of Sao Tome and Principe where the Minister was not available during the expert's mission - being received by a minister, on the other hand, is unmistakably a sign of interest in this activity.

That was very often the case in countries like Angola, Botswana, Burundi, Cameroon, the Comoros, Congo, Eritrea, Ethiopia, Madagascar, Mali, Niger, DRC (Zaire), Rwanda, Tanzania, Chad, Togo, and moroso in Francophone countries, reflecting differences in work methods or sense of hierarchy, or possibly cultural differences in consultancy and adherence to prescribed schedules or protocol.

1.3.3 Report writing and Proposals

From the instruction to draw up a report of 15 pages, experts wrote their contributions varying from ten to forty pages. Generally, after a survey of the teaching situation in the country, the description of primary and secondary teacher-training establishments was expected. However in very many cases, a big number of establishments were examined. In others, only the training system was presented and the functioning of institutions was ignored. Still in others, only one establishment considered as key establishment was studied. In one single case, there was only a description of a training system for primary education teachers.

For the majority, the reports include the proposals for actions, although very few were precise or even quantified. It was not always clear whether proposals were developed by national officers in the field and raised by the consultant, or if they were the consultant's own.

The reports on focal points were short and usually limited to presenting the mission chronology, taking certain common elements from the consultant's report or giving the selection criteria for establishments which were visited.

2. The general organization of teacher training

2.1. Teacher training as national priority: intentions and realities

Generally, in each country, teacher training and teachers are considered as "national priority". This is true in many cases. For example in Angola, the country's 1995 plan, confirmed by the law of December 31, 2001 on the education system, "underscores the role of teachers in the realization of education goals, in the development of a patriotic conscience and the emergence of a new citizen through education. Teacher training is therefore a major element if reconstructing the education system is to be a success" (Report, p.2).

The reinforcement of technical and professional skills, including teacher training is presented as an educational policy priority for rebuilding education systems from now till 2005. For instance, in Botswana, teacher training is a tool for the realization of the 8th National Development Plan. Likewise, in Ethiopia, the Teacher Education System Overhaul Programme, developed in 2003, produces support documents for teaching and teaching practice, particularly curricular orientation for initial teacher training programmes and selection criteria for entry into training institutions.

The recognition of the determining quality and therefore primary importance of teacher training does not prevent one from discussing the situation of teachers in tragic terms : We talk about "de-motivation", "under qualification", insufficiency of remuneration (Angola), low moral, doubt and anxiety (South Africa), insufficiently adapted curricula (Angola), a great number of non-qualified or insufficiently trained teachers" (Burundi), the still significant proportion of expatriates among the teachers (nearly 11,50% for the degrees other than primary education in Botswana), or absence of trained pre-school teachers (Botswana). We can also note that teaching often appears as a waiting situation (in Guinea for example, youth on a contractual basis are on standby, subject to their passing the university entrance examination).

However, certain countries directly tackled the problem of finding solutions. Very recently, in 2003, Lesotho reported on a "task force on the formulation of a teacher-education and training policy". In Rwanda, the definition and the implementation of a policy of teachers are one of the 11 main programmes defined in 1999 to achieve primary education-for-all goals by 2010; or in São Tomé and Príncipe, one of the seven guiding principles of strategy for education and training for 2003-2013; it appears in the Gambian priorities of education... Other examples could be cited, where international recommendations for implementing EFA strategies are encountered. Considering these international recommendations do not always mean immediate implementation ...

Implementation of activities calls attention to the problem of financing them. Certain countries hardly seem to consider the training of civil servants, in whose category state-employed teachers fall, as a priority. Kenya, among many other countries, apparently devotes only 0,08% of its expenditure to it. The wage costs in the budget provided by teacher-training establishments leave little available money for operations, manifesting the need for a real and judicious use of its teachers. Citing another example, the ISSED of Ndjamena, whose financing represents more than a tenth of the Chadian Ministry of Higher Education's budget, uses more than three quarters of its budget for remunerations.

Therefore, proclaiming the importance of teacher training is not necessarily translated into its functional and intended use for educational policy, in the same way as training is very seldom related to the quantitative as well as qualitative recruitment needs. This is evidenced by the imbalance in institutions with a very strong demand for teachers which the traditional programmes cannot supply (this does not stop the programme from running) and institutions regularly producing teachers who will not be employed.

When we talk about teacher training, we hardly evoke teachers in higher education, as was the case in the majority of the reports. When teaching in higher education is quoted in a report, it is reduced to scientific training, training often considered as taken over by the country because this is prepared within the framework of cooperation agreements with the North.

Certain experiences are worth noting particularly that of the Pedagogic Center for Higher Education established in 1970 through UNESCO's assistance at the ENS Bamako (founded in 1962), which organized a local doctorate preparatory course for university and institution teachers. Dissertation defence was conducted abroad. Research activities reinforced the value and authenticity of the teaching programmes. Fundamental work in the field (solar energy) appeared quickly profitable. The center was taken over in 1981 by the Mali Institute of Training and Applied Research, and integrated into the university since 1996. Programmes developed at the DESS, DEA and doctoral levels, with the support of a significant number of teaching staff, are mainly on the sciences and scientific education, but mostly on the former.

One cannot help but remark that in the field of professional training, teacher training in higher education worldwide has scarcely been developed, whether in pedagogic or scientific terms, for reasons beyond the necessity to do so. In this field, Africa could be a forerunner.

2.2. Teachers: general characteristics, staff and levels

2.2.1 *A significant, unequally distributed population*

In each country studied, even when the teaching population was considered as insufficient, it nevertheless remains significant. The latest data reported by consultants often corresponded to the current year, while sometimes dating back to nearly ten years. Some figures quoted in the reports can be analyzed and compared with those published by international organizations.

From one extreme to the other, in Seychelles, there were 1,534 teachers for a population of 80,000 inhabitants in 2002 (distributed to pre-school, primary, secondary, and post-secondary i.e. 189, 657, 508 and 180 respectively), whereas in Angola, in the same year there were 83,556 teachers (including 54,583 for the first six years of basic education, 23,638 for the two following ones and 4,988 for high schools).

Among other examples, in 2002, in Botswana, 24068 (including 21112 for basic education and 2515 for the end of secondary); in Djibouti 1694 (primary education, 1029; middle school, 476; high school, 189); in Rwanda, 32353 (including 26024 in primary education) and in Togo 36302 (including 27770 in primary education, 6818 in middle school and 1713 in high school). In Cape Verde, in 2001, 4831 (including 799 for pre-school and 3214 for elementary education); in Malawi in 2000, 47840 in primary education and 9751 in secondary (for 13000000 inhabitants); in the Comoros in 1998, 5930 teachers in all the establishments (for 658000 inhabitants), versus 162621 in DRC (Zaire) in 1994... These figures, indicating relatively strong populations, are still considered as insufficient in quantitative terms. The gender distribution of teachers shows a large part occupied by women. However, the number of women decreases as one goes up the academic levels.

For example, in percentages:

	Course	Women	Men
Botswana	Primary	79,4	20,6
	Secondary	47,7	52,3
Cap-vert	College	57,4	42,6
	Pre-school	98	2
	Basic education	63,9	36,1
Malawi	Secondary	40	60
	Primary	37,9	62,1
Rwanda	Secondary	22	88
	Primary	50	50
	Secondary	19	81

Togo	Primary	13	87
	Middle school	7	93
	High school	8	92

The weak representation of women reflects gender inequity as in Togo, where high school accommodates 37114 boys against 10163 girls.

In certain cases we find a negative evolution as in Rwanda, where within four years there were 5,4% less women than men in primary education and 4,3% in the secondary; however, this is doubtlessly a transitory tend.

2.2.2 *Conditions in the exercise of functions*

Although the examination of teachers' situation is not the primary objective of the report, teachers' situation is generally presented in dramatic terms when considering their means of livelihood, their working conditions and their possibility for personal promotion. The Madagascar report denoted the general context surrounding the exercise of the teaching profession where "an atmosphere of dissatisfaction continuously tarnishes the image of school teachers and discredits them even with parents" (Report, p.10). Dissatisfaction, negative image, difficult recruitment seem prevalent in many other countries.

Wages are regularly discussed. In Rwanda, the wages of teachers, determined in 1985, would not have moved since then in spite of changes or upheavals in the cost of living, had it not been for a general increase of 20% in 1996 for those holding public office. In Kenya, where the minimum monthly wage is 36 dollars, teachers earn between 54 and 133 dollars. In the ISP of Sao Tome, monthly wages vary from 50 to 100 euros... These are not isolated examples of low wages, which are oftentimes irregularly paid or seriously delayed.

The income issue does not help in maintaining ambitious teachers with high demands. One notes that in Kenya, candidates to the teaching profession are those of the lowest level; in South Africa, personnel are poorly qualified. This problem ruins the recruitment of teachers, when applicants choose the profession for lack of anything better, while destroying their vocation, their chances of retention, the quality of teaching and the possibility of controlling this quality. A paradoxical situation exists in Kenya, where a great number of trained teachers are unemployed, while 12,000 untrained teachers are doing the job.

An initial teacher training does not always exist. For example in Mauritius, recruitment of teachers in secondary education is made solely on the basis of a university diploma in the discipline taught. In Gabon, the small number of technical institutions makes technical teacher training small as well, impeding its eventual development. However training itself is not considered as a panacea because it is seldom implemented as a preparation for a real profession. Thus the consultant for Lesotho wrote that "newly graduated teachers tend not to be well equipped with delivery of instruction competencies, classroom management skills, general practice of teaching, and are not child-centred and task-orientated, but tend to be more concerned with salary and conditions of service" (p.7). In this report, one then wonders what is left of the profession.

With the difficult conditions described, the presence of a recognized and active teachers' union does not necessarily allow for rises in wages nor prevent the drain of teachers to more lucrative professions. However, unions participate in the continuing education of personnel, in the diffusion of didactic methods, and in obtaining advantages (transportation, in Sao Tomé's case) and contribute to the development of a professional culture integrated into the characteristics of the country.

2.2.3 *Differing Levels of Study*

The question of teachers' level appears to be an issue in the majority of countries. In Angola, at least 30% of teachers would not have exceeded four years of schooling, and in the capital, Luanda, half of the teachers in the first four years did not have more than twelve years of schooling, nor any specific professional training. In Cape Verde, only 5% of pre-school teachers, 36,3% of basic education and 58,6% of secondary have sufficient training.

In Malawi, 48,6% of primary teachers and 65% of secondary are not qualified. In Sierra Leone, only 40% of primary teachers and 55% of secondary have training and a qualification for teaching. In Mozambique, a third of primary teachers is not trained and another third has reached only the sixth grade with, however, a year of training in teaching.

On the other hand, in Seychelles, a study of 2000 (from which 1194 teachers of pre-school and secondary) indicated that only 29, 87 and 153 teachers of three levels have not received training; and in Botswana only 8% of the teaching body did not have the officially required level (Report, p.4, p.8). In Rwanda, a very strong development (undoubtedly due to distance teaching) showed that qualified primary teachers would have gone from 52,9% for men and 46,2 for women in 1994 to 80,8% and 81,6% in 2001; and for the secondary from 40,3% and 14,5% to 90,9 and 9,1%.

These observations raise issues in measurement. For one, population data control, generally uncertain in a number of countries, becomes even more so when different parameters are considered. Likewise, one's perception of the good level of a teacher in terms of components of training and professional requirements can vary.

2.3. Supplementary needs

In spite of the limited reliability of available statistical data and the absence of precise information on the functioning of institutions, its administration and its planning needs, an overview of the huge deficit of teachers can be put into figures:

Angola would immediately need 37000 teachers although an estimated 20000 teachers are being trained; Chad, 36000 (including 8000 for Community teaching); Djibouti, 780; Benin, 11074; Botswana, 1266, especially as replacements to expatriates still present. By the year 2008, Lesotho should multiply the number of primary teachers by 1,5. Currently, Eritrea should produce 1250 teachers annually; Madagascar, 3000, solely for primary education. Cape Verde would need 2809 additional teachers by the year 2010, including 1451 for secondary.

This evaluation of needs is primarily quantitative, but complemented by the qualitative needs in training, to be discussed further on in this report.

3. National systems of teacher training

3.1. Multiplicity and variety

The teacher training system of a country is surely affected by the nature of the educational system's organization itself, even if how this relationship functions is not always examined. Certain countries rely more on private schools (in Lesotho, more than 90% of primary and more than 80% of secondary were managed by the church in 1996 – cf. Report, p.2), all the more reducing the influence of the state. Other countries will tend to come up with training circuits specific to the different types of teaching management (denominational,

private commercial, public, communal). Others will rely on the State to assure the uniformity of training, whatever its nature might be.

In certain countries, there are clearly two official training networks. In Tanzania, faculties of education in universities depend on the Ministry of Higher Education while Normal Teaching Colleges depend on the Ministry of Education and Culture. This type of separation, which reflects those of the ministerial departments responsible for teaching, does not appear favourable to the harmonization of teacher training at different levels.

As a popular rule, teachers in different levels of teaching are trained in different institutions. For example, in Ethiopia, Teacher Training Institutions train at the "certificate level" permitting to teach in the primary classes, while Teacher Training Colleges train at "diploma level" for the second part of basic education, whereas education faculties prepare for a "degree level" permitting to teach in high school and college.

The necessity of replying to the urgent need for teachers engendered the increase in the sources of recruitment and types of training. For example, in Guinea, among elementary school teachers, one finds alumni from the normal school, various contractual teachers with training equal to or more than 2 years of university, then trained during employment, and teachers directly recruited by the community, often sponsored by NGOs.

Sometimes systems created at a different period still remain, with the latest ones to replace the older ones. Thus, we can observe the coexistence of teacher-training institutes for the second part of secondary ("normal" sections) and specialized schools for the higher level. Thus, in Comoros, one observes a similar situation where a planned restructuring of different types of institutions into a single type, envisaged since 1994, was applied to only one of them, thus leaving the others to function as before.

3.1.1 The number of establishments

The variety in types of training is reflected in the sometimes significant number of institutions: the Democratic Republic of Congo has 35 establishments; South Africa rationalized its training offer while passing from 281 establishments in 1995 to 25 in 2001 – in Sao Tome E Principe, there is only one; in Eritrea, three establishments have a clearly differentiated function: primary teacher training, training in mother tongue, teacher training in secondary education. For primary teacher training, Angola has two public establishments and six private, 2 in Benin as in Equatorial Guinea, 4 in Botswana and 11 in Rwanda, but currently non-functional... Madagascar has six normal schools established in each region.

If certain countries have systems which appear definitely structured (for example, Chad has 7 teacher-training schools, 34 continuing education centers; or Zambia where two of 14 Teachers Training Colleges prepare for secondary and 2 for in-service training), this apparent clarity does not apply to all. A general inventory of establishments and their manner of functioning in the various countries studied would be useful.

Moreover, discussions and decisions with regard to establishments, reflected in texts regulating teacher training institutions, have not been renewed in certain countries for more than twenty years, in spite of the changing realities. This does not facilitate the study of these institutions.

3.1.2 Length of training

The length of training appears to be different, within and between countries. This is interesting to note because it corresponds to the evaluation of time necessary for training a teaching professional, at whatever level this might be. Closer attention is given to the duration rather than the level of work.

Duration	Country	level of exercise targeted	level of recruitment
4 years	Angola	primary	End of basic education
4 years	Angola	secondary and teachers training	High school diploma (11th year)
4 years	Mali	primary	DEF (diploma of fundamental studies)
4 years	Mali	Basic education	3 year teaching experience
4 years	Rwanda		
4 years	Sao Tome		
4 years	Seychelles	primary education	End of secondary
3 years	Burundi	general and technical secondary	
3 years	Benin	Primary	BEPC
3 years	Botswana	(col. of ED.) primary	COSC, BGCSE
3 years	Botswana	(col. of ED.) primary	COSC, BGCSE
3 years	Cameroon	secondary	High school diploma or CGE
3 years	Cameroon	ENSET second.techn.DET1er degree	High school diploma in techn. or CGE
3 years	equatorial Guinea	graduate professor(primary)	dipl.4thyear secondary
3 years	equatorial Guinea	Full-time professor (secondary)	graduate professor or year pre-academic
2,5 years	Angola	rural primary education	High school diploma
2 years	Benin	primary	High school diploma
2 years	Mozambique	primary (level 1)	7 year schooling
2 years	Mozambique	primary(levels 1 and 2)	10 year schooling
2 years	Mali	End of basic education (specialists)	High school diploma
2 years	Mali	secondary	Bachelor's degree
2 years	Cameroon ENSY	secondary	Bachelor's degree BA
2 years	Cameroon (DET2d rank)	technical secondary	DET1st degree
2 years	Seychelles	secondary	
1 year	Botswana (university)	secondary	Bed, BSc, BA
1 year	Mali	inspectors	End of secondary education or teacher of basic education or teaching adviser
2 years	Chad	Professor C.E.G	High school diploma
2 years	Chad	Pedagogy adviser	Primary school teacher
2 years	Chad	Principal inspector	Pedagogy adviser
2 years	Chad	Certificated professor	Professor CEG
1 years	Chad	Professor of teacher training institute	Bachelor's degree

3.1.3 Location of establishments

Of significant interest is the location of an establishment. The principal establishments of secondary teacher training are often in the capital, e.g. Angola, Benin, Burundi, Cameroon or Niger. There is a certain rationality related to the difficulties in travel and provision, proximity and trainer resources. The rationale for choice of location is reinforced by difficulties evoked by establishments far from the capital, whatever level they teach.

For example, in South Africa, training institutions for basic education located in rural zones were denounced as dysfunctional prior to reorganization; in Zambia, the location of the National In-Service Teacher Training College of Zambia, although nearest to the capital and hardly 60 kms away, encounters big problems of communication. In Eritrea the setting up of May-Nefhi Teachers' Training Centre, for primary education, corresponds to a warranted desire of creating a teaching body in mother tongue education. However logistic problems have not been resolved: the administrator is in the capital while teachers stay there only during work days, creating instability and non-settlement, which can only harm this likely ephemeral operation.

However settling in the provinces can contribute to a real democratisation, reinforce exchanges within the country, and account for local cultures. The case of Burkina Faso, where the ENS is distantly located from the university, merits further study. This is also true for Angola or Benin with their varied locations. In Cameroon, the location of the campus in the provinces could have contributed to the feminisation of the teaching corps: 36 % of ENS students in Yaoundé are women, 45% in Bambili.

3.2. Running of the institutions

In many countries a real division of tasks seems to exist between State and private establishments, in its broad sense, as well as various NGOs and denominational establishments; thus it seems important not to ignore the roles and operations of each one. The material we have at present – even if specific studies carried out exist for example in Congo or Cameroon- , does not allow us to measure the impact of one over the other. Angola is a rare case where an *instituto médio normal* and an *escola de magisteri primereo prives* were studied by consultants side by side with their public equivalents.

Teacher training establishments, if they are often managed within the framework of the same ministerial department, have usually something to do with another (Cf. point 5.4). One part of teacher training e.g. for primary education, is managed by the Ministry of Education while the ministry distinct from higher education manages secondary teacher training; or initial training might be the responsibility of the Ministry of Education while in-service training would concern the Ministry of Labour.

The situation can be even more complicated when, beyond public establishments, a training system corresponding to private networks and/or independent denominations exists. For example, in the case of Sierra Leone, teacher training is ensured by each educational network, different from that of public schools; We thus find Catholic secondary school training teachers for Catholic schools, Protestant secondary schools training teachers for Protestant schools and Moslem secondary schools training teachers for Moslem schools without any coordination and in an obvious wastage (Report, p.6).

3.2.1 The status of establishments

In the field of public establishments, a general distinction can be made between public establishments equipped with a moral personality and financial autonomy (ENS of

Koudougou, Burkina Faso or the ISSEG of Maneah in Guinea) and those that are a component of a university. In certain cases, independence is asserted as a guarantee of its importance e.g. in Seychelles, when the National Institute of Education was separated in 1999 from the Seychelles Polytechnic to give a higher profile and a more positive image to the teaching profession.

Thus, in Angola, the *Instituto Superior de Ciências da Educação de Luanda* (ISCED), opened in 1987 after that of Ubangu, (the latter created in 1980 before five others) is one of the entities of the university; while in Burkina Faso, the *Ecole Normale Supérieure de Koudougou* was created in 1996 from a merging of the National Institute of Educational Sciences and the *Ecole des cadres et d'animation pédagogique*; or in Burundi, when the Normal School separated from the University in 1999. On the contrary, the ENS of Yaounde created in 1961 was integrated into the University of Yaounde I the following year (Report, p.1).

Among the establishments integrated into universities, the ENS in Senegal is an institute of the Université Cheik Anta Diop since 1995 and today, the question of its transformation into a faculty of educational science arises, as in Gabon or Cameroon (Yaounde I). In Equatorial Guinea, each of the two specialized campuses (i. agriculture, administration and letters in Malabo, ii. engineering, medical sciences and environment in Bata) has a university school for teacher training since the creation of the university in 1995.

In Niger, the Abdou Moumouni University accommodates the ENS since the creation of the University Institute of Pedagogy in 1971, which became the School of Pedagogy in 1976, and later the Faculty of Pedagogy in 1984 and finally ENS in 1994, "to take into account the exigencies of professionalization" (94-147/prn/menes/r decree). In Botswana, one of the 2 colleges of education which train secondary teachers was able to comply with the standards enabling it to belong to the university (Report, p.12). In a country like Mali, the ENS, after having been a *Grande Ecole* independent from the university since its creation in 1961, has become a structure of the university, like all the other institutes of higher learning: the faculty of letters, languages, arts and human sciences - by sharing the same buildings and apparently its personnel, since 2000.

Gambia College, another case of reception without integration has for a long time been the only higher education establishment dealing with teacher training, lending teachers and facilities to the newly created university. In Lesotho, a specific faculty, the faculty of education of the national university, used to prepare secondary teachers before becoming a sector of the faculty of humanities; while the Lesotho College of Education is linked to the national university like a sister institution, which gives it control over its responsibilities in spite of the unifying of their respective modes of governance.

The development of South Africa is particularly remarkable and participates fully in the need for system reform, initially established for a country divided according to racial criteria (Report, pp.5-6) : the "universitarisation" of teacher training contributed to its rationalization since, departing from a multiplicity of establishments with few precise standards, the development of a coordinated system in higher education allowed the integration of the colleges of education into the universities as faculties or parts of faculties, passing from a provincial mission to a national mission. However it can also be noted that this resulted in the integration to universities of personnel who were less qualified than the colleagues they joined, causing certain animosities.

We already mentioned the creation of the ENS, some integrated into the universities, others left independent. Two types of models were considered: either an autonomous establishment supposing that its students would follow their course in the university with

concentration on professional training, knowing that a good relationship could be facilitated by a common type of recruitment for both types of establishments (Lallez, 1965, p.35), or an integration into the university, allowing either the teaching of pedagogy to students of other departments or sending its students to disciplinary courses. One can easily note that these types of models are still present, in spite of the apparent disparity in organization.

3.2.2 *Managerial board of the establishments*

Concerning the ENS, those remaining independent and those who became a part of the University (Benin) can be distinguished by the denomination of their heads, linked to the administrative categories of public office in their countries: Directors-general for the independent ones and Directors for those who became part of the university.

The information we have does not give us much allowance to conclude on a division of tasks inferred from the specialization of assistant directors or directors-general: if there exist in Gabon three directorates of studies, a directorate of research and a directorate of internship, but 4 in Burkina Faso, with the management of a secretariat-general, a directorate of studies, a directorate of internship, an administrative and financial directorate and a directorate of planning; or in Congo an assistant generalist, the academic secretary. In Senegal, the director is assisted by a director of studies (with assistant directors of studies) and a director of the center of research, documentation and pedagogic equipment, who is in charge of the coordination of research activities.

Several establishments also have a disciplinary type of organization marked by the existence of:

- training and research units (4 in Gabon: educational science, human sciences, languages, arts and sciences sub-divided into departments of guidance, didactics, psycho pedagogy and new technologies for the first) or
- departments (e.g. 7 in Niger – history, geography, mathematics, French, English, physics and life and earth science, or the ENSET in Douala, 3 in Burundi, 6 in Burkina Faso; 9 in the ISCDE of Luanda, 11 in the ENS of Yaounde, 12 in Adama Teachers College of Ethiopia)
- sections (Benin), or
- faculties (3 : humanities, sciences and education in the Domasi College of Education of Malawi), or
- a professional type of organization (in Senegal, distinguishing two sections: teacher training and training the trainers, also in Burkina Faso; or in equatorial Guinea where five sections exist in the professor training in Malabo; 4 departments in ISSEG-Maneah, distinguishing teaching in the colleges and high schools, planning and school administration, continuing education and research, and finally the professional training of teachers of the ENI, of counsellors in pedagogy and of inspectors in elementary education).

This professional organization seems to be that which was proposed at the beginning of the establishments' operation: distinct sections to train teachers of the first part of secondary, of the second part of secondary (for complete training or merely for pedagogy), and inspectors of primary education, documentation and educational research (cf Lallez, 1965, p.10).

We can also notice a number of directorate models which are non-specific to teacher-training establishments. The Polytechnic Institute of Sao Tome, the only higher education establishment of the country, is directed almost like a secondary establishment by a president, a secretary-general, a director of studies, a school administrator, a heritage manager and a chief supervisor; the two departments, letters and sciences are organized into disciplinary sections and a third one, referred to as preparatory, organizes the remedial of students to the desired level. The Lesotho College of Education which prepares teachers in primary, was led to imitate the structures of the university to which it was attached: council, vice-chancellor, 2 vice-chancellors, a council president - and to set up an organization with faculties.

Of course, the clarifying of establishment structures does not determine its operation and can even be questioned: for example, the training and research institute in education of Ngazidja (in Comoros) is presented as a department of 6 people in a primary degree service; but also as a single department with 2 people in a service of educational sciences; or in the secondary degree service grouping together 11 teachers, 6 disciplinary departments... This type of organization, doubtlessly wishing to prefigure the expected developments in their functions, runs the risk of drowning professional objectives when actually applied. On the other hand, the ISSED of N'djamena clearly organized for the training of managers in three departments: elementary, secondary and technical, foresees 16 sections to accommodate 111 students and 50 trainers but it has difficulties in creating real thematic or disciplinary teams.

3.2.3 *The institutions' personnel*

According to a preliminary draft, in order to teach in the ENS, specialists from the different scientific fields, professors from disciplines of traditional teaching, social sciences and psycho-pedagogy were required. However it was stated that there could be collaboration between them only if each one had a culture of the other field, in particular, an interest in the disciplines from the psycho-pedagogue and an interest in psycho-pedagogy from the discipline specialists (Lallez, 1965, p.31). This just requirement was not always carried into effect. This was particularly the problem in the training of trainers that has remained unresolved.

The number of teachers in the visited establishments of some countries is presented below:

Country/Type of Establishment	Number of teachers	Number of students
Angola (primary, public)	44	771 including 556 women
Angola (primary, private)	33	172 including 40 women
Angola (for end of basic, private)	33	1150
Burkina Faso	28 including 6 women	880 including 200 women
Burundi (ENS)	65	1800
Burundi(IPA)	32	700
Cameroun(ENSY)	150 including 25 women	3938 including 1537 women
Cameroun (ENSET)	57 full-time	1272
São Tome (ISP)	43 (only 7 full-time)	including 11 women
Tanzania (Morogoro TTC)	52 including 17 women	737
faculty of education of Dar Es Salaam	45	1557

We can only note the small proportion of women among the trainers: in Malawi, more than 30% of teachers of the five Teacher's College are women, in Equatorial Guinea, 44% in the EUFP of Malapo. These are among the best. However, in certain countries the

feminization of teachers in higher education follows the positive trend, although small, as in Nigeria, Burundi or Senegal. We also note very negative indicators as in Cameroon.

Whereas generally, the number of higher education teachers increased during these last years, the total number of teachers in each training establishment remains relatively weak. An overall plan for personnel training, possibly leading to a degree, while working on the improvement of the establishment's functioning would be ideal, if this is feasible. Apart from the case of Seychelles where the only teacher with a doctorate was a foreigner, information on the level of study of these trainers confirms their need for training. The addition of responsibilities within certain establishments did not necessarily modify the reality of their activities and was not based on a rising in the level of training of its professors.

Country, institution	teachers	Research degree (4 year university study)	DEA (5 year university study)	doctors	students
Angola	127	50	50	27	2000
Angola (end of basic education, public)	95	41			2600
Equatorial Guinea(EUFP Malabo- all levels)	30	18 (6 engineers)		1	130
Ethiopia (Debre Birhan TTI, preparing for the basic education)	36	20	6		
Ethiopia (Kotebe CTE59 preparing for basic and the university level)	75 including 4 women	12	59 including 2 women	5	
Ethiopia Asella TTI (end of basic education)	23 including 0 woman	15	4		600
Ethiopia AdamaCTE (id)	58	16	38		
Malawi (Faculty of education)	18 including 4 women	5 including 1 woman			

Acquired training is seldom specialized. For example, only half of the trainers in the National Institute of Education in Seychelles have training in education (B.Ed or M.Ed). This is a global problem, wherein teacher trainers do not have any training in pedagogy, but are simply recruited on the basis of their qualifications.

Faced with this situation, the Teachers Training College in Malabo, employed six engineers in various specializations within its teaching body (chemistry, telecom, cartography, agronomy, agriculture) instead of using teacher trainers without any training. If there have been no difficulties in applying the initial specialization, a good technical skill could facilitate the transmission and acquisition of teaching competencies.

The variety of training backgrounds noted among teacher trainers could lead to specializations or different appointments. However we do not have sufficient information relating to their responsibilities, their obligations and the sharing of their activities to elaborate proposals on the matter. These could be considered within each institution, parallel to a training plan for personnel development.

3.3. Resources of establishments

3.3.1 *Means of communication*

It is not advisable to delve into this area. A great dearth is manifest and in many cases, only a big program to review facilities and installations could bring about a solution.

For example, in Lesotho or in the National In-service Teachers' Training College of Zambia we observe that one communicates with certain establishments only by radiophone.

The ENSET of Douala is connected to the Internet and actively uses this possibility; on the contrary, the ENS of Yaounde, must still face the problem of telephone installations: internal (with the rest of the university) as well as external; the same holds true for Brazzaville. In 3.3.3, we shall return to the question of computer facilities which can have multiple uses in terms of communication, management, research or teaching.

Two situations as classic examples are worth mentioning: in Zambia, a college was furnished with good computer facilities (54) but these were not installed, even if the distribution between administrative use and teaching use had been made; The Ngwane Teachers Training College of Nhangano in Swaziland, has a computer room, but in reality, has only one computer, linked to the internet for use in the library.

3.3.2 *Documentation*

Nearly all the establishments have a library, whether or not equipped with a real reading room. In certain countries as Botswana or Ethiopia, the working conditions in the library seem to be in place. In the ENS of Niamey, the reading room is spacious and well equipped.

The number of available books very seldom reaches 10000 and is often close to a thousand. Some examples can be given: 9164, including 2051 on education in the National Institute of Education in Seychelles; 9000 in the ISSED of N'djamena, but no new arrivals for 10 years; 7000 in Gambia college; 5800 in the ENS of Niamey; 3260 in the EUFP of Malabo in equatorial Guinea; 1680 in Sao Tome...

These figures are nonetheless insufficient. In certain cases, they need to be re-counted because they risk going back to better periods and do not account for the destruction and disappearance of books. Scarcity has a multiplying effect. Borrowing, particularly by teachers, can last forever and thus make unavailable the most useful books. Many establishments have also been victims of plundering. Generally, these figures do not provide information on the quality of available books. For example, the library of the ENS Mali, Bamako does not have any book on didactics and its reading room was transformed into a classroom.

Practically everywhere acquisitions are old and no renewal is made. A big number of copies of the same book, a hundred in certain cases, limits the offered variety while undoubtedly allowing for its more systematic use. Generally, however, this would be a textbook and not a specific tool for teacher training.

Worth noting is the difficulty in stocking libraries, even those which have the capacity of being improved: bibliographical resources generally come from abroad, in particular from the North. In certain cases, for example in Niger, the quasi-absence of bookshops prevents a regular provisioning. Additional costs frequently introduced by customs tax on the importation of books further complicate attempts to strengthen libraries.

A co-operation scheme seems rarely exploited. In certain cases, there are libraries managed by foreign co-operations to improve the local offer; however, these are often limited to their subscribers and have specific policies which deserve re-thinking with authorities in national structures, to essentially enhance available resources while avoiding unnecessary duplication.

Among the requests several times evoked, and which to our view requires prudence, is the need for a computerized library management system. When a library offers only 1500 books, index cards appear much faster to exploit, and savings eventually made could be better allocated to the purchase of new books.

3.3.3 *Technical and computerized teaching aids*

A concern very present in many countries is to improve the means of communication in teaching through the use of new technologies. The World Bank and various donors have contributed to this. However the utility of purchased facilities remains low. A major explanation can be cited through an example: in Guinea, available computer equipment is "unfortunately not functional in several administrative prefectures for lack of electrical current" (Report, p.5).

Certain establishments seem well equipped: in Ethiopia, 12 computers in Kotebe, 11 in Debrre Birhan, 70 in Awassa; these establishments also have a language laboratory. In Seychelles' National Institute of Education, 10 computers are available, and seem to be put in good use. Through the USAID, three computer rooms in the ENS of Bamako were installed: 35 for the students of Faculty of Arts; 10 for students of the ENS; and 6 for their professors. However we do not have any information on their actual use.

Other situations seem problematic. The computers installed in Gambia College with the assistance of UNESCO are under-utilized for lack of initiation on their utility for teachers and on the use of available programs. The ISP of Sao Tome, which benefits from good computer equipment for administrative as well as teaching use, however has only one telephone line (nor does it have any drinking water, for that matter). It is however connected to the Internet and can make good use of it. Said college, well-equipped with a language laboratory does not know how to use it... The EUFP of Malabo, in Equatorial Guinea, is equipped neither with a computer, a reproduction machine, nor audio-visual materials. Only one photocopying machine functions in the College of Education in Zambia situated in the library.

When an ENS makes available its premises to The African Virtual University, which benefits from the support of the UQAM and the Laval University, this does not necessarily mean that there is wide-spread use of modern tools in the rest of the establishment. Such is the case in Niamey, where financial difficulties did not allow the establishment of a link-up and to actually open to the Internet. However, this problem should be resolved soon.

It appears that the domain of modern equipment is where poverty and false richness frequently juxtapose; thus, in Eritrea, one establishment has powerful computer facilities and communication equipment which remain unutilised for lack of sufficient current; while another establishment does not have telephone connections but possesses two computers. Apparently, the existence of equipment does not imply their use for teaching purposes and the access to Internet is often limited to the establishment's central administration, at best, to the electronic mail and does not allow the use for documentation. Such is the case in Malawi (Report, p.11).

Bearing in mind a consultant's thoughts (Quashie, p.11) "materiel facilities do not replace pedagogic reflection" and on the contrary should kindle it.

4. Activities of establishments : training and research

4.1. Training programs

One often criticizes the ENS for proposing "programmes unsuited to teaching realities in the field" (Niger Report, p.18) as if those who say this in a supercilious way would have a perfect mastery of the construction of "adapted" programs and fully comprehends the meaning of "adaptation". The teaching and social effectiveness of programs is not only the concern of cabinet, the administrator or the researcher but is taken over solely by conscience and collective responsibility which give direction to the work of specialists who are its operational translators.

Undoubtedly, we cannot reflect on programs without taking into account the students, future teachers or those already in practice, who must benefit from what we expect of the practice of their profession.

4.1.1 Students: number and general characteristics

The concern to attract students towards the teaching profession, based on the French model, was to remunerate them during their training as civil servants, subject to an engagement to work for the State (cf point 541). This convenient situation, ensuring an income and a future, hardly exists because in most countries, the recruitment of civil servants has become rare.

In 1965 we evaluated at a hundred per annum the number of professors trained in the ENS and we noted that if this rate was maintained without considering new needs, it would take 40 years to replace 4000 foreign professors considered necessary (Lallez, 1965, p.21). The number of those trained has multiplied, foreign professors are replaced little by little, but the need for teacher training always appears glaring, faced with very strong demographic changes, a demand for extending the duration of studies, a clamour for the initial training of new teachers and for those who are already in practice.

The total number of students in teacher training is seldom specified in the reports. Once this is indicated, its distribution within the establishments has to be assessed. Distribution can be very unequal and entails a different functioning in a seemingly unified system.

In Zambia, 5711 future teachers were in training in 2002 at various levels, with approximately 3000 women. In Rwanda, the same year, nearly 1100 students provided 60 qualified professors in 2003; in Cape Verde, 1089 in 2000-2001, of which 507 for the secondary; in Mali, 312 students at the start of the new school year 2001 (of which 11 were girls), 213 for the secondary and 98 for basic, for a capacity three times bigger, and a big demand for teachers manifested in the need to train teachers for the institutes of training (25 are necessary for each of the 8 IFMs); in Eritrea, respectively about 650 (Asmara Teachers Training Institute) and 247, including only 17 women (May-Nefhu Teachers' Training Center) for the primary education and 250 for the secondary (Faculty of Education, University of Asmara); in Equatorial Guinea, the two establishments bring together 130 students (1250 students in the whole university), for a maximum of 30 diplomas maximum annually. Forty per cent of the students are women.

In Malawi, only 35% of the students in the primary teacher-training colleges were women (with 78,1 % success rate against 76,4% for men) and 26% of B.Ed diplomas in the Faculty of Education (in 2002, out of 144). Since 1995, Gambia College reserves 30 to 40% of places for women within the framework of the national initiative "remedial initiative for women teachers".

In the two types of establishments preparing for teaching in primary education in Mozambique, there were 8012 students in 2001, including 5067 women, who represent 57% of number of *Centros de Formação de Professores Primarios* (CFPP, for the first level) in primary education but only 42% of women in *Institutos C Magisterio Primario* (IMAP at two levels).

According to figures presented to consultants, certain establishments approach or exceed 2000 students (Angola, Burundi, Lesotho College of Education), even 4000 (ENS of Yaounde 1 in Cameroun), others 1000 (Congo and Gabon, ENSET Cameroon, Faculty of education in Lesotho). They accommodate about 700 students in Tanzania (634 in the teacher-training college of Dar Es Salaam, including 178 women; 737 in that of Morogoro, 788 in B.Ed programs university, for 769 preparing a B.A or B.Sc).

In Ethiopia, for a capacity of 700 students, Awassa College of Teacher Education accommodates 1500 students intended to teach at the end of basic education; Adama College of Teacher Education has 810 regular students, including more than 100 women, and Asella Teacher Training Institute prepares 600 students also divided between women and men for the first five years of primary school. In Sao Tome, there are 326 students in the ISP, including 137 girls; among them, 166 in training for the secondary including 75 girls. In Mali and Togo, there are approximately 300 girls. In Seychelles, there are 132, for a total number of 1534 students.

Of course these figures, which are not completely precise, would have to be evaluated in terms of identified needs for training, including replacement needs, and on the real capacity of the institution and of the country to provide training. These would also require more precise details.

Evaluation statistics are even more difficult to control when several institutions collaborate in training as in Burundi, where the faculties of the university, the ENS and the Institute of Applied Pedagogy collaborate in teacher training. This problem is not specific to African countries.

4.1.2 Programmes

4.1.2.1. General Overview

Before determining specific programmes, the emphasis is usually placed on the fields appearing necessary to teacher training. Thus in Ethiopia, the following examples are regarded as priority: the professional development of teachers in pedagogy and didactics, including the use of communication and information technologies, languages, sciences and mathematics, aesthetics grouping arts and physical education - priorities which the consultant proposes to tackle by specializing the existing establishments as centres of excellence for each field.

These general remarks need to be clarified according to the profession and the professional profiles which the establishments prepare for. But they are not always clearly presented.

Some offer training to the majority of the teaching profession: primary teacher trainers, teachers, teachers of primary and secondary, educational advisers, inspectors of primary education, disciplinary inspectors, heads of establishment, laboratory technicians, etc.

The reality of this offer is not always checked and certain training offers remain empty, which could be completely justified if this corresponded to a temporary absence of need in certain professions; generally, this is not the case. A long list of specialized training depending on insufficient staff and resources is only an expensive delusion. The development of common training in the various professions, marked by work on the required professional skills and specific competences, could be much more effective. The fact that the inspectors of primary education teaching are often trained in ENS (among many other examples, in Cameroon, in Congo, in Mali) which also train the professors of secondary could take part in a good integration of teaching personnel; in the same way, the training of professors of *écoles normales* or *institutes de formation des maîtres*. However this integration should not be done through too general programs but with the precision which would allow the development and harmonization of the various potentials envisioned.

Lesotho College of Education offers various programs touching on the different degrees of teaching, in particular secondary and technical education.

Another problem of integration between programs of professional nature and "university" nature is often presented in terms of conflict. In Lesotho, the faculty of education delivers diplomas in sciences of education, in agricultural education and in home economics but it develops especially lessons of B.Ed for secondary professorship, joining together the 7/9 year students, primary education B.Ed whose recruitment is currently suspended, having only six students. It was noted that training programs do not take much into account the subjects taught in the secondary...

During the creation of the ENS, the first year offered an equivalent to propaedeutics, an introduction to specialized higher education related to an initiation to the working methods of higher education and a teaching psycho pedagogical methodology. The student was to have access to "universal culture (...), country culture in the language in which he learns and will himself teach (...) also to African and national culture" (Lallez, 1965, p.23) Note that this third aspect supposed an Africanization of programs.

Courses of civics, economic sociology and political economics were envisaged. Also desired by the 1965 interns included: initiation of modern teaching methods, the non-separation of theoretical teaching and pedagogy, specialized didactic courses, then entitled "special pedagogy" distinct from general pedagogy, a constant connection and practicum in the primary normal schools (Lallez, 1965, pp.25-30).

We lack information on abandoned programs and thus on the conditions of their abandonment, on the programs in project and thus on the conditions of their construction. It is quite obvious that this type of information, historical and prospective, needs to be constituted to build a quality evaluation on development. Unfortunately, there have been very few developments on the matter.

Even the inexistence of curriculum for training is often denounced without complementary information to support this claim or evaluate its possible consequences. Requests made indicate the lack of programs in certain fields, for example, in Lesotho: environmental education, specialized education, family education, health education, school management, child development or curriculum evaluation (Report, p.8) or communication and information technology.

This various information shows the importance and the urgency to progress on matters of programs by identifying them and by constructing them clearly. At least certain countries began this work, bringing together curriculum experts and discipline specialists and accounting for the state, the disciplines, as well as the role of the teacher in the community (for example in Sierra Leone). The place for training in clinical and educational psychology was also underscored and clarified.

4.1.2.2. Distance training

Much is said about distance education in the world and in Africa. It should immediately be recalled that the concept of distance education encompasses a great number of possible processes more or less equipped, and is very broad but very often corresponds only to a "paper" training (cf. report on Rwanda). It is therefore necessary to avoid any myths on the matter and disregard the illusion that technical progress can immediately liberate everything.

There are risks that with the apparent facility of this type of training, it will be developed unduly. Indeed, the great number of students that distance teaching can accommodate could multiply registered students and registration fees without a proper adaptation within the required framework. The effect that distance education could engender is to allow some of the learners to pass from primary to secondary education, without generating any new ones. The effectiveness of this training in terms of new recruits must be checked. Various cases can illustrate these difficulties (Cf. Report on Zambia, p.3).

However distance learning appears as a hope everywhere and should contribute to resolving the shortage situation of teachers, not as a stopgap but as a viable solution for continuing education.

Distance training is presented in Malawi as a means of multiplying the production of teachers; in 2000, distance training was projected for 12129 teachers for primary education against 2760 with direct classroom learning; and within three years, 300 distance trained teachers for secondary against 180 direct classroom learning (Report, pp.8-9). Secondary teacher training is organized for ten months a year in the field and two months in Domasi College Education; We find here an argument in support of distance training: Future teachers are not displaced outside their working context for three years, and thereby acquire a practical experience they can reflect upon and control through their training.

These advantages can be found at the level of higher education: out of 29 teachers of the EUFP of Malabo (Equatorial Guinea), 19 came from foreign universities but 10 were trained in the country within the framework of the National University of Distance Training functioning with the support of Spain (Report, p 5)

An effective distance teaching depends on three conditions.

The importance of trainers is primary. Monitors, in particular must receive specific training, such as that which the Senior Educational Methods Advisor (SEMAs) of Malawi receive (Report, p.10). Their working and living conditions must be studied, and this can but only be useful for other trainers.

The development of distance teaching supposes the existence of teaching modules, and therefore requires making such modules adequate. The need to compose clear and operational training modules for distance teaching can contribute to the development of this practice, quite desirable in "face-to face" teaching.

Generally the problem of resources remains to be solved: if the Open University of Tanzania currently has 1600 registered students and hopes to have 10000, this big institution does not have internet access; and its team, composed of 12 full-time teachers and 23 part-time ones, does not seem stable. It can also be mentioned that in another country, an establishment which specializes in distance learning has only one radiophone...

4.1.3 *Recruitment and employment*

In the early period of the ENS' creation, two types of recruitment were proposed: on the one hand, a direct access for graduates; and on the other hand, an examination giving access to one year preparatory work, concluded by an examination for non-graduate civil servants. Then an entrance examination open to graduates was also thought of (Lallez, 1965, p.17). These methods were established in many countries although information is not sufficient to judge how they were applied. Suffice it to say that some regret the lack of screening at the level of recruitment as well as during studies, allowing students deemed incompetent to engage in the teaching profession.

Another provision was to bring together all the students, regardless of the manner they were recruited, then differentiate the average students, destined to teach in middle school, from the best students intended for high school the latter therefore requiring a licensed training in a discipline and training in pedagogy. (Lallez, 1965, p.19). It is based on debatable principles and is hardly discussed today.

One of the common points between training, needs and employment lies in the conception of internships. Periods vary: in Ethiopia 4 to 6 weeks including one week of observation; in Swaziland six weeks of internships a year. In Seychelles, 25% of the training period for primary education and 30% of the training period for those in secondary; in Sierra Leone a third of training time is occupied by activities not limited to direct teaching in establishments.

However the duration of internship does not reflect its quality. The consultant for Lesotho noted that "throughout their internship or teaching practice some students received no supervisory visits from their college lecturers, prompting some stakeholders feeling that three months was too short for teaching practice" - a reminder of the importance of supervision and guidance. Being an experienced and titled professional is not enough to introduce a young person to a profession.

The lieu of internship should be a criterion for a rational training choice. This is seldom the case. The lack of financial resources and transport often confines interns to the capital as in Mali. On the other hand, as in Burkina Faso, upon ministerial request to make up for deficits in teachers, interns can find themselves loaded with work in places remote from the training center. In addition, if application schools of teacher training still exist, as in certain countries like Senegal, their role is rarely evoked, appearing to be more of a vestige rather than a means.

Blending employment and trained students can prove to be difficult. In certain countries, there is a gap in the training institutions' calendars from the graduation period to recruitment and the taking up of duties. This can mean a long wait or unemployment. It might also lead to students practicing the teaching profession before having received their results, which is bereft of any sense in terms of classification, information and evaluation.

It is also necessary to point out the sad paradox of expecting teachers to be trained at a high level while nothing is done to guarantee their remuneration or job satisfaction, thereby impelling or accelerating their departure from the profession. In Cape Verde, for instance, one notes the "deficit of qualified teachers, particularly at the level of basic education, where this

phenomenon worsens day by day with the drain of basic level teachers towards the higher levels as soon as they have the opportunity to acquire supplementary training in teacher training institutes" (Report, p.15).

4.2. Research and publications

Certain remarks correspond to a harsh reality: « There was no evidence of research activity in the preparation of teachers as well as training of the teachers through distance education method for the diploma or certificate programs. » (report on Malawi, p.11). This problem is almost generalized, impeding content revitalization and improvements in teaching effectiveness, upsetting any possibility of elevating the teacher.

4.2.1 *Information on research*

One of the obstacles to research seems to be incomprehension or at the very least, the lack of encouragement from team leaders who are not always trained by the most qualified.. We encounter here the problem of recruitment and the training of heads of teacher training institutions. If it appears difficult to influence recruitment, where political considerations enter into the picture, it should be easier to improve professional training by putting into action the required competencies.

In addition, it should be recalled that even when a great dearth in research seems to reign, research does exist and is carried out (at least through student papers) within the framework of UNESCO Chairs in educational sciences for central Africa, and put to better use with in-depth inquiries on topics such as content of teaching or practical proposals for teaching.

4.2.2 *The existence of research centers*

The desire to establish a teacher-training institution as centre for research is a noteworthy aspiration for enriching cultural and scientific pedagogy. This is recalled in Cape Verde, with regard to a project for creating a research centre at Praia's Institute for Higher Education: "in view of the school's vocation as a structure of higher education, which cannot be accomplished effectively if it does not rely on local pedagogic and didactic research in relation to the outside world" (Report, p.16).

We noted that research existed in certain establishments, indicating one of their missions. The execution of this mission by the existence of research or laboratory centers appears in some of them: in Burkina Faso, in Congo, in Gabon, or Senegal, for example. In other establishments, in the EUFP of Malabo or in Angola, like many others, research eventually appears at the end of studies and thereon.

However an effective setting up of research centers in teacher training establishments pre-supposes that the position of the ministry of education has been clarified with regard to the utility of research in the field and its relationship to other research institutions. The distinction initially suggested between a mission of fundamental research and experimental production, as well as research on the Africanization of programs for the research centers of the ENS and the mass production and distribution for the IPN (Lallez, 1965, pp.37-38) does not really reflect a verifiable practice.

The example of Madagascar where two establishments were joined together, an example which was followed in Chad before being called into question today, undoubtedly deserves to be studied.

On a different matter, we can notice that the existence of laboratories in teacher-training institutions, as in other establishments, does not ensure their functional value insofar

as equipments are often very old and out of use. An exception, the ISP of Sao Tome, has good laboratory facilities for languages, physics, chemistry, natural science and informatics and regularly improves its equipment.

In every country, an overall plan on the organization of research work is the basis of its productive operations. This plan must appropriately consider all the **human** potentialities – supposing that these potentialities are well known and that the inventory was made - and **institutional** potentialities in order to implement them. The excessive ambition of certain texts regarding allocation of research to certain establishments whatever their potential - for example, to an ENS of fundamental research and applied research for all the disciplines taught therein (Cf. report on Niger) - is completely unreasonable and is likely to lead to an absence or a falsification of research.

Therefore the integration of research and training must be made through the clarification of responsibilities of each one, in primary teacher training establishments as well as those in secondary, and the interactions between them. Regional co-operation is an additional asset very little explored.

4.2.3 *Publications*

A general scarcity in publications was observed. As regards publications of scientific reviews, the recent and local initiatives like *Chair's Journal* in Brazzaville, or international initiatives like African research journals in Education are rare. The review of the ENS of Yaounde, *Syllabus*, is published very irregularly.

Certain establishments publish news bulletins, which is a commendable e.g. the ENS of Koudougou, in Angola, or the ENS of Dakar, which is also diffused via Internet.

4.3. Links with the community

This is a poor chapter. It is in fact poor in precise data but not imputable to consultants who visited various institutions. This is a sign of the isolation of these establishments which contradicts their mission and which merits further study.

4.3.1 *Professional, university, and teaching community*

The analysed reports bring very few information on this matter: teachers unions are quoted in three or four country reports, while professional and scientific associations are almost ignored. It is possibly an indication of the low cohesion of the teaching milieu, of the quest by its members for individual solutions, instead of collective solutions, even when involving work parallel to teaching.

It is undoubtedly important to reinforce this cohesion, in particular among teacher-training facilitators. There too, an active regional co-operation would bring dynamism.

4.3.2 *International relations*

This category, although better provided, is disparate and seldom allows the distinction between what would be good practices of co-operation and continuation/renewal of dependencies. It is of course in each country that the issue must be dealt with and its control ensured.

At the time of independence, many expatriates from the North worked in African institutions, in place of the nationals. This situation lasted generally long enough but is today in the process of being surpassed. For example, we find only two educational advisers in a Belgian NGO in Nkrumah Teachers College, one for sciences and another for mathematics.

The dependence on expatriate teachers relates at times to other richer countries in the South, for example, Eritrea, which is marked by the presence of 300 Indian teachers.

Foreign institutions can work directly in the country. Newport University of California proposes training in South Africa and Lesotho, where training is done in connection with the African southern universities. However Lesotho does not recognize diplomas to keep recruitment under control.

Certain establishments indicate the existence of co-operation conventions with foreign institutions without our being able to measure its effect e.g. the ENS of Bamako and the IUFM of Montpellier, the university Grenoble 3 and the UQAM. Conventions are quoted in several cases in Australia and the United Kingdom for the preparation of B.Ped and BS.Ed or higher diplomas.

Generally, the practices on co-operation regarding training should be based on good information on student candidates, the exact nature of diplomas proposed, their recognition and their professional effectiveness. This is seldom the case. In fact, there may be a connivance between suppliers of training and those who hope at all costs and against every evidence, to benefit from it.

4.3.3 Local community

Here too, the very weak information collected contradicts the intentions often proclaimed with local community. Likewise, it raises again the question of isolation of establishments which have a social role with respect to the whole population.

5. Future Resources

5.1. Requests made by the institutions

5.1.1 Different recipients

The requests collected or initiated are usually addressed to the State, via the qualified ministry, UNESCO, the institution, other actors.

The contents of proposals are very diverse, since these proposals go from the general reorganization of teacher recruitment to the maintenance of buildings, or equipment in support of program preparations of an establishment. This corresponds to very different financial evaluations, given that those involving the hiring of personnel, foreign in particular, are highly evaluated.

5.1.2 High costs

For many countries, requests are not quantified, for example, for South Africa, Angola, Benin, Botswana, Burkina Faso, Cameroon, Comoros, Congo, Djibouti, Eritrea, Gabon, Gambia, Guinea, equatorial Guinea, Madagascar, Mali, Mozambique, Niger, the RDC, Rwanda, Sao Tome, Senegal, Swaziland, Chad, Togo, Zambia.

The quantified requests are, as we mentioned, very varied and are indicated here to give an idea of what institutions can hope for. Examples: Lesotho (1,009,800 dollars), Sierra Leone, (929,500 dollars), the Cape Verde (783,390 dollars), Burundi (375,000 dollars, including 115000 for technologies), Malawi (349,600 dollars), Ethiopia (231,160 dollars), Ghana (129,250 dollars), Seychelles (128,602 dollars), Kenya (118,500 dollars), Tanzania (101,417 dollars), Maurice (57,000 dollars).

In the case of Angola, the training plan expected is not quantified because its development hinges on a mission of an expert and support of 3 or 4 experts for 3 years. The cost for UNESCO for the realization of a resource center is already evaluated at 71000 dollars.

What is the exact sense of these often poorly argued requests? An evaluation which appears necessary even before listing priorities and looking for less expensive solutions? Are there any illusions that these requests would be totally answered or in every case, evaluated? These questions are significant because they allow the passage from a culture of request to a rationalized approach to the resolution of needs.

5.1.3 *Insistent requests*

The requests made to UNESCO are varied:

- presence of experts in different fields (Botswana)
- training for pre-school (Botswana)
- computer facilities and maintenance (Botswana)
- continuing education for basic education teachers (Cape Verde)
- continuing education plan for all institutions (Angola)
- supporting creation of graduate degree (Burundi)
- creation of teaching resources center (Angola),
- resources centers in training establishments (Cape Verde)
- supporting scientific information via new technologies (Burundi)
- structure and international network of university pedagogy (Burundi)
- resource center to support distance training (Cape Verde)
- strengthening libraries (Cape Verde)
- creation of a research center (Cape Verde)
- renovation of laboratories (Cape Verde)

The requests relating to distance learning are numerous and can sometimes determine policies when a consultant recommends that it would be used as a principal vector for teacher training (Report on Lesotho, p.9). Those concerning computer facilities and their maintenance very often recur. Those related to the development of libraries are constant.

Continuing education is often taken as a matter of providing a budgetary heading for its financing or making it compulsory as part of a service for organizing continuing education for teacher trainers (Angola); or for creating a continuing education centre for all teachers which could also serve as a University Pedagogy Center (Equatorial Guinea). In connection with teaching innovation, it was proposed, in Angola to motivate by offering incentives in the form of premiums, compensations or short training courses abroad, aiming at "the effective improvement of the performances of professors and education system managers, either by means of a continuing and status-enhancing training or by the granting of specialized training in the country or abroad. They also relate to the installation of a modern information and documentation system, in particular by means of computer "(Report, p.4). This type of incentive is evoked elsewhere, for example in Mali, simply to increase teacher motivation, also in connection with certain proposals concerning the improvement of the image of teachers through professional meetings and official ceremonies. The strengthening of general knowledge in the first year of training and the preparation for self-training evoked in Angola is a concern similar to the need to reduce the number of temporary staff in order to make pedagogic teams more coherent.

The training for the development of curricula is a request specified in Niger as in other countries. To allow teachers to acquire the mastery of the national languages is also quoted for the purposes of cultural preservation and teaching effectiveness.

We also find various types of institutional proposals: the respect of officially required titles at the various levels of recruitment in Burundi; or the reinstatement of a recognized position to establishments of denominational training in Lesotho (Report, p.9); or to the simplification of training offers by reconverting the two establishments into one in Equatorial Guinea.

Indeed the common concern is to avoid competition between establishments, for example in Burundi, by allowing the IPA of Burundi to integrate the offices and programmes of studies existing elsewhere, or by distinctly attributing missions of faculty training, preparation of curricula and didactic support to the IPA and the training of teachers at the ENS. This presupposes the establishment of institutional links between the establishments with the same objectives in order to create an effective network of pedagogic action and exchange in Angola, or to facilitate the coordination of establishments, by making the ENS a true national pole of teacher training in Burundi.

As often, this requires a mastery of data on training, denoting the need to train a team on academic statistics and to manage a school chart in Angola or reinforce the management system of Benin.

The idea of an alternative model mentioned with regard to Cape Verde "not only to have qualified teachers in sufficient number within a short time, but also and most specially to have an equity in the offer of training in all the regions" (Report, p.15) deserves appropriate consideration in various countries: it is a question of defining steps and not only reproducing while trying to improve with difficulty those that did not prove their effectiveness. This can be concretized in a "project of distance learning by the creation of a resources center in teacher training institutions" as in other innovations and thus the "research for alternative models of shorter duration for teacher training and which could offer training at least equivalent to that offered by the current classical model" (Sane, p.17).

5.2. Rationalization of needs and priorities

These requests are reasonable and are complementary. The knowledge of populations to be trained and the means which could allow this, the valorisation of the teaching profession, the maintenance of competencies, the pedagogic mastery of teaching contents, the complementarities between establishments and how they were envisioned are the salient conditions for the existence of teacher training open towards the future. States and communities must respond to these requests; but insofar as these requests are found in the various countries of the region, the development of a communal reflection and reciprocal co-operation are equally urgent.

5.3. Initiatives to be studied

Exchanges must allow operational evaluations of initiatives which seem to have produced results in the countries where they were developed - not to imitate them but to find ideas and counter-ideas.

5.3.1 *In terms of structures*

Four examples of a completely different nature can be given.

In Ethiopia, a recent creation of the Teacher Education System Overhaul Programme (TESO) made it possible to gather the various fundamental activities of teacher training in

only one body. Matters reviewed include: support for the exercise of the profession, distance education programs, summer diploma programmes for teachers, the selection criteria for entry in institutions and the broad curricular outline of teacher training programmes.

The creation of May-Nefhi Teachers' Training Centre in Eritrea deserves attention. This should allow a significant increase in the number of teachers in their mother tongue, thus replying to the demands of the minority concerned, even if the concrete conditions of operation seem to raise a problem.

In Mozambique, ZIPs – 1500 structures exist in the country- develop in-service training at a relatively low cost.

The role of UNESCO Chairs in education to revitalize and imbue greater and realistically defined ambitions to the ENS or to their equivalent can be witnessed in UNESCO's supportive action in preparing teacher trainers and researchers in education for the highest degrees, as well as ensuring an international circulation of trainers.

5.3.2 Monitoring mechanisms

Ethics, equity and effectiveness are the main concerns. In response to equity, committees on equity were set up in the Guinean education system. In other cases, in Ethiopia, for example, the establishments themselves define criteria.

A code of ethics was prepared by the South African Council of educators, which ensures its implementation. In the same country, the Sector Education Training Authority has the mandate of assuring the quality of offers for teacher training as well as verifying that employees of the sector of education, training and development benefit from the means necessary for the development of their capacities.

5.3.3 In terms of activities

Through reports, various interesting and beneficial activities were presented. Activities at times did not appear to be outstanding, but this was rarely the case.

A primary activity was simply a question of clearly making basic training tools available, the publication of study guides and course syllabi, the production of duplicated educational documents, as practiced by the Center for Pedagogic Documentation of Comores (Report, p.11).

A basic practice, the periodic revision of programs, is stated only in Gambia College, whereas it promotes teaching work as well as collective scientific work, and can contribute to the cohesion of teachers' groups.

To face the shortage of computers connected to Internet, its use could be reserved to specialized personnel linked to the documentation center or the library, who can carry out information research for others. This is certainly more effective than a false self-service.

Concerning distance education programs, two examples can be given concerning Ethiopia. On the one hand, a high degree ("bachelor" or "master") distance training program for teachers; on the other hand, a distance training program concerning 21,000 practicing teachers in level I (certificate level) which corresponds to the first half of basic education, giving access to level II (diploma level) and also to teach the lower level classes. This type of training allows for an improvement and a diversification in one's career.

5.4. Local means : proposals

5.4.1 *The State's share*

In 1996, during the regional consultation in Dakar on strengthening the role of teachers in a changing world, Nwabuno Nwaboku recalled that "each nation will have to define its own priorities in training according to the characteristics of its own needs. This stage should be followed by a definition of trainings which we design for teachers. Based on these goals, we will establish training programs for instructors. Thus the suitable training programs, necessary facilities and trainers to carry out these programs, all these preconditions which should precede even the realization of programs will fall into place"(p.15°).

The separation of the responsibilities for training and use of teachers among different ministerial departments is common. For example, in Tanzania, the Ministry of Education and Culture directs the network of public colleges of education of the government and orients those of the private. The Ministry of Science, Technology and Higher Education is responsible for university teacher training and the Ministry of Labour, Youth and Sports directs teacher training in the professional sector. This arrangement is undoubtedly in the interest of an operational division of labor. However to train under the supervision of personnel who will be employed in a different service deserves the rethinking of a permanent structure of concerted action.

What the State must also monitor is the integration of teacher-training actions that can exist simultaneously. When distance education practices are set up, it is important to use them within the framework of the dynamization of the whole system in order to avoid making marginal experiments of them, whatever the costs. The dispersion of segmented actions (e.g. a multitude of ONGs or international organizations acting as if in competition, in particular in the poorest countries) undoubtedly useful for training, must be controlled. It is at the very least a mission for the state. In the same way, it has to ensure a voluntary management of the various co-operations and not be satisfied with the disorder of the various aides. A physical means often suggested to avoid the dispersion of teacher-training activities is simply to centralize the organization of teacher-training activities in the principal training establishment of the State; of course this cannot be made in an identical way in the various countries.

The idea of creating centres of excellence to serve as exemplary models and pilots in certain national or regional fields is often presented. The consultant for Ethiopia proposes a simple scheme: one of the establishments, Adama Teachers College would become the center of excellence as regards professional development of teachers; another one, Awasa Teachers College, would be for language education; the third, Kotebe Teachers' College, for sciences and mathematics; and finally, Gonder College of Teachers would be a reference for aesthetic education (Report, p.10). Such arrangements deserve to be better studied. Their recognition supposes not only the decision and engagement of the state but also dynamism and volition of teachers.

Finally, the engagement of the State in teacher training could be counter-balanced by an engagement from those who have received training to serve the State for a determined number of years. This was almost a systematic practice in the past, without always having provided lasting positive effects. This would undoubtedly lead to a re-examination of policies in public office, oftentimes detrimental to the trained young people who have remained in the country for a number of years.

5.4.2 *The share of local communities*

It is not a simple matter for a city or for a region to accommodate a training center. The various policies of decentralization, in order to succeed, require a real engagement of

local communities. In particular, it presupposes that establishments, even considered "high level", have a direct significance for the whole population. This can be translated in specialized actions of service for the community, among the most prominent: support for continuing education, the diffusion of cultural training and assistance to students by student-teachers. As we saw earlier, these actions were little mentioned in the reports, except for a provision of premises. This also quite simply supposes that the establishment informs the authorities as well as the community about its activities.

Under these minimal conditions, the teacher-training establishment can be regarded as a collective opportunity for the city. The engagement of the authorities and the communities to facilitate the institution's operation and to receive its personnel and students is indispensable.

5.4.3 The share of teaching professionals

Teachers see themselves as belonging to a particular body of professionals, that of teaching professionals. The existence of professional associations and unions proves this. Unions and associations help in collectively specifying the make-up and hopes of different professions.

If the reports often indicate difficulties of communication between ministries and trade unions, these reports are privileged means of condensing and expressing the problems of a profession in process.

Certain unions/associations took direct responsibilities in teacher training e.g., the Sierra Leone Teachers' Union (which received funds from various donors) and the Gambia Teachers' Union, which set up a promotion program of Koranic teachers similar to what the Gambia College prepared but without co-ordination between them.

The nature and the functions of trade unions or trade associations are usually clear, easy to define and control. Alongside the unions and associations, many ONGs, either of local, foreign or international initiative (often directed by teachers who also reunite them) collaborate on the work of personnel training. Their activity is hardly specified in the reports and would deserve a specific study in order to improve coordination.

5.5. Collective resources : proposals

We often use the word "collective". This word carries a lot of sense : on the one hand, it is necessary that awareness on the importance of teacher training for the social and economic development of the country be put into action. On the other hand, it is a reminder that the sustainable solutions for problems evoked throughout the reports can only be brought about by collective commitment and collective work.

5.5.1 Networks and responsibility

Network operations proved reliable, facilitating exchange, the comparing of experiences and supportive interaction. A difficulty can however appear with the multiplication of networks and the competition it engenders. This competition, wherein both operators and beneficiaries are involved, generates a prejudicial opacity for taking collective responsibility and ensuring good operations. Thus, it is important to surmount this competition, which is also a concern for states.

An example can be provided. Currently in Angola, forty projects should be financed by international networks (public or NGO). Their linking to one another and a common management by the authorities of the country would further ensure their effectiveness.

An international program relying on network operations, the UNITWIN/Chairs UNESCO Program has proven its worth. However, UNESCO Chairs are hardly evoked in the reports. The long-existing Dakar Chair in Educational Sciences, well known for its activities and honoured by the Director-General of UNESCO, was not mentioned by the consultant who however met its coordinator; neither was the recently established Chair on Distance Education in Malawi mentioned, whereas activities falling within its field were cited. Similarly, the Chair on Educational Sciences in Central Africa was not mentioned in Cameroon, where it has a branch, but was in Congo, Democratic Republic of Congo, Chad and Niger.

However the proposals made by the consultants towards these Chairs appear quite operational, for instance: the specifying of the role of establishments associated with the Central African Chair in the Democratic Republic of Congo; experimental actions for a certificate training course for executives of teacher-training establishments in Chad, Niger and DRC; an association with African Virtual University in Niger; or the setting up of an information relay in Sao Tome. The use of Chairs in other fields can also be proposed, for instance the participation in the DEA and DESS programmes dealing with environment in Bamako, Mali.

Thus the setting up and the development of Chairs are seldom proposed by the consultants, except in the countries already quoted, and in Madagascar, which has a UNESCO Chair in educational sciences for regional utility. As far as Comoros, Maurice, Reunion and Seychelles are concerned, a Chair could be set up in the ENS of Antananarivo to develop research & didactics and to offer a high level of training to teacher trainers. Other creations are desirable. Undoubtedly, they will have more systematic diffusion of information than those existing.

Good existing networks could be revitalized. First of all, it appears significant to facilitate the meeting of persons responsible for teacher-training establishments **within** the country, when there are various countries and interaction **between/among** countries involved. The institution of a regular Conference of Directors, which has flexible but permanent structures, is urgent. It must allow for the comparison of experiences, the identification of best practices and the regulated creation of cooperation as regards research programmes, high level training and teacher exchange programmes. It is within this framework that a definition of minimum regional standards for teacher-training programs could be proposed (Cf. the report on Niger). This can also facilitate the establishment of training activities dealing with human resources management, management of programs and/or finances destined for its members.

In the same way, a grand annual meeting for trainers from different countries on a theme concerning them directly would enable them to establish functional links, particularly on matters of research and reflections on teaching practices. This type of meeting does not replace those by research networks instituted by the Association of African Universities, the ADEA or organizations like the ROCARE, the RESAFAD or the GRETAf. This meeting could encourage coordination and the sharing of audience.

5.5.2 What expectations from North-South co-operation?

The question is crucial and the stakes numerous. It is very well known that the co-operation can lead to commercial practices disruptive to expected assistance. It is also known that the multiplication of independent co-operation projects multiplies network affiliations and the personal advantages expected from these, while discouraging collective action.

A true culture of co-operation in the sense of "working with", where each one contributes, must therefore replace a culture of assistance from a donor or service provider.

The univocity of the various networks of assistance, sometimes claiming a monopoly of competencies, makes their integration difficult. For instance, a current complication concerns the preparation of Northern diplomas in African countries. Teaching is ensured very often by trainers who would not have the responsibility in their own country, thus leading to diplomas whose recognition is not certain.

The awarding of much demanded, lengthy scholarships in Northern countries, thanks to foreign aid, contributes heavily to the brain drain, manifest in Eritrea among many other countries. It is quite obvious that high level scientific research, including educational research, cannot exist without contacts between the researchers of the various countries. Researchers from the South will still have to benefit from the richness of the North, particularly for documentation. Thus, mobility of researchers should be favorized, but rather short-term movements which allow for the acquisition of resources without cultural upheaval. This is now possible with the various and relatively new practices of co-operation, such as the introduction of scholarships in alternation.

5.5.3 *What expectations from international organizations?*

In his report on South Africa, J. S. Djangmah presents the role of UNESCO in a way which appears right and reasonable to us: "my inference from the various interactions convinced me that the vast South African educational system does not require limited assistance to build physical infrastructure nor does it require UNESCO's assistance to purchase new equipment or books for a selected library. UNESCO's assistance would make more impact if it facilitates the process of forging a common vision for teacher education, and an implementation strategy which will make the universities, the department of technical education, the department of education, the provincial departments of education in the new regulatory framework function with a shared vision"(Report, p.12).

In this spirit, UNESCO has a role of helping to evaluate the various means and types of co-operation and linking them together. For example, in the case of Comoros, one immediately understands how ineffective it would be to propose UNESCO actions without taking into account those initiated with the support of the European Development Funds.

On the other hand, the suggestion that UNESCO could organize a visit for trainers of South-African institutions in order to learn from the situation of this country might be interesting, but this appears to be more of the responsibility of the authorities of this country, or a bilateral co-operation. An international organization has to encourage exchanges, to contribute to the communication of experiences but not to focus on just one of them.

Generally, the assistance of a large international organization can serve in resolving certain technical problems or decisions due to serious poverty, for example:

- improving the capacities of communication,
- providing a basic library,
- contributing to the organization of a resource centre or
- creating a resource center,
- contributing to the setting up a training plan for teacher trainers ,
- contributing to the development of training curriculum,
- providing basic equipment for a research center,
- improving the capacity for diffusing research or tools in pedagogy,
- contributing to the organization of centers of excellence and the establishment of UNESCO Chairs,

- organizing regional seminars and facilitating study visits,
- proposing didactic tools
- contributing to training needs' assessment ...

Such a list is not restrictive. It only points out to the great number of areas to be mastered at the level of the educators and the institutions which accommodate them, if one wishes to carry out an effective and forward-looking education for teachers. Relationships are inter-linked, attesting to the importance of overall plans clearly delineating the responsibilities expected from each one. One can establish and monitor without "deciding for" and "taking charge of" which are responsibilities of states that an organization like UNESCO can assist.

Annexes:

A. List of Focal Points

Country	Name
Angola	M. Justino Jeronimo Directeur Institut national de la formation des cadres
Bénin	M. Coovi Gabriel Boko Ministère des enseignements primaire et secondaire
Botswana	Mr Barulaganye Mudongo Principal Toronta College Education
Burkina Faso	Badini, Amadé Directeur Général de l'Ecole Normale Supérieure de Koudougou (E.N.S.K.)
Burundi	M. Gérard Rusuku Directeur de la Recherche Scientifique Université du Burundi
Cameroun	Prof. François Xavier ETOA Chef de Département de Biochimie Université de Yaoundé I
Cape Verde	Mme Claudina Dupret Secrétaire Permanente à la Commission nationale capverdienne pour l'UNESCO
Central African Republics	Pas d'infos
Chad	M. Salé Hagam Enseignant à l'Institut Supérieur des Sciences de l'Education et Coordonnateur de l'Antenne Chaire UNESCO de Sciences de l'Education pour l'Afrique Centrale
Comores	Mme Said HOUSSEN Chef Division des enseignements Ministère de l'éducation de l'Ile de Ngazidja
Congo	M. Raphael KIKOUNOU GAGNANOND Maître Assistant en Sciences de l'Education ENS Université Marien Nguabi
Democratic Republic of Congo	Professeur Paul-Richard NGONGO DISASHI Professeur à l'Institut Pédagogique national Secrétaire Général du Service National
Djibouti	M. Mahamoud-Issé Mahdi Directeur de la Planification Ministère de l'Education Nationale et de l'Enseignement Supérieur
Equatoria Guinea	Norte Malabo-Bioko Escuela Universitaria de Formacion de Profesorado Ministerio de Ducacion y Ciencia

Country	Name
Eritrea	Mr. Petros Hailemariam Director-General Department of Research and Human Resource Development Ministry of Education P.O. Box 1056 Asmara Eritrea
Ethiopia	Mr. Workye Tegegn Programme and Teacher's Education Department Ministry of Education Mr. Belete Demissie Higher Education Sub-Sector Ministry of Education
Gabon	M. Alfred Sambo da Silva Directeur des études Ecole Normale Supérieure de Libreville
Gambia	Mr. Saim M.L. Kinteh The Gambia College
Ghana	Mrs. Margaret Benneh Ministry of Education Teacher Education Division
Guinea	M. Amadou Tidjane Diallo Directeur General Institut Supérieur des Sciences de l'Éducation de Guinée
Guinea-Bissau	Pas d'infos
Ivory Coast	Mme Kanvaly Fadiga Professeur Commission Nationale Ivoirienne pour l'UNESCO
Kenya	Mrs Mercy Mungai Permanent Secretary Ministry of Education, Science and Technology
Lesotho	M. Tsietsi Jacob Lebakae Chief Education Officer
Liberia	Mr. Marcus SOKPA Assistant Minister for Teacher Education
Madagascar	M. Ignace Ratsimbazafy Docteur en sciences de l'Éducation Directeur de Cabinet Cabinet du Ministre Ministère de l'Enseignement Secondaire et de l'Éducation de base
Malawi	Mr J.B Kuthemba MWALE Director of Planning
Mali	M. Mamadou Keita Conseiller Technique Ministère de l'Éducation
Mauritius	Mr. Santosh Kumar MAHADEO Acting Director National Inspectorate
Mozambique	Mr. Armando Carlos Banze SADC Technical Committee on Intermediate Education & Training

Country	Name
Namibia	Ms Eline Tulonga Nghitwikwa Chief Education Officer Directorate of Higher Education
Niger	Mr. Amadou Laoual Ministre(2000-2001) Ministère de l'enseignement supérieur
Nigeria	Dr Jamila Su'ara Assistant Director Higher education Department
Rwanda	M. Gaspard Gaparayi Ministere de l'Education, de la Science, de la Technologie et de la Recherche Scientifique
Sao Tomé-et-Principe	Mme Alzira Maria Rodrigues Membere du Conseil de Direction Institut Superieur Polytechnique
Sénégal	M. Valdiodio Ndiaye Directeur Ecole Normale Supérieure
Seychelles	M. Alex Julbert Souffle Assistant Director National Institute of Education
Sierra Leone	Dr Dennis B. Kargbo Principal Milton Margai College of Education
Somalia	M. Devadoss, OIC and Programme Coordinator
South Africa	Mme Palesa Tyobeka Chief Director Education Human Resource Development
Swaziland	M. Peterson S. Dlamini Principal of Ngwane Teacher Training College
Tanzania	Mr. Richard Chedié Teacher Education Project Coordinator Ministry of Education
Togo	M. Adjé Otéth Ayassor Secrétaire Général Ministère de l'Éducation Nationale et de la Recherche
Zambia	Mr. Simon Sikonya Chiputa Coordinator Teacher Training
Zimbabwe	Mrs. Tracy Colette Mudzi Director for Manpower Planning and Development Ministry of Higher Education and Technology

B. List of Consultants

NAME	NATIONALITY	TITLE	COUNTRY VISITED
ADEGOKE, Bade	Nigeria	Professor, Faculty of Education, University of Lagos	Ghana
AIDARA, Daouda	Cote d'Ivoire	Professeur de l'Université d'Abobo-Adjamé	Sénégal
ALLAOUI, Masséande	Réunion (France)	Directrice Régionale de l'Université de l'Océan Indien	Comores
AULA, Rehabeam	Namibia	Head of Department, Educational Foundations & Management, Univ. Of Namibia; Dean, Faculty of ED, Univ. of Namibia	Zimbabwe
CHIMOMBO, Joseph	Malawi	Research & Evaluation Officer, MINED, Lilongwe, Malawi; Director, Center for Educational Research and Training	Maurice
CHONJO, P.N.	Tanzania	Associate Professor at University of DSM	Swaziland
DJANGMAH Siau	Ghana	Consultant on Education, Training and Employment at IT Associates	Afrique du Sud
FONKOUA, Pierre	Cameroun	Professeur à l'Ecole Normale Supérieure, Président du ROCARE	Tchad
GACHUKIA, Eddah	Kenya	Academic Director, The Riara Group of Schools	Erythree
GALABAWA, Justinian	Tanzania	Professor in educational planning and education statistics, University of Dar es Salaam	Kenya
GUINKO, Sita	Burkina Faso	Professeur titulaire de Botanique et Biologie Végétale, Université de Ouagadougou	Mali
JIMOH, Shehu	Nigeria	Professor of Education, University of Ilorin	Gambia

KINTEH, Lamin	Gambie	National Co-ordinator – Integrated Functional Literacy Project in Gambia	Sierra Leone
KIPRE, Pierre	Côte d'Ivoire	Directeur de l'Institut d'études géostratégiques pour l'Intégration en Afrique de l'Ouest	Angola
LAYA, Dioulde	Niger	Ministère de l'Education Natinale, Commission Nationale pour l'UNESCO, République du Niger	Burkina Faso
LONGE, Remy	Nigeria	Professor of educational management, University of Ibadan	Zambia
MASENGE	Tanzanie	Professor, Open University of Tanzania	Botswana
MATSHAZI, Meshack Jongilanga	Zimbabwe	Acting Professor and Vice-Chancellor, Bindura University of Science ED	Lesotho
MBADINGA	Gabon	Professeur à l'université Omar BONKO	Burundi
MBEMBA, Gaspard	Congo	Enseignant Chercheur, Ecole Normale Supérieur, Université Marien Ngouabi	Gabon
MOSHA, Herme	Tanzania	Professor in educational planning and management, programme design and evaluation, University of Dar es Salaam	Malawi
MUBAMBA, Theodore	Burundi	Professor/Consultant on Education	Guinea Equatorial
MUNGALA, Anicet	Rep. Dem de Congo	Professeur des universités	Madagascar
NDAYISAB A, Joseph	Burundi	Membre du Sénat de Transition du Burundi, Ministre de l'Education Nationale (05/97-06/98)	Guinée
NDIAYE, Valdiodio	Sénégal	Directeur de l'ENS, Dakar, Directeur de la Chaire UNESCO en Sciences de l'éducation	Bénin

NOMAYE, Madana	Tchad	Expert Nat'l du Projet Educative à la Vie Familiale et matière de Population à l'école; en 1981-82, Directeur de l'Ecole Normale Supérieure de N'Djamena	Rep.Dem. De Congo
NUAKEY, Yao	Togo	consultant en développement du curriculum, évaluation et formation	Djibouti
NWABOKU, Nwabuno	Nigeria	Professor, Lagos State University, Faculty of Education	Nigeria
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		Basic Education, University of Ibadan	
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NOMAYE

D: Data on Teaching Personnel

a. Excerpts from the sub-Regional Report on Sub-Saharan Africa

Table A1 - Pre-primary education (ISCED 0) and other early childhood development programmes (ECD), 1998

Country	Pre-primary education		Number of institutions	Enrolment					Gross enrolment ratio for pre-primary and other ECD (%)		
	Entrance age	Duration (years)		Pre-primary education			Other ECD		Total	M	F
				Total	F	% Private	Total	F			
South Africa ¹	6	1	.. ²	*248 469	*122 969	17	..	..	..	..	..
Angola	3	3	..	..	..	..	..	..	..	..	..
Benin	4	2	336	17 891	8 649	20	..	..	5	5	5
Botswana	3	3	..	..	..	..	..	..	..	..	..
Burkina Faso	4	3	154	19 850	9 920	34	..	..	..	..	..
Burundi	4	3	..	4 938	2 483	49	..	..	..	..	..
Cameroon	4	2	1 371	103 908	50 271	57	..	..	12	12	11
Cape Verde ¹	4	2	..	..	..	..	..	..	..	..	..
Comoros	3	3	..	1 312	669	100	95 440	46 729	166	169	164
Congo	3	3	95	6 033	3 695	85	..	..	2	2	3
Côte d'Ivoire	3	3	276	35 553	17 387	46	..	..	3	3	3
Djibouti	4	2	2	171	102	100	..	..	0.5	0.4	0.6
Eritrea	5	2	88	11 581	5 413	97	..	..	5	6	5
Ethiopia	4	3	793	90 321	44 230	100	..	..	..	..	..
Gabon ¹	3	3	..	..	..	..	..	..	..	..	..
Gambia	3	3	264	28 823	13 618	..	..	..	..	..	..
Ghana	4	2	..	..	..	..	..	..	..	..	..
Guinea	3	4	..	..	..	..	..	..	..	..	..
Guinea-Bissau ³	4	3	54	4 159	2 132	62	..	..	4	4	4
Equatorial Guinea ¹	3	4	180	16 645	8 475	37	..	..	..	..	..
Kenya	3	3	23 977	1 016 606	522 230	100	..	..	..	..	..
Lesotho	3	3	..	36 079	*19 063	100	..	..	20	19	22
Libera	3	3	..	111 590	47 324	39	..	..	..	..	..
Madagascar	3	3	..	..	..	..	..	..	..	..	..
Malawi ^{1,4}	3	3	..	..	..	..	..	..	..	..	..
Mali	4	3	212	25 141	15 085	*1	..	..	..	..	..
Mauritius	4	2	1 132	42 279	21 023	83	..	..	100	99	101
Mauritania	3	3	..	..	..	..	..	..	..	..	..
Mozambique	..	..	..	..	..	..	..	..	..	..	..
Namibia	3	3	..	..	..	..	..	..	..	..	..
Niger	4	3	133	11 564	5 779	33	..	..	1.1	1.1	1.1
Nigeria	3	3	..	..	..	..	..	..	..	..	..
Uganda ¹	4	2	..	..	..	..	..	..	..	..	..
Central African Republic	4	2	..	..	..	..	..	..	..	..	..
DR Congo	3	3	..	..	..	..	..	..	..	..	..
United Republic of Tanzania	5	2	..	..	..	..	..	..	..	..	..
Rwanda	4	3	..	..	..	..	..	..	..	..	..
St Helena ⁵	4	1	8	53	..	..	..	..	..	..	..
Sao Tome and Principe ⁵	6	1	..	5 103 ^b	2 503 ^b	..	..⁶	.. ⁶	..	..	..
Senegal	4	3	313	24 299	12 030	68	..	..	..	..	..
Seychelles ⁵	4	2	35	3 304	1 604	4	..	..	..	..	..
Sierra Leone ³	3	3	154	16 520	8 578	100	..	..	..	..	..
Somalia	..	..	..	..	..	..	..	..	..	..	..
Sudan	4	2	5 984	365 723	196 083	100	..	..	24	22	26
Swaziland	3	3	..	..	..	..	..	..	..	..	..
Chad	3	3	..	..	..	..	..	..	..	..	..
Togo	3	3	319	11 241	5 601	53	..	..	3	3	3
Zambia	3	4	443	*30 000	*16 263	100	..	..	..	..	..
Zimbabwe ³	3	3	..	..	..	..	..	..	..	..	..

Pre-primary education											
Gross enrolment ratio (%)			Net enrolment ratio (%)			Teaching staff		Percentage of trained teachers			Pupil/teacher ratio
Total	M	F	Total	M	F	Total	F	Total	M	F	
..
..
5	5	5	3	3	3	638	386	100	100	100	28
..
1.8	1.7	1.8	..	..	..	**485	**420	..	..	..	41
0.8	0.8	0.8	..	..	..	..	..	..	..	..	..
12	12	11	..	..	..	4 438	4 312	..	..	..	23
..
2	2	2	2	2	2	..	..	..	..	..	..
2	2	3	2	2	3	606	606	68	..	68	10
3	3	3	..	..	..	1 580	1 519	..	..	..	23
0.5	0.4	0.6	0.4	0.3	0.5	6	6	33	..	33	29
5	6	5	4	4	4	321	312	65	22	66	36
1.5	1.6	1.5	..	..	..	2 487	2 301	63	37	65	36
..
26	28	25	..	..	..	..	..	..	..	..	..
..
..
4	4	4	3	3	3	194	142	22	27	20	21
..	..	..	..	..	..	387	141	100	100	100	43
39	37	40	..	..	..	37 752	37 374	42	..	..	27
20	19	22	..	..	..	1 970	1 970	..	..	..	18
48	55	41	..	..	..	6 158	1 184	..	..	..	18
..
..
2	2	3	..	..	..	1 050	839	98	98	98	24
100	99	101	71	71	72	2 551	2 551	100	..	100	17
..
..
..
1.1	1.1	1.1	1.0	1.0	1.0	533	523	94	90	94	22
..
..
..
..
..	..	..	..	..	..	7	7	71	..	71	8
..	..	..	..	..	..	139	132	..	..	..	..
3	3	3	..	..	..	1 272	988	..	..	..	19
..	..	..	..	..	..	194	194	88	..	88	17
4	4	4	..	..	..	702	632	50	..	..	24
..
24	22	26	..	..	..	8 796	8 463	..	..	..	42
..
..
3	3	3	3	3	3	566	551	49	73	49	20
3	2	3	..	..	..	700	400	100	100	100	43
..

Table A2 - Primary education (ISCED 1) and school life expectancy, 1998

Country	Primary education		School-age population (000)	Number of institutions	Enrolment			Apparent intake rate (%)			Net intake rate (%)		
	Entrance age	Duration (years)			Total	F	% Private	Total	M	F	Total	M	F
South Africa ¹	7	7	6 300	21 367 ²	17 997 945	3 934 217	1	...	...	...	...	...	...
Angola	6	4	1 480	...	1 342 116	611 672	6	88	100	77	**24	**27	**22
Benin	6	6	1 035	3 773	872 217	342 595	7	...	...	...	...	...	...
Botswana	6	7	305	721	321 271	159 430	4	111	113	108	**22	**20	**23
Burkina Faso	7	6	1 530	4 519	816 393	330 077	11	44	51	36	19	22	15
Burundi	7	6	1 115	1 512 ³	557 344 ³	250 266 ³	...	**70	**77	**62	**25	**27	**23
Cameroon	6	6 [#]	2 362	9 459	2 133 707	957 306	28	...	...	...	...	...	...
Cape Verde ¹	6	6	63	...	91 636	44 915	-	...	...	...	...	...	...
Comoros	6	6	109	348	82 789	37 538	12	71	76	67	16	16	16
Congo	6	6	482	1 168	276 451	134 805	10	35	36	34	**10	**11	**10
Côte d'Ivoire	6	6	2 452	8 082	1 910 820	813 346	12	74	82	66	30	34	27
Djibouti	6	6	98	80	38 194	15 726	9	34	39	29	25	29	21
Eritrea	7	5	492	593	261 963	118 305	11	55	60	49	17	18	16
Ethiopia	7	4	6 800	11 051 ⁴	4 367 329	1 660 014	5	85	100	69	22	25	20
Gabon ¹	6	6	172	1 175	265 244	131 720	17	...	...	...	...	...	...
Gambia	6	6	185	331	150 403	69 043	...	89	92	87	**10	**10	**10
Ghana	6	6	3 243	...	...	...	...	...	...	...	...	...	...
Guinea	7	6	1 234	34 906	726 561	276 708	15	55	62	49	21	23	20
Guinea-Bissau ⁵	7	6	183	759	149 530	60 129	18	110	127	94	33	38	29
Equatorial Guinea ¹	7	5	57	483	74 540	32 975	33	...	...	...	...	...	...
Kenya	6	7	5 951	17 611	5 480 689	2 709 826	-	106	108	104	...	...	...
Lesotho	6	7	364	1 264	369 515	191 384	97	94	93	94	16	16	15
Liberia	6	6	478	...	395 611	167 658	38	65	80	51	**39	**48	**31
Madagascar	6	5	2 163	14 438	2 012 416	988 130	22	103	104	102	**51	**56	**46
Malawi ^{1,6}	6	4	1 223	**3 160	**2 102 424	**1 045 151	...	...	...	...	...	...	...
Mali	7	6	1 806	2 871 ⁷	958 935	393 192	22	**54	**61	**46	...	...	...
Mauritius	6	6	121	285	130 505	64 471	24	105	105	105	27	27	27
Mauritania	6	6	416	2 676	346 222	167 550	2	...	...	...	...	...	...
Mozambique	6	5	2 687	6 263	1 918 400	807 399	2	82	90	73	12	13	12
Namibia	6	7	307	1 362	386 647	193 478	4	117	115	119	65	63	67
Niger	7	6	1 712	3 597	529 806	207 559	4	41	50	33	26	32	21
Nigeria	...	...	...	...	...	...	...	...	...	...	...	...	...
Uganda ¹	6	7	4 276	10 597	6 591 429	3 124 337	6	...	...	...	...	...	...
Central African Republic	6	6	575	...	284 398 ³	116 284 ³	...	**43	**50	**36	...	...	...
DR Congo	6	6	8 743	17 585	4 022 411	1 905 659	19	47	46	49	21	20	22
United Republic of Tanzania	7	7	6 237	11 339	4 042 566	2 009 287	0.2	69	70	68	**12	**11	**13
Rwanda	7	6	1 122	...	1 288 669	643 834	...	150	151	149	...	...	...
St Helena ⁸	5	6	...	7	506	221	-	...	...	...	...	...	...
Sao Tome and Principe ⁸	7	6	...	72	23 769	11 564	-	...	...	...	...	...	...
Senegal	7	6	1 483	4 256	1 034 065	462 998	12	71	...	...	39	...	...
Seychelles ⁸	6	6	...	25	9 738	4 791	4	...	...	...	...	...	...
Sierra Leone ⁶	6	6	771	2 370	442 915	214 279	1	70	72	69	70	72	69
Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...
Sudan	6	6	4 446	11 982 ⁴	**2 478 309	**1 129 250	4	65	70	61	...	...	...
Swaziland	6	7	181	539	**212 052	**103 175	2	99	101	98	42	41	43
Chad	6	6	1 250	3 326	839 932	308 613	25	77	91	64	23	27	19
Togo	6	6	768	4 701	953 886	410 894	36	100	105	94	40	43	38
Zambia	7	7	1 802	4 221	1 557 257	746 384	...	91	91	91	41	40	42
Zimbabwe ⁶	6	7	2 259	...	2 460 323	1 208 790	88	122	124	120	40	39	40

1. The enrolment ratios have not been calculated due to inconsistencies between enrolment and demographic data

2. Including level 0 (see Table A1)

3. Data refer to public education only

4. Data include level 2 (see Table A3)

5. Data refer to 1999

6. Data refer to 1997

7. Excluding Mercedes schools

8. The enrolment ratios have not been calculated due to lack of demographic data by age

The education system has a structure of 6-7 years in the anglophone provinces

Gross enrolment ratio (%)			Net enrolment ratio (%)			Percentage of repeaters			Teaching staff		Percentage of trained teachers			Pupil/teacher ratio	School life expectancy (in years)
Total	M	F	Total	M	F	Total	M	F	Total	F	Total	M	F		
...	...	...	...	...	...	8	9	7	*223 001 ²	*174 208 ²	*63 ²	*66 ²	*62 ²	...	...
91	99	83	**57	**61	**53	35	33	38	...	...	...	...	...	...	...
84	102	66	...	...	...	...	...	...	16 335	3 699	...	...	...	53	...
105	106	105	81	79	82	3	4	3	11 654	9 539	92	87	93	28	**11.7
42	50	34	34	40	28	18	18	18	16 660	4 114	60	59	61	49	...
**51	**56	**46	**38	**41	**34	**25	**26	**25	12 107 ³	6 489 ²	87 ³	...	...	...	...
90	99	82	...	...	...	...	...	...	41 142	14 607	...	...	...	52	...
...	...	...	...	...	...	12	13	10	3 190	1 975	...	...	...	29	...
76	82	70	50	54	46	26	26	25	2 381	612	47	48	46	35	...
57	59	56	...	...	...	39	40	38	4 515	1 890	81	78	86	61	...
78	89	66	59	67	51	24	...	...	44 731	8 949	...	...	...	43	...
39	46	32	32	37	27	17	...	...	966	268	90	88	96	40	...
53	58	48	34	36	31	19	18	21	5 576	1 951	73	75	69	47	**4.3
63	79	48	35	41	30	11	11	12	112 405 ⁴	31 302 ⁴	91 ⁴	91 ⁴	92 ⁴	...	**4.1
...	...	...	...	...	...	...	...	...	6 022	2 507	84	83	86	44	...
81	88	75	61	65	57	11	11	10	4 578	1 350	...	...	...	33	...
...
59	72	45	46	54	37	26	25	27	15 512	3 873	100	100	100	47	...
82	98	67	53	62	44	24	24	25	4 306	889	28	26	34	35	6.3
...	...	...	...	...	...	12	9	15	1 322	375	100	100	100	57	...
92	92	92	...	...	...	...	...	...	192 306	80 899	97	96	97	28	...
102	97	106	60	56	64	20	23	17	14 555	11 644	44	41	45	25	**9.2
83	95	70	**41	**46	**35	...	...	...	10 047	1 931	...	...	...	39	...
93	94	92	63	62	63	33	34	32	42 678	24 965	...	...	...	47	**6.3
...	...	...	...	...	...	**16	**16	**16	**340 375	**130 881	**54	**57	**49	61	...
**53	**63	**44	**42	**49	**34	**18	**18	**18	*15 447	*3 522	...	...	...	62	...
108	108	108	93	93	93	4	4	3	5 065	2 692	100	100	100	26	**12
83	86	81	60	62	58	...	...	...	7 366	1 888	99	99	100	47	...
71	83	60	41	45	37	**26	**25	**27	31 512	7 706	33	33	33	61	**5.0
126	125	127	86	83	90	12	14	11	11 992	7 982	29	29	29	32	13.0
31	38	24	26	32	20	12	12	12	12 901	3 974	100	100	99	41	...
...
...	...	...	...	...	...	**7	**7	**6	109 733	35 811	...	...	...	60	...
**57	**69	**46	**53	**64	**43	**33	**33	**32	3 125 ³	694 ³	100 ³	100 ³	100 ³	...	...
46	48	44	32	33	31	16	19	12	154 618	33 198	...	...	...	26	**4.3
65	65	65	48	47	49	3	3	3	106 329	46 850	44	44	44	38	...
114	115	114	91	90	92	29	29	29	23 730	12 988	50	53	49	54	...
...	...	...	...	...	...	...	...	...	57	52	81	80	81	11	...
...	...	...	...	...	...	31	33	29	660	...	...	...	...	36	...
70	76	63	59	64	54	14	14	14	21 277	...	...	...	...	49	...
...	...	...	...	...	...	...	...	...	656	580	84	78	84	15	...
57	60	55	57	60	55	...	...	...	14 924	5 979	61	63	58	30	5.0
...
56	60	51	**46	**50	**42	**12	**11	**12	113 026 ⁴	76 526 ⁴	52 ⁴	79 ⁴	39 ⁴	...	...
117	121	114	**77	**76	**78	**15	**18	**13	6 425	4 845	91	89	92	33	**10.0
67	85	49	55	68	42	26	25	26	12 373	1 156	44	...	...	68	5.0
124	141	107	88	99	76	31	31	32	23 107	3 110	38	34	61	41	10.3
86	89	84	73	74	72	6	6	6	34 810	16 530	89	86	92	45	**8.0
109	111	107	90	90	91	...	...	...	59 973	28 339	...	...	...	41	**10.0

Table A3 - Secondary education (ISCED 2 and 3) and post-secondary non-tertiary education (ISCED4), 1998

Country	General secondary education		School-age population (000)	Students enrolled in secondary education								
	Entrance age	Duration (years)		Total			General			Technical and Vocational		
				Total	F	% Private	Total	F	% Private	Total	F	% Private
South Africa ¹	14	5	4 095	*4 244 41E	*2 251 847	1	*4 084 064	*2 181 293	1	*160 351	*70 554	
Angola	10	7	2 064	...	...	...	267 399 ³	...	11	...	...	...
Benin	12	7	696	213 474	66 945	18	188 035	57 342	11	25 439	9 603	72
Botswana	13	5	193	147 525	76 904	6	143 503	75 832	6	4 022	1 072	..
Burkina Faso	13	7	1 779	173 205	65 018	33	160 096	58 112	30	13 109	6 906	72
Burundi	13	7	1 005	61 482 ⁴	..	..	56 872 ¹	26 268 ⁴	...	4 610 ⁴	..	..
Cameroon	12	7	2 297	463 561	202 765	32	341 439	154 034	30	122 122	48 731	37
Cape Verde ¹	12	6	59	40 314 ^{5,6}	..	..	39 403 ⁶	...	...	911 ⁵	...	..
Comoros	12	7	116	28 718	12 731	46	28 559	12 692	46	169	39	..
Congo	12	7	440	...	..	..	114 450	43 281	8	...	..	..
Côte d'Ivoire	12	7	2 519	**586 431	**203 091	36	565 850	193 742	35	**20 581	**9 349	39
Djibouti	12	7	98	15 511	6 447	14	13 304	5 172	10	2 207	1 275	34
Eritrea	12	6	485	115 393	47 183	7	114 554	47 046	7	839	137	..
Ethiopia	11	8	10 890	1 859 406	710 235	2	1 856 032	709 510	2	3 374	725	8
Gabon ¹	12	7	158	86 543	40 097	29	80 382	37 974	32	6 161	2 123	..
Gambia	12	6	150	47 106	18 750	..	46 769	18 525	...	337	225	..
Ghana	12	6	2 738	...	..	..	...	...	..	..	..	..
Guinea	13	7	1 168	...	..	..	165 934	43 336	7	...	..	..
Guinea-Bissau ⁹	13	5	128	25 324	8 997	13	25 034	8 525	13	280	72	..
Equatorial Guinea ¹	12	7	65	...	..	..	18 802	4 846	25	...	..	..
Kenya	13	5	3 773	...	..	..	1 139 569	542 439	...	..	..	..
Lesotho	13	5	228	72 235	42 171	89	71 262	41 692	89	973	479	100
Liberia	12	6	467	113 878	44 355	37	94 126	38 367	39	19 752	5 988	28
Madagascar	11	7	2 207	...	..	..	334 250	165 616	45	..	..	..
Malawi ^{1,10}	10	8	1 957	**946 309	**414 51E	3	**946 309	**414 538	3	..	..	..
Mali	13	6	1 530	217 700	74 416	..	190 916	63 702	10	26 784	10 714	..
Mauritius	12	7	143	101 517	50 384	74	94 364	48 382	75	7 153	2 002	55
Mauritania	12	6	353	61 711 ⁴	25 371 ⁴	...	60 029 ⁴	24 937 ⁴	..	1 682 ⁴	534 ⁴	...
Mozambique	11	7	3 018	...	..	..	254 540	104 638	9	...	..	..
Namibia	13	5	185	110 076	58 873	5	110 076	58 873	5	..	..	..
Niger	13	7	1 525	104 933	39 842	16	98 362	37 234	15	6 571	2 608	43
Nigeria	12	6	...	..	..	..	..	..	..	..	..	..
Uganda ¹	13	6	2 897	465 60E	182 313	38	427 492	170 987	41	38 113	11 316	..
Central African Republic	12	7	558	...	..	..	...	..	..	..	..	..
DR Congo	12	6	6 752	1 234 528	423 320	11	862 725	307 830	9	371 603	115 490	18
United Republic of Tanzania	14	6	4 287	...	..	..	226 903	105 474	45	...	..	..
Rwanda	13	6	968	91 219	45 272	49	77 425	38 337	41	13 794	6 935	92
St Helena ¹²	11	6	..	...	..	..	374	206	..	..	..	..
Sao Tome and Principe ¹²	13	6	...	..	..	..	4 997	1 086 ³	..	..	..	..
Senegal	13	7	1 395	237 454	92 356	28	230 043	89 742	28	7 411	2 614	11
Seychelles ¹²	12	5	...	8 027	3 931	3	8 027	3 931	3	..	..	..
Sierra Leone ⁹	12	6	631	136 861	61 968	3	..	..	..	..	..	..
Somalia	..	..	..	..	..	..	..	..	..	..	..	..
Sudan	12	5	3 512	1 010 060	485 493	15	984 020	476 182	15	26 040	9 311	11
Swaziland	13	5	109	60 830	30 602	16	..	..	..	..	..	..
Chad	12	7	1 149	123 408	25 530	14	120 523	24 648	14	2 885	882	3
Togo	12	7	701	231 948	66 383	18	216 484	62 542	15	15 464	3 841	57
Zambia	14	5	1 095	290 085	125 093	...	...	..	..	..	..	..
Zimbabwe ⁹	13	6	1 718	834 880	391 813	39	834 880	391 813	39	..	..	..

1. The enrollment rates have not been calculated due to inconsistencies between enrollment and demographic data

2. Data refer to general education only

3. Data refer to level 2 only

4. Data refer to public education only

5. Excluding nursing schools

6. Excluding teachers' colleges

7. Data refer to level 3 only; those related to level 2 are included in level 3 (see Table A2)

Secondary education						Percentage of repeaters in general education						Teaching staff		Percentage of trained teachers			Pupil/teacher ratio	Post-secondary non-tertiary education (ISCED4)			
Gross enrolment ratio (%)			Net enrolment ratio (%)											Theoretical entrance age	Average duration (years)	Enrolment					
Total	M	F	Total	M	F	Total	M	F	Total	F	Total	M	F			Total	F				
...	...	...	...	...	...	11	11	11	**143 804	**72 059	**89	**86	**93	30	19	2	**142 199	**62 568
**16	**19	**13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
21	30	13	**16	**22	**10	22	21	24	**10 691	**1 402	**33	**31	**42	20	...	...	...	...
77	73	80	**57	**52	**62	0.5	0.1	0.9	**8 469	**3 870	82	85	79	17	18	2	9 685	4 127			
10	12	7	9	11	6	29	28	32	5 215	...	...	...	...	28	...	...	...	...
**7	...	...	...	...	...	...	...	...	**3 546 ⁴	...	...	...	...	17 ⁴	...	...	...	...
20	23	18	...	...	...	...	...	...	19 515	5 474	...	...	...	24	...	...	...	...
...	...	...	...	...	...	...	...	...	**1 665	...	...	...	...	...	...	...	...	...
25	27	22	...	...	...	10	10	11	...	...	...	...	...	...	19	2	73	28
...	...	...	...	...	...	25	27	22	5 094 ²	516 ²	**39 ²	**38 ²	**52 ²	22	...	...	...	...
**23	**30	**16	...	...	...	...	...	...	20 124	...	...	...	...	29	19	1	5 570	2 531
16	19	13	...	...	...	10	...	...	680	147	58	57	61	23	19	2	73 ²	21 ²
24	28	19	**19	**21	**17	16	12	22	2 278	265	56	55	66	51	19	2	727	138			
17	21	13	**16	**19	**12	12	10	16	13 626 ²	1 158 ²	**16	...	...	...	19	1	5 443	2 596
...	...	...	...	...	...	...	...	...	3 078	511	...	...	...	28	...	...	...	...
31	38	25	23	27	20	2	2	3	1 948	287	...	...	...	24	18	2	76	74
...			
**15	**21	**8	**8	**14	**18	...	...	...	5 356 ²	575 ²	100 ²	100 ²	100 ²	31 ²	...	...	...	...
20	25	14	10	12	7	19	18	20	**1 913	**158	**56	**56	**54	13	...	...	...	...
...	...	...	...	...	...	16	13	22	763 ²	33 ²	...	...	...	25 ²	...	...	...	...
**31	**32	**28	...	...	...	...	...	...	43 694 ²	1 546 ²	93 ²	61 ²	10 ²	26 ²	18	2	17 115	5 787
32	26	37	**14	**16	**19	10	10	11	*3 126	...	...	...	...	23	18	2	*536	*181
24	30	19	...	...	...	...	...	...	6 621	1 060	...	...	...	17	18	3	10 610	4 039
**16	**16	**15	**13	**12	**13	18	19	18	**18 987 ²	**8 599 ²	...	...	...	18 ²	18	2	306	...
...	...	...	...	...	...	...	...	...	18 197	5 545	...	...	...	30	18	3	8 300 ²	2 300 ²
14	19	10	...	...	...	...	...	...	7 663	1 080	...	...	...	28	...	...	...	...
71	70	71	**63	**63	**63	14	15	13	5 065	2 361	...	...	...	20	19	2	2 411	717
**18	**21	**15	...	...	...	...	...	...	2 185 ⁴	184 ⁴	...	...	...	28 ⁴	18	2	300	145
**9	**11	**7	**7	**9	**6	...	...	...	8 073 ²	1 403 ²	**7	...	...	32 ²	...	...	...	...
59	55	64	31	25	38	7	7	8	5 093	2 418	51	51	52	22	18	2	1 578	279			
7	9	5	**6	**7	**5	21	21	21	4 303	776	**84	**85	**82	24	20	2	638	211			
...			
...	...	...	...	...	...	...	...	...	24 982	5 135	...	...	...	19	...	...	...	...
...			
18	24	13	12	15	9	24 ¹⁰	25 ¹³	22 ¹³	89 461	9 045	...	...	...	14	...	...	...	...
...	...	...	...	...	...	...	...	...	11 691 ²	3 206 ²	90 ²	88 ²	95 ²	19 ²	...	...	...	...
9	10	9	...	...	...	...	...	...	52 ²	21 ²	90 ²	61 ²	133 ²	7 ²	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	19	3	95	25
17	21	13	...	...	...	15	15	16	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	555	295	88	85	89	14	17	3	1 380	709
22	24	19	22	24	19	...	...	...	5 924	2 552	90	84	98	23	18	2	23 665	11 853
...			
29	30	28	...	...	...	...	...	...	18 131 ⁷	8 447 ⁷	...	...	...	...	...	...	...	...
56	56	55	**35	**38	**32	8 ¹³	8 ¹³	7 ¹⁵	3 416	1 573	99	99	99	18	...	...	...	...
11	17	4	7	12	3	16	16	17	3 619	195	...	...	...	34	...	...	...	...
33	47	19	23	32	14	23	23	23	6 595	866	...	...	...	35	19	2	331	51
27	30	23	**22	**21	**20	3	2	4	10 000	2 640	89	98	65	29	...	...	...	...
49	52	46	45	48	43	...	...	...	30 572 ²	11 419 ²	...	...	...	27 ⁴	17	2	871	193

8. Data refer to level 2 general education only.

9. Data refer to 1998.

10. Data refer to 1997.

11. Excluding Mercedes schools.

12. The enrolment rates have not been calculated due to lack of demographic data by age.

13. Data refer to the whole of secondary education (general and technical).

Table A4 - Tertiary education (ISCED 5 and 6) and public expenditure on education, 1998

Country	Tertiary education										
	Enrolled students		Gross enrolment ratio (%)			Distribution of students by ISCED level (%)			Percentage of female students in each ISCED level		
	Total	F	Total	M	F	Level 5A	Level 5B	Level 6	Level 5A	Level 5B	Level 6
South Africa ¹	633 918	340 842	..	..	..	91	8	0.9	53	66	36
Angola	8 337	3 425	0.8	0.9	0.6	100	..	..	41	..	..
Benin	16 284	3 346	3.4	5.5	1.4	80	20	0.2	19	27	..
Botswana	5 532	2 436	3.5	3.9	3.1	92	8	0.0	46	18	..
Burkina Faso	..	..	..	..	..	..	..	..	..	..	..
Burundi	5 037	1 488	1.0	1.4	0.5	91	9	..	30	26	..
Cameroon	66 902	..	5.2	..	..	..	..	..	..	..	..
Cape Verde ¹	..	..	..	..	..	..	..	..	..	..	..
Comoros	649	277	1.0	1.2	0.9	61	39	..	34	56	..
Congo	..	..	..	..	..	..	..	..	..	..	..
Côte d'Ivoire	96 681	25 398	7.3	10.7	3.9	53	42	5	21	33	23
Djibouti	175	89	0.3	0.3	0.3	28	72	..	43	54	..
Eritrea	3 994	540	1.2	2.2	0.3	100	..	..	14	..	..
Ethiopia ⁵	52 305	9 763	1.0	1.6	0.1	100	..	0.0	19	..	..
Gabon ¹	7 473	2 667	..	..	..	74	26	0.4	34	42	37
Gambia	..	..	..	..	..	..	..	..	..	..	..
Ghana	..	..	..	..	..	..	..	..	..	..	..
Guinea	..	..	..	..	..	..	..	..	..	..	..
Guinea-Bissau ⁶	463	..	0.5	..	..	..	..	..	..	..	..
Equatorial Guinea ¹	..	..	..	..	..	..	..	..	..	..	..
Kenya	44 411	14 175	1.5	2.0	0.9	..	..	..	..	..	..
Lesotho	4 046	2 579	2.0	1.5	2.6	79	21	..	62	70	..
Liberia	20 804	3 987	7.8	12.4	3.0	100	..	..	19	..	..
Madagascar	31 013	14 187	2.3	2.5	2.1	80	15	4	46	44	43
Malawi ¹	3 179	876	..	..	..	100	..	..	28	..	..
Mali	18 662	..	1.9	..	..	95 ⁸	5	.. ⁹	..	..	..
Mauritius	7 559	3 488	7.4	7.9	6.8	42	57	1.3	49	14	42
Mauritania	12 912	..	5.5	..	..	..	..	..	..	..	..
Mozambique	..	..	..	..	..	..	..	..	..	..	..
Namibia	11 209	5 971	7.3	6.8	7.8	22	78	0.0	54	53	..
Niger	..	..	..	..	..	..	..	..	..	..	..
Nigeria	..	..	..	..	..	..	..	..	..	..	..
Uganda ¹	40 591	**14 00E	..	..	..	49	47	4	37	32	**34
Central African Republic	6 229	1 002	2.0	3.5	0.6	91	9	..	17	7	..
DR Congo	**60 341	..	**1.4	..	..	79	20	**2	..	..	..
United Republic of Tanzania	18 867	3 970	0.7	1.1	0.3	65	34	2	19	26	24
Rwanda	5 678	..	0.9	..	..	91	9	..	..	..	..
St Helena ¹⁰	..	..	..	..	..	..	..	..	..	..	..
Sao Tome and Principe ¹⁰	..	..	..	..	..	..	..	..	..	..	..
Senegal	29 303	..	3.8	..	..	95 ⁸	5	.. ⁹	..	..	..
Seychelles ¹⁰	..	..	..	..	..	..	..	..	..	..	..
Sierra Leone ⁶	6 744	3 049	1.6	1.8	1.4	24	76	..	50	44	..
Somalia	..	..	..	..	..	..	..	..	..	..	..
Sudan	200 538	94 654	7.3	7.7	6.9	..	..	..	..	..	..
Swaziland	4 880	2 337	5.1	5.4	4.8	82	18	..	49	43	..
Chad ⁸	5 901	88E	1.0	1.7	0.3	89	7	4	14	28	20
Togo	15 028	2 61E	4.0	6.6	1.4	100 ⁹	0.1	.. ⁹	17 ⁹	..	.. ⁹
Zambia	22 701	7 181	2.7	3.6	1.7	58	41	0.8	38	23	14
Zimbabwe ⁸	40 850 ¹³	10 347 ¹³	**3.8	**5.7 ¹³	**1.9	..	..	..	..	..	..

1. The enrolment ratios have not been calculated due to inconsistencies between enrolment and demographic data.

2. Data on level 1 expenditure are included in levels 5 and 6.

3. Excluding expenditure on levels 4, 5 and 6.

4. Data are for public current expenditure only.

5. Expenditure data are for 1999 only.

6. Expenditure data for levels 0, 1 and 4 are included in levels 2 and 3.

7. Expenditure data for levels 0 and 1 are included in levels 2 and 3.

Tertiary education				Public expenditure on education			Distribution of public current expenditure on education by ISCED level (%)				
Foreign students		Teaching staff		As a % of Gross Domestic Product	As a % of total government expenditure	Current expenditure as a % of total exp.	Levels 0 and 1	Levels 2 and 3	Level 4	Levels 5 and 6	Not allocated by level
Total	F	Total	F								
15 494	7 127	19 751	7 985	6.0	22.2	98.1	45.0	33.7	-	15.2	6.1
50	27	776	167	2.6	8.4	88.7	...	...	...	...	...
...	2.5	...	93.6	56.6	17.7	j. 2	13.0 2	12.7
727
...
147	...	379	...	** 3.9	...	...	...	...	...	...	...
...	...	2 645	...	** 2.6	** 10.9	...	64.2 3 4	35.8 2 4	...	...	...
...	** 4.4	...	...	...	...	...	...	...
...	...	67	7	4.1	23.5	99.9	41.6	41.2	3.7	3.3	10.1
...	4.7	...	...	...	...	...	...	...
5 542	4.3	15.9	88.3	43.2	33.3	-	23.5	0.0
-	-	20	6	** 3.4	...	...	...	...	...	...	...
92	15	184	24	5.0	...	69.5	49.1 4	13.5 3	0.6 4	8.9 4	27.8 4
...	...	2 228	137	4.8	...	60.5	j. 6	65.2 6	j. 6	10.2	24.6
422	...	585	100	3.3	9.6	67.3	44.1	30.1	j. 2	9.8 2	16.0
...
...
...	** 1.8	** 25.8	...	...	...	...	...	...
...	1.7	...	...	...	...	...	...	...
...	1.8	...	84.5	j. 7	60.5 7	...	18.4	21.1
...	6.5	...	95.2	...	...	...	...	...
985	453	436	...	13.2	25.5	74.1	49.6	21.6	6.9	21.9	-
...	...	633	93	...	...	...	...	...	...	...	...
1 070	...	1 471	456	1.9	10.2	79.6	40.3	32.0	0.5	17.2	10.0
...	...	509	129	4.6	24.6	81.8	60.2	9.5	2.4	14.4	13.4
1 221	...	980	...	3.0	...	89.6	j. 7	85.4 7	...	14.6	-
...	4.0	17.7	91.1	33.4 4	36.7 4	1.8 4	13.2 4	14.8 4
...	4.3	16.9	76.4	44.2 4	29.5 4	3.8 4	19.0 4	3.6 4
...	** 3.0	** 14.3	...	...	...	...	...	...
...	...	619	...	9.1	22.5	93.9	58.5	27.3	2.2	12.0	-
...
...
...	...	2 218	388	...	...	...	...	...	...	...	...
...	...	300	15	** 1.9	...	...	...	...	...	...	...
...	...	3 788	225	...	...	...	...	...	...	...	...
...	...	2 064	286	...	...	...	...	...	...	...	...
65	...	412	41	** 2.5	...	...	...	...	...	...	...
...
...
...	3.4	...	...	42.5	25.3	3.0	23.1	6.1
...	8.8	10.7	64.4	23.1	40.8	10.0	8.1 11	18.0
...	...	850	319	1.0	...	98.5	39.5	23.6	8.8	28.1	-
...
...	...	4 407	1 018	** 3.8	...	...	...	...	...	...	...
124	...	229	74	6.6	...	99.9	33.2	26.9	j. 2	32.1 2	7.8
...	...	409	19	1.8	...	99.9	57.5 12	25.9 12	...	16.6 13	-
545	178	384	40	4.5	24.4	96.8	44.6	28.7	...	21.8	4.9
...	2.3	17.6	99.4	...	...	...	...	...
...	...	2 387 13	364 13	10.1	...	...	56.1	29.2	j. 2	14.8 2	-

8. Data refer to 1999

9. Data for level 6 are included in level 5A

10. The enrolment ratios have not been calculated due to lack of demographic data by age

11. Data refer to overseas study scholarships

12. The allocation does not include expenditure on level 0

13. Excluding level 6

b Comparisons (TA Siniscalco, Excerpts of Report)

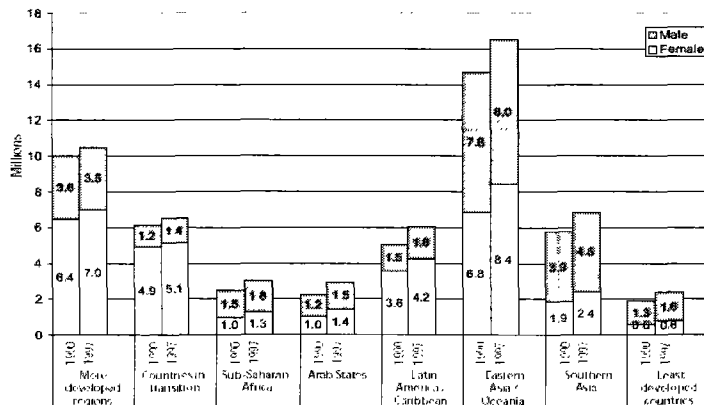
Table 1. Percentage increase in the number of primary and secondary schoolteachers and children and youth of school age, 1990-95

	Primary schoolteachers (% increase)	Primary school age children (% increase)	Secondary schoolteachers (% increase)	Secondary school-age youth (% increase)
Developing countries	8.8	9.0	14.3	6.0
Sub-Saharan Africa	16.9	16.2	12.0	13.8
Arab States	25.5	15.1	23.8	9.0
Latin America and the Caribbean	12.2	3.5	11.6	5.9
Eastern Asia and Oceania	2.2	9.2	12.5	-4.5
Southern Asia	13.9	8.3	14.8	12.0
Least developed countries	17.5	12.5	16.4	13.9

Note: Definitions of regions or country groupings are those utilized by UNESCO. (The UNESCO classification of the least developed countries comprises Afghanistan, Angola, Bangladesh, Benin, Bhutan, Burkina Faso, Burundi, Cambodia, Cape Verde, Central African Republic, Chad, Comoros, Democratic Republic of the Congo, Djibouti, Equatorial Guinea, Eritrea, Ethiopia, Gambia, Guinea, Guinea-Bissau, Haiti, Kiribati, Lao People's Democratic Republic, Lesotho, Liberia, Madagascar, Malawi, Maldives, Mali, Mauritania, Mozambique, Myanmar, Nepal, Niger, Rwanda, Samoa, Sao Tome and Principe, Sierra Leone, Solomon Islands, Somalia, Sudan, Togo, Tuvalu, Uganda, United Republic of Tanzania, Vanuatu, Yemen and Zambia.)

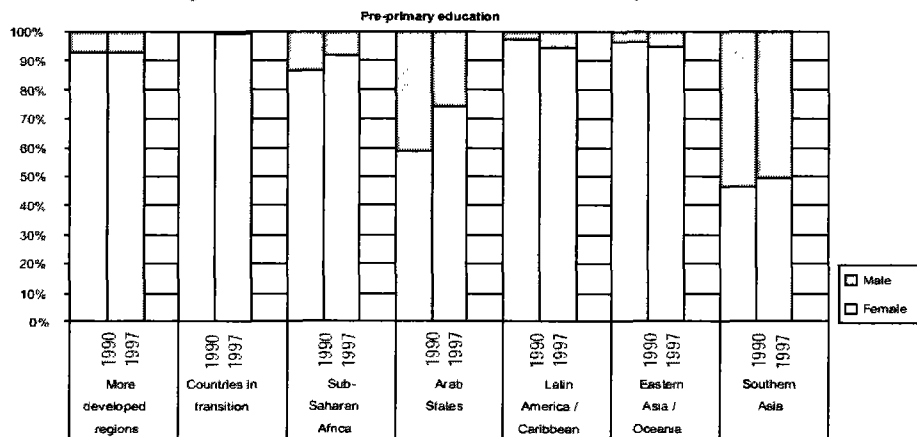
Source: UNESCO, 1999 and UIS, April 1999 estimates and projections of school-age population.

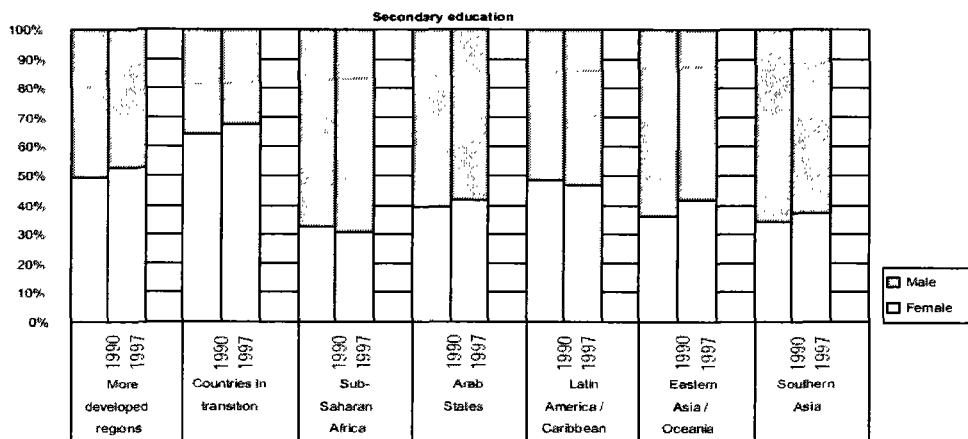
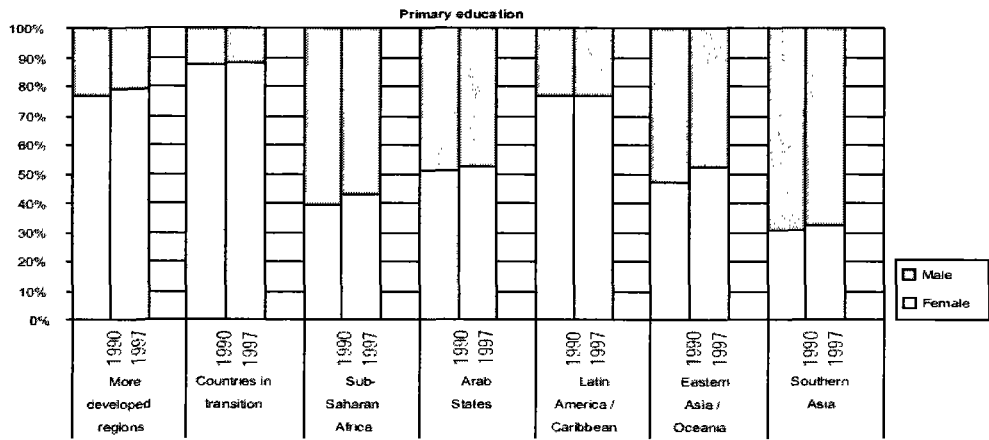
Figure B. Number of teachers in pre-primary, primary and secondary education by gender, 1990-97



Source: UNESCO, 2000a.

Figures 9-11. Percentage distribution of female and male teachers by level of education, 1990-97





Source: UNESCO, 2000a.

Figure 21. Percentage of full-time primary teachers with different levels of education, 1995

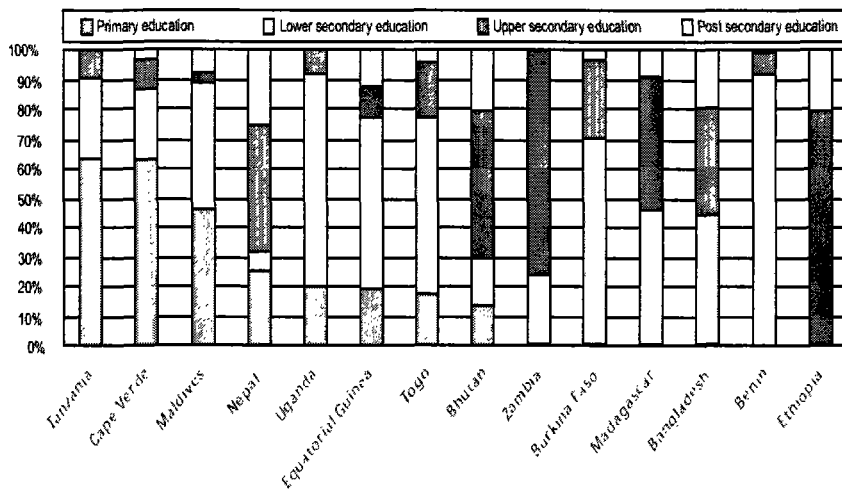
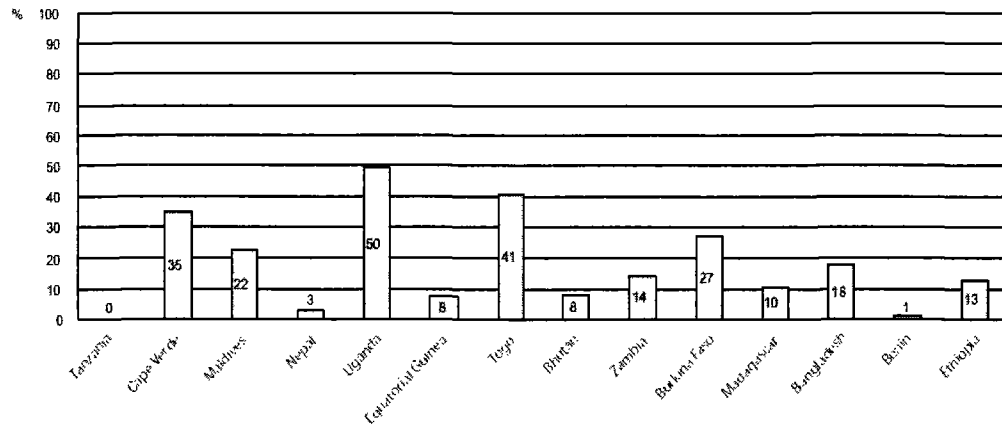


Figure 22. Percentage of full-time primary teachers without any professional training, 1995



Source: Schleicher et al. 1995