

Original Research Article

## Monitoring and Evaluation of the Training System and Effectiveness of the Teacher Training Institution in Togo

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**Abstract:** This work aims to study the link between the monitoring and evaluation of the training system and the effectiveness of teacher training institutions in Togo. We propose to verify the hypothesis that the effectiveness of a teacher training institution depends on the monitoring and evaluation of its training system. This hypothesis is verified through an observation survey and a semi-directed interview with student teachers, managers and trainers of the Ecole Normale Supérieure of Atakpamé and teacher training institutions. The results show that the existence and quality of monitoring and evaluation of the teacher training system determines the effectiveness of the training institution.

**Keywords:** Device, training, monitoring, evaluation, efficiency.

## INTRODUCTION

Any teacher training institution concerned with the performance, efficiency and impact of the education system, relies on an overall logic characterized by the planning of the objectives sought, their justification and the methods envisaged to achieve them. This is what can be called a training device, a set of resources implemented in order to achieve an objective (Lameul, 2005). To work towards the improvement of education, each State has the concern to improve its teacher training centers, either by revising the curricula and certain teaching approaches such as the Competence-Based Approach in the case of Togo, the taking into account of technology and artificial intelligence or by adapting it to certain projects, as is the case with UNESCO's "Future of Education" project scheduled for 2019-2021. The monitoring and evaluation system makes it possible to assess not only the results of the execution of the structure but also the results in terms of development or main changes in relation to these different interventions. When the goals of a teacher training institution and the training objectives are known, monitoring and evaluation tools can be built internally to meet the specificities and strategies specific to each institution. In reality, this would help this Institution to qualify its level of progress for the implementation of a self-assessment process and to ensure the improvement of the training system and that of quality assurance. Also, if we admit that for a better success of a training, the design of a project and that of its monitoring and evaluation system go hand in hand, there is a link between the monitoring and evaluation of the training system and effectiveness of teacher training institutions in Togo. For Gangloff, Weisser, Bennaghmouch, Abid-Zarrouk, (2009), the establishment of an evaluation of teaching and training is an obligation affirmed by the texts relating to French universities. Appreciation of learners is no longer the sole reference element but they must nevertheless be associated with the implementation of the system and its renewal.

In teacher training schools, assessments are pedagogical practices through which each trainer can validate the effectiveness of their teaching techniques. This evaluation can make it possible to assess the effectiveness of the entire training system, that is to say a set of resources available to a training institution allowing it to achieve its goal. Each training institution proceeds by evaluation to judge the quality of its products, which also depend on the value of the training system. To evaluate, in the most general sense of the term according to Pospel (1986), is to assign a value to an object. In the field of teacher training, it is the performance of the trainees that is evaluated through the program and the

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purpose of the training. Their success guarantees the quality of the training. In Togo, the problem of failure and the mismatch between training and employment are phenomena that ruin the education system in Togo and have the impact of disinterest in the subjects taught, even in school. In an attempt to solve these problems, the State has taken the necessary measures, especially with the Education Reform since 1975 with the aim of setting the conditions for a teaching career (pedagogical training in training schools, ongoing retraining career, etc). In the past, teacher training colleges trained certified teachers. Since the 2000s, they have been training professional teachers. This presupposes a renewal of the training system. The purpose of this study is to analyze the impact of the monitoring and evaluation of the training system on the effectiveness of teacher training institutions in Togo. The following problem allows us to be more explicit.

## **1 - Problem**

In July 2009, the Togolese government came up with a 2010-2020 education sector plan to maximize the contribution of education to the country's economic and social development. This policy, among other things, aims for education for all and is compulsory for children from 0 to 15 years old. It also aims to significantly reduce the frequency of grade repetition. Thus, one way to improve the education system is to no longer allow repetition during each sub-cycle in preschool and primary education. To combat violence in education, corporal punishment has been banned. Thus, to contribute to the improvement of the quality of education, in line with the education sector plan and the transformation of higher education, the Togolese State has thought about the adequacy between training and the employment determined by the quality of the training system. This is why Shulman and Shulman (2004) selected five (5) criteria to assess the relevance and consistency of teacher training systems. It is for a teacher, to develop a vision, to be committed to the pursuit of this vision, to possess knowledge that he understands, who is able to transmit it through teaching practice, while continuing to improve. through his reflections on his experiences and those of others. For them, learning the profession of teacher includes the same elements as those that characterize an accomplished teacher. He is a member of a professional community who is ready, motivated, able to teach and learn from his teaching experiences. If all these elements support the evaluation of the training device, it is logical to clarify this concept "training device".

### **1.1 - Definition of training system**

According to Bourdet and Leroux (2009), the device concept has been used in the field of education and training sciences since the 1970s. Blandin (2002) cited by Bourdet and Leroux (2009, p.14) the defines as "a set of means, arranged, in order to facilitate a learning process". If it should be remembered that this definition is more process, for Demaizière (2008, p.1), we call device: "any training system". It is also "a formal learning system, a term used by Canadians to designate a training device which is a set of material and human means intended to facilitate a learning process" (Blandin, 2001) quoted by Demaizière (2008, p.1). Thus, each device depends on the need for training, which is why in 2002, the skills-based approach led the Ministry of Education to analyze the measures aimed at encouraging the supervision of trainees by cooperating teachers. The Quebec Ministry having found that 59% of cooperating teachers lacked training, following the analysis resulting from the results of a survey, felt the need to harmonize the training programs for the trainers of trainees in all the universities of the Quebec (Lacroix-Roy, Lessard & Garant, 2003) to promote the development of professional skills in trainees that can be compared from one setting to another, so as to ensure consistency in training in the practice setting. To achieve this end, a training device becomes a necessity. In this sense, Bélair, Vivegnis and Lafrance (2015) specify that a research team has thus adopted a research and development approach to produce training systems that can contribute to the harmonization of the training of intern trainers made up of supervisors academics and the associate supervisor teachers who receive the trainees for their class practice. Each device consists of a video capsule and an accompanying sheet relating to at least two of the six skills expected of the cooperating teacher, as well as one of the six training themes selected by the research team and which are among those mentioned. in the frame of reference.

### **The six trainings themes are**

- 1) Support for the reflective process of the trainee;
- 2) Support for understanding the links between theory and practice;
- 3) The differentiation of the role of the cooperating teacher according to the level of training of the trainee;
- 4) The relationship between the cooperating teacher and his trainee;
- 5) Collaboration between trainers (associate teacher and university supervisor);
- 6) The supervision of recent immigrant trainees.

We can also speak of pedagogical engineering, considered as a training device (Gangloff, Weisser, Bennaghmouch and Abid-Zarrouk, 2009). This leads us to clarify this concept.

### **1.1 - Pedagogical engineering**

According to Cristol (2017), engineering is a way of projecting the world, of anticipating what may happen. It includes a part of methodology, a part of posture, and a part of emotion. This involves creating work-based learning, logical reasoning workshops, tutorial training, or individualized support. It is not just a matter of providing knowledge,

but of making more sense, helping to identify essential knowledge. He is also led to transform the training room as a place where knowledge is built and less as a space where it is disseminated. The evaluation of teaching or training can only concern the action of teaching and the action of learning (the practice of teaching and the capacity of learners to learn and the way in which the teaching is received). To specify further, Pothier (2003, p.81) defines the training system as "a set of various teaching and/or learning procedures, including means and supports, built according to an audience, (and possibly an institution), specific objectives and working conditions".

We propose to take into account all these definitions above since they are close to the one that we could have from the point of view of the analysis of what we consider as training engineering. Also, these definitions make it possible to incorporate the cognitive parameters linked to the involvement of the actors in the training system. If each State defines the training system for its teachers, what about Togo.

## **1.2 - Teacher training systems in Togo**

In Togo, teacher training schools are managed by three (3) Ministries. The training of primary and preschool teachers takes place in six training establishments which are under the control of the Ministry of Primary, Secondary, Technical and Crafts Education, current name. It is:

Six Ecoles Normales des Teachers (ENI) which deal with the training of pre-school and primary teachers. They are located in each region of the country and coordinated by a Training Department. Trainees are recruited by competitive examination and must have a Baccalaureate. Their training lasts 1 year. Secondary teacher training schools are under the supervision of the Ministry of Higher Education and Research. It is:

The École Normale Supérieures (ENS) of Atakpamé, the first higher education institution in Togo, which trains lower secondary general education teachers.

Trainees are recruited by competitive examination with a Baccalaureate level for the Mathematics and Physics-Chemistry options or a Bachelor's degree for the English, History-Geography, French and Life and Earth Science (SVT) options for training in one year (1 year).

The National Institute of Educational Sciences (INSE), a structure integrated into the University of Lomé which provides training for secondary school teachers (first cycle and second cycle of general education). It is also responsible for training guidance counselors and 1st and 2nd degree inspectors.

The Faculty of Science and Technology (FAST) of the University of Kara deals with the training of teachers of mathematics and Physics-chemistry of the first cycle. The minimum level of recruitment of teachers to be trained in this faculty is the BAC II. The trainees are recruited by studying files for a three-year training (3 years) for a Professional License or 5 years for a Professional Master. Also, at the University of Kara, a Department of Science of Education and Psychology has just been created which will now be responsible for the training of secondary school teachers in the Arts and Sciences sector. There is not yet a training school for teachers of technical schools. Today, the shortage of qualified teachers in the general and technical secondary education sub-sector in Togo has been one of the major obstacles to improving the quality of education for several years. Private secondary schools also lacked qualified teachers to recruit. The closure of the ENS between 2001 and 2009 worsened the shortage of qualified secondary school teachers in our country. Added to these factors are retirements, job abandonment, the annual growth in the number of schools and overstaffing. In order to solve this problem in a sustainable way, on October 26, 2016, the Government decided in the Council of Ministers, the establishment of a training system for secondary school teachers in the public universities of Togo. The training of secondary school teachers in Togo will henceforth be harmonized and a continuing education policy will be defined. The two Universities of Togo will begin to train teachers of the lower secondary cycle in bivalence and those of the second cycle, that is to say the Lycées in monovalence. This training will take into account all secondary, first and second cycle teacher training of all kinds, namely general and technical education for Bachelor's and Master's degrees. Graduates will serve in colleges (first cycle of secondary education and those of Masters, in high schools (second cycle). The curricula are of the university level but which take into account those of secondary education. It is incorporated, in this new device, a program in Information and Communication Technology in Education (TICE) and civic behavior, ethics and deontology of the teaching profession.

In Togo, the education reform has shifted teacher training schools to the LMD system. From now on, these Institutions have opted for the training of a new teacher model: professional teacher. But INSE and FAST train monovalent teachers while ENS trains for dual valance. FAST trains for a Professional Degree in Mathematics and Physical Science. This year 2020-2021, the University of Kara will experiment with dual training for the arts courses concerning graduates (English, French, History-geography and philosophy) for training sanctioned by a certificate. INSE trains for a Professional License in the same options as ENS.

### 1.3 - Teacher profile to be trained in our Institutions

Since 2010, new standards have been developed and revised in 2016 with the aim of professionalizing training offers. It is a question of making trained, professional teachers subject to the pedagogical requirements of lower secondary schools such as mastery of pedagogical approaches and active methods. The professional teacher is recognized by his definition and by his skills in the Togolese context. He is a thoughtful practitioner capable of analyzing his own practices, inventing strategies, thinking through and for his practices in order to solve problems.

The professional teacher is an autonomous person endowed with specific, specialized skills based on a basis of rational, recognized knowledge, coming from science, legitimized by the university or explicit knowledge from practices. Its training is done according to the dialectic theory-practice replaces a back and forth between practice-theory-practice (Altet, 1991). The professional teacher is an autonomous person endowed with specific, specialized skills based on a basis of rational, recognized knowledge, coming from science, legitimized by the university or explicit knowledge from practices. For Proulx, Ruest-Paquette, Forte, Cotnam-Kappel, Fallu and Bartosova (2012), such reflection can be subdivided into three categories: reflection in action, on action and for action (Schön, 1990, cited in Ruth-Sahd, 2003; Schön, 1994). In the first category, the professional reflects spontaneously as the action unfolds, intuitively drawing on their awareness, knowledge and critical thinking in order to control or modify their ongoing actions (Deum, 2004; Perrenoud, 2004; Ruth-Sahd, 2003; Schon, 1994). In the second category and according to the same authors, the reflection is intentional and takes place once the action has been completed with the aim of taking a step back to better describe, understand, evaluate, then explain the activities carried out and to draw lessons or lessons from them new knowledge (retrospective reflection). Regarding the third category, of the two previous categories, all to better plan, anticipate and prepare for the possibility of similar situations and actions (forward thinking). For Perrenoud (2004), this therefore conceals a character of continuity, because it constitutes a continuation of the reflection initiated in the action. Although reflection on action focuses on the actions performed, he adds that it happens sometimes during the action and sometimes afterwards. Beyond its methodological functions. Perrenoud (2004) mentions that it allows the professional to understand what Bourdieu calls the habitus, that is to say "the biases and limits of his perception and his thinking in action" (p. 41), his reasonings and reactions as well as "his prejudices, his likes and his dislikes, his fears and his desires, his obsessions as well as his blindnesses. And sometimes to take an interest in his unconscious" (p. 43). However, and beyond introspection, as Bibauw (2010) specifies, this type of reflection "must be based on confrontation with otherness, either through verbal exchange with the other, or by putting confrontation of a state of knowledge with a new reality" (p. 18). In this case, we think that the non-directive interview would be an appropriate method not only to give the trainee confidence but also to bring him to question the entire supervisor and accept to be questioned in return on the conduct of his class. The supervisor abandons the status of experienced, holder of knowledge by refraining from judging. For Perrenoud (2004), it follows that reflexivity refers to three complementary practices: linguistic, dialogical and social. Reflection is linguistic, because it solicits language and concepts, and dialogical, since it encourages us to anticipate a dialogue and reactions. The social dimension appears as soon as other people are involved in the reflection and when it is done on, with or against others. This last dimension refers to the concept of collective reflection (eg discussing writings, comparing perceptions, learning in diversity and actively participating) (Deum, 2004). Finally, reflection for action determines the purpose of reflection in and about action: to reflect in order to better orient future actions (Ruth-Sahd, 2003). This also determines, in the sense of Perrenoud (2001), a reflective practitioner and reflective practitioner. The first term means to be thoughtful, in the sense of balanced, wise, lucid, brief, intelligent. The second, a reflective practitioner is also reflective and more than that: willing and able to take himself as the object of his reflection, to walk and watch himself walk as Oudet says (1999). Perrenoud (2001), in this sense, thinks that reflective training cannot be a specific discipline, taught one morning, between a didactic seminar and a philosophy of education course. It is not of the order of knowledge but of the relationship to knowledge, of the gaze on action, of the critical posture, of competence. All of this will only develop if this concern runs through the entire training program. It would be unfair for initial training institutions to ask pedagogical advisers and other trainers in the field to develop a reflective practice among their trainees, while the trainers of the center would limit themselves to dispensing knowledge. If we want to train reflective practitioners, it would be better for their educational advisers or internship supervisors to position themselves in this orientation. This means, on the other hand, that priority should be given to teachers committed to innovations, open to teamwork and project approaches, ready to question themselves. The reflective practitioner takes himself as the object of his reflection, he reflects on his own way of acting, in a way that is both critical and constructive. Critical, because it breaks with the temptation of justification and self-satisfaction, to distance, objectify and understand. Constructive, because its goal is not to flagellate, but to learn from experience, to build knowledge that can be reinvested in future situations and actions. When a teacher loses control of his class, fails to restore calm and work discipline, he racks his brains to understand what is happening and, if he is lucid, comes to wonder he himself is not part of the problem. It is also important not to hide the part of the practical unconscious and to work on the limits of spontaneous awareness and the obstacles to reflective thought (Perrenoud, 1996, 1999). He adds that it is not necessary, in order to train reflective practitioners, to send students to the best teachers. It would be better to work on the contract, explain the orientation of the training towards reflective practice and authorize the educational advisers and other field trainers to share with their trainees their doubts and their reflections on the profession.

When we tell pedagogical advisors that we approach them because they are experienced, stable, solid, even admirable, we invite them to appear more sure of themselves than they are. The trainees, often in search of certainties and models, can reinforce this temptation. Children take years to realize that their parents don't have a big head start on them, that they don't have all the answers and aren't as sure of themselves as they make them out to be. impression. Indeed, a training plan would take into account the essential skills for training. It comes from our training in monitoring and evaluation that the training plan is the document that frames the training policy of an institution. It is developed based on an analysis of the gaps between the skills required and the skills available in the institution. It also determines the response to individual training requests from agents. It is generally developed for a period of 3 years. It is the reference document for the development of annual human resources training programs in a department. This training plan makes it possible to define the training needs of an Institution in terms of skills and link them to knowledge, know-how and interpersonal skills adapted to the evolution of trades and professions. This gives rise to an analysis to define the positions, profiles of the human resources to be trained. The plan aims to ensure training actions, development and retention of human resources. It also concerns the development of new skills. This is why for Gangloff, Weisser, Bennaghmouch, Abid-Zarrouk (2009), in France, the establishment of an evaluation of teaching and training is an obligation repeatedly affirmed by texts relating to universities. But although the French University exercises its role of evaluator vis-à-vis students, it is less accustomed to finding itself in the situation of being evaluated and resistance persists. Nevertheless, the evaluation has also been extended to training but always based exclusively on the appreciation of the students with the aim of knowing their opinion on the educational elements, for the teacher, on the organization of the studies and on the 'institution. Appreciation of learners is no longer the sole reference element but must be associated with that of the training system in order to ensure the comparability of training and to promote student mobility. In this case, periodic reviews of programs and diplomas are planned. Training establishments must have the means to ensure the quality and competence of their teaching staff. These means must be available to the internal and external evaluation teams and then be the subject of comments in the evaluation reports. The same institutions must ensure that the resources allocated to educational tools and student support are adequate and adapted to each program offered. This is the image of the professional teacher profile that our teacher training institutions strive to train. From where we must proceed to the evaluation of the training.

#### **1.4 – Evaluation of the training system**

For Béclair, Vivegnis and Lafrance (2015), the evaluation of an object must focus on its implementation and its results through the respective emergence of usability and usefulness variables.

The usability of a training device is related to its adequacy with the goals of the Institution and the objectives of the training. Usability makes it possible to know whether it is possible to use this device to train cooperating teachers in connection with the themes or programs of the training and the expected skills.

Usefulness is similar to that of relevance (Mizzaro, 1997). It makes it possible to analyze the impact of the system on teacher training in relation to the programs and the skills targeted.

For Tricot and Tricot (2000), it is therefore the usability and usefulness of a finalized object that measures the quality of the training device and allows the products to be validated. This is how Harvey and Loïselle (2009) think that the design of a training system is part of a development research approach conceived as a process whose operationalization phase takes place in four stages, namely: 1) the design of the object, 2) its realization, 3) its testing and 4) its validation.

The diagnosis of the quality and effectiveness of this training consists of evaluating the quality and effectiveness of the training project and verifying whether the initial objectives have been achieved and making adjustments, if necessary. A formative evaluation can be done with the pedagogical trainers and targeted learners in order to make corrections. Indicators such as the satisfaction of trainers and learners, their levels of success.

If the design of a project and that of its monitoring and evaluation system go hand in hand, we believe that a training system and that of its monitoring and evaluation must also go hand in hand. This is why any monitoring and evaluation system should be based on tools that make it possible to collect and process information on the quality of training or any other project, for example. This work can be carried out by an internal team (trainers specializing in the monitoring and evaluation of teaching practices) or external to the training (a firm). These different tools can be designed on the basis of six (6) criteria, namely: relevance, coherence, efficiency, effectiveness, impact and viability. Any development project can be assessed on the basis of these six criteria, which structure the design of monitoring and evaluation systems.

Relevance examines the adequacy between the objectives of a project and the specificities of the situation on which it proposes to act. Are these objectives achievable given the context of the action?

Consistency questions the strategy and the methods: will the means, activities, expected results enable the objectives to be achieved? Are they consistent with each other (internal consistency)? Are they adapted to the context of the project (external consistency)? Is the strategy chosen to contribute to these objectives consistent with this context? Do the means enable the planned activities to be carried out, and do these enable the expected results to be achieved?

Efficiency is concerned with the optimization of the means mobilized by the training, and therefore in general, the cost/effectiveness ratios of its achievements.

Efficacy concerns the actual achievements of the training, compared to those initially planned, or/and assessed with regard to the objectives to which they were intended to contribute. Effectiveness analysis reveals the extent to which the purpose of the training was achieved and the results produced.

Impact is the measure of the direct, indirect and induced effects of the training results. Viability focuses on the long-term effects of the project and the greater or lesser sustainability of its results and effects.

The relevance and consistency of the training essentially depend on its design and the main strategic choices prior to its implementation. The examination of these two criteria requires hindsight. It is rather in the field of evaluation, but must be based on data collected by monitoring.

The tools must be constructed from the relevant identified indicators in relation to the six criteria set out. These same tools should allow a control of the training in order to harmonize the profile of the professional teacher. Control is an activity which, by taking place according to a well-defined process, makes it possible to confront a situation experienced with another foreseen and considered as the reference. Its purpose is to identify deviations from the baseline, explain the deviations and propose the corrective measures necessary to rectify the situation.

To make training more effective, monitoring and evaluation can be planned since the quality of training can impact the effectiveness of the education system.

### **1.5 - Effectiveness of training**

Referring to the document of the Education Sector Plan in Togo (2010), the effectiveness of training concerns internal and external effectiveness.

Internal efficiency takes performance into account: successes or promotions to a higher class without taking into account their application or their consequences outside of training, dropouts, class repetitions.

External effectiveness focuses on the external products or effects of training. The effects thus targeted by external efficiency can be evaluated according to the job, taking into account the entrepreneurial capacity demonstrated by the products resulting from the training.

### **1.5 – Summary**

Teacher training schools would contribute to the efficiency of the education system in Togo. This can only be possible if there is a system for monitoring and evaluating training systems. Since each device depends on the need for training, we take into account the device model of Blandin (2001) (quoted by Demaizière, 2008, p.1) "which is a set of material and human means intended to facilitate a process of 'learning' ". Having opted for the Skills Approach, we believe that the skills frameworks at the ENS should be structured around twelve transversal skills as specified by Martinet, Raymond and Gauthier (2001) for a professional teacher, a thoughtful practitioner able to analyze their own practices, invent strategies, reflect through and for their practices in order to solve problems (Altet, 1991). This presupposes initiative, autonomy, renovation, production. This is why we believe that a professional teacher must be one who takes school projects into account in his teaching practices, which is what the Skills-Based Approach requires. The school project, according to Ehrhard, Toraille and Villars (1982), is a process of mobilizing actors (teachers, parents of students, education specialists) around the school to improve it or improve the quality of education.

Only the monitoring and evaluation of training at the ENS could account for the quality of this training, which is assessed not only at the level of trainers, associate teachers and supervisors of trainees in the field, but also at the level of products. Trained that impact the teaching and learning of lower secondary learners. Training at the Ecole Normale Supérieure (ENS) of Atakpamé has not yet been evaluated since its creation in 1968. However, when we welcome the reopening of this school in 2010 and the products coming out of the said Institution, it there are those who think that the training in the said school is not suitable. It is obvious that it is the monitoring and evaluation that would allow everyone to situate themselves in relation to the effectiveness of this current training. This is why we believe that the monitoring and evaluation of the training system impacts the effectiveness of this training institution and therefore the effectiveness

of the education system. This hypothesis is verified by a methodology. This work will allow each training school to better design their training system and to regulate it for more appropriate training. It will allow, for each training school, to take into account in their training system, the monitoring and evaluation of projects and programs. For this study, the following method was adopted based on the relevant variables and indicators selected.

## 2 - METHODOLOGY

To establish a relationship between monitoring and evaluation of the training system and the effectiveness of a training institution, we use instruments, namely: observation and interview.

Observation makes it possible to assess the pedagogical practices of student teachers trainees, at the end of their training, in the classrooms.

The interview is used to collect information from the subjects. This instrument should make it possible to collect the opinion of student teachers that of their trainers and the actors who use the products trained at the ENS in relation to the training system.

The development of an observation grid for this work proved necessary. The grid makes it possible to analyze the constants that appear for determined categories of teachers applying precise methodological instructions. It makes it possible to study the functions they perform (Postic, 1977).

For this study, we used both quantitative methods (statistical methods) and qualitative methods, more precisely the logical-semantic method which specifically goes directly to the meaning, to the manifest content of the information obtained. They make it possible to study, by inference, the possible relations between an index of the message and the speaker then to lead to the analysis of content which is a method of study and analysis of the communication as suggested by De Landsheere (1976). For Mucchielli (1984), it is the logico-semantic analysis which is directly interested in the manifest content.

This survey was carried out among student teachers at the end of their training for the 2018-2020 academic years. It concerned six (6) options, namely: English, French, History-Geography, Life and Earth Science, Mathematics and Physics-Chemistry, including sixty (120) of two (2) cohorts of student teachers including 20 per option were chosen to be observed only in its specialty and not in the bivalence. This is justified by the fact that even during the training, the students are observed only in their specialty during their internship of responsibility.

We also surveyed nineteen (15) permanent teacher trainers and willing missionaries; sixty (60) associate supervisors who are each responsible for two (2) student-teachers on internship and four (4) education inspectors, all subject to the semi-structured interview.

## 3 - RESULTS

Just like the other definitions of the training system used for this study, if we rely specifically on that of (Blandin, 2001) quoted by Demaizière (2008) which designates a set of material and human means intended to facilitate a process of learning, this leads us to analyze human resources, the pedagogical approaches used in training at the ENS. All of these teaching staff are motivated at work despite their concerns about their working conditions at ENS. In other words, these teachers are not treated like their counterparts in other public universities in Togo despite the registration for the CAMES grade of some of them. All ENS teaching staff express a need for training, especially in didactics following the pedagogical approaches, Skills-Based Approach and Objectives-Based Approach. However, in the training curricula of student-teachers in educational psychology, these approaches are taken into account. 3.1 - Analysis of psychopedagogical methods in training at the ENS. If in the first cycle of secondary education, lessons are based on the Competences Approach that we try to take into account in the didactics of disciplines and in Psychopedagogy, no approach is officially adopted for the training of student-teachers in primary school. 'ENS. How is the efficiency of this Institution presented? The effectiveness of the Institution, in the case of our work, is assessed through the nature and quality of its products. We were interested in the profile of student teachers and their teaching practices in the field or their skills and employability. All student teachers aspire to be professional teachers through training at the ENS, a three-year training (six semesters including five taken for training and the sixth for the internship) for those who are recruited with BAC2 level and one year training for those recruited with a License level structured in three (3) semesters (two semesters of courses and one semester of internship). This training is coupled with trial lessons in an Application college and the internship in the field. The internship lasts three (3) months and is done in an establishment chosen by the student teacher where he will be under the supervision of an associate supervisor who has the quality of former normalien or holder of a Certificate of Aptitude Professional from the College of General Education (CAPCEG).

### 3.2 - Results from the student trainee survey

All those trained at the ENS are directly employed by the Ministry of Primary, Secondary, Technical and Crafts Education and assigned to the colleges where they will exhibit their pedagogical practices that we have sought to analyze through our observations during of their internship in responsibility.

**Table-1: Distribution of trainees according to their teaching techniques**

Numbers and percentages of responses					
Teaching techniques	Yes		No		Totals
The teacher states the educational objectives	40	33,3%	80	66,7%	120 100%
He sets out the skills to be acquired by the students	120	100 %	0	0	120 100%
He introduces a topic	120	100 %	0	0	120 100%
He recalls previous acquisitions	120	100 %	0	0	120 100%
He exposes new content in a specific time	120	100 %	0	0	120 100%
He checks comprehension and attention by questioning the pupils	120	100 %	0	0	120 100%
He does practice exercises	120	100 %	0	0	120 100%
He synthesizes the lesson taught by a summary to learn for the next session	120	100 %	89	98,9%	120 100%
He begins a lesson from a problem situation written to the students	111	92,5 %	9	7,5%	120 100%
The problem situation takes into account the context and the capacities to be developed in the learners	10	8,3%	110	91,7%	120 100%
He motivates students to make wild productions through oral and written expressions by expressing themselves on a fact, an experience, a graph...	120	100 %	0	0	120 100%
He asks the students to present their personal research in relation to the course of the day	20	16,7%	100	83,3%	120 100%
He gives house exercises which are developed on the board by the student	120	100 %	0	0	120 100%

This table presents data from observation in the classroom. These data summarize the pedagogical approach adopted by the student teachers in this study. Thus, 33.3% of trainees state educational objectives to students at the start of their course according to pedagogy by objectives. According to our observations, one hundred percent (100%) of the trainees do not state the skills to the students at the start of their courses, which are done according to the Skills-Based Approach. But, they do a review of previous acquisitions before introducing a subject of the course. They expose the new content of this course in a specific time. They do application exercises in class and give some to do at home. They check comprehension and attention by questioning the students and summarize the lesson taught by a summary to be learned for the next session.

They motivate the pupils to make wild productions by oral and written expressions by expressing themselves on a fact, on an experiment or on a graph. They give home exercises that are developed on the board by a student. However, some begin their lessons from a problem situation (92.5%) but most of these problem situations do not take into account the context of the skill and the capacities to be developed in the learners (91.7%) . Sixteen point seven percent (16.7%) require students to present their personal research relevant to the day's lesson. Now let's take a look at the use of materials.

**Table-2: Breakdown of educational tools used by trainees**

Numbers and percentages of responses					
Teaching techniques	Yes		No		Totals
The teacher Organizes students into small groups	80	66,7%	40	33,3%	120 100%
He presents the pupils with images, figures or diagrams	120	100 %	0	0	120 100%
He presents problem situations to students by video or audio	0	0	120	100%	120 100%
He adopts educational games or experiments	80	66,7%	40	33,3%	120 100%

This table shows the different materials used by teachers. One hundred percent (100%) of the trainees use diagrams or figures and one of the teachers claims to adopt educational games. Sixty-six point seven percent (66.7%) organize students into small groups during lessons according to the Skills Approach, adopt educational games and do experiments to illustrate their lessons. Not all trainees show students videos or audios during their lessons. The following table provides information on the pedagogical approach used by the student trainees.



**Table-3: Distribution of student trainees according to the pedagogical approach used**

Pedagogical approach used	Numbers and percentages of responses	
Approach By Objectives	32	26,7%
Skills Approach	8	6,7%
Capabilities Approach	80	66,6%
<b>Total</b>	120	100%

Through this table, we observe that many student trainees use the skills-based approach (66.6%). On the other hand, few use respectively the approach by objectives (26.7%), the approach by skills (6.7%).

When we sought to know their difficulties during the training, the data in the following table illustrate these difficulties.

**Table-4: Distribution of student trainees according to their difficulties during the training**

Numbers and percentages of responses					
Difficulties during training	Yes		No		Totals
Too many mission courses	120	100%	0	0	120 100%
Scheduling of in-mission assessments	120	100 %	0	0	120 100%
Didactics of the discipline according to the Skills Approach	110	91,7 %	10	8,3 %	120 100%

All student trainees (100%) say they receive too many teaching assignments and complain that assessments are scheduled during the course of the assignment. Many of them show a need for didactics of the specialty according to the competency-based approach (91.7%). The difficulties during their internship are illustrated by the data in the following table.

**Table-5: Distribution of student teachers according to their difficulties during their internship**

Numbers and percentages of responses					
Difficulties during the internship	Yes		No		Totals
Development of sheets according to the Competence-Based Approach	110	91,7 %	10	8,3%	120 100%
Discipline management (student behavior)	50	41,7 %	70	58,3%	120 100%
Overstaffed	28	23,3%	92	76,7%	120 100%
Summarize the content to be taught	18	15%	102	85%	120 100%

Respondents explained their difficulties related to the preparation of teaching sheets according to the skills approach (91.7%). They are less likely to have difficulties related to the management of disciplines in class (41.7%), overstaffing (23.3%) and summarizing the content to be taught (15%). Administratively, student teachers benefit from monthly assistance during the academic year. However, they think that training at the ENS is a necessity for a teacher, but it is very hard. They want to finish quickly and go on the field. These sometimes complain of hunger because of their aid which, for administrative reasons, is dragging its feet.

How do teachers and trainers approach training at the ENS? The following results from the interview with them help to understand this better.

### 3.3 - Results from the survey with trainers

According to them, everyone does their job well except that there are "some colleagues who do not do their job, there are some who come to pay their university courses here". "Some inspectors say that the training is not well done, it does not respond to practices in the field," added a trainer. For him, "it can be jealousy". All teachers show a need to be trained in subject didactics, especially in the Skills-Based Approach. The permanent teachers of the ENS are more concerned about their status because they do not enjoy the same treatment as their colleagues from the two Universities of Togo.

### 3.4 - Results from the survey with the inspectors

The interview with the inspectors shows that the academics come to pour their theoretical academic knowledge, without pedagogy. According to one of the inspectors, "students from the ENS sell themselves too much when they don't know much. There are some who do not have a good oral expression. However, he recognizes that there are some who are good among them. A discussion, through the following allows us to better explain all these data.

## 4 - DISCUSSION

This work aims to show the importance of taking into account the monitoring and evaluation of the training system in the institutions in charge of the supervision of teachers. Those who do not have enough teachers (11 permanent teachers, including the Director and the Director of Studies). More than 90% of teachers from the two public universities in Togo come on a teaching mission to strengthen the training system. This explains the massed learning among student teachers leading to fatigue, exhaustion and sometimes failure.

We take into account the device model of Blandin (2001) (quoted by Demaizière, 2008, p.1) “which is a set of material and human means intended to facilitate a learning process”. Since each device depends on the need for training (Blandin quoted by Demaizière, 2008), the ENS trains lower secondary teachers for a Professional License. Having opted for the Skills Approach, we believe that the skills frameworks at the ENS should be structured around professional skills in addition to basic skills, as Martinet, Raymond and Gauthier (2001) specified for skills for professional teachers, thoughtful practitioners capable of analyzing their own practices, inventing strategies, thinking through and for their practices in order to solve problems (Altet, 1991). This presupposes initiative, autonomy, innovation, production.

It is in this sense that Perrenoud (2001) specifies that a teacher must be a reflective practitioner and reflective practitioner willing and able to take himself as the object of his reflection as Oudet (1999) says. This is why for Perrenoud (2001), sprinkling the training course with a few seminars to analyze practices or brainstorming sessions on professional problems is not up to the challenge. Reflective training cannot be a specific discipline. It is not of the order of knowledge but of the relationship to knowledge, of looking at action, of critical posture and competence. All of this will only develop if this concern runs through the entire training program. Perrenoud (2001) adds that it would be unfair for initial training institutions to ask pedagogical advisers and other field trainers to develop a reflective practice among their trainees, while the trainers of the center would limit themselves to dispensing knowledge as well as ENS of Atakpamé where the trainers believe that didactics is the responsibility of the education inspectors who, moreover, are trained by teacher-researchers of the same rank and skills as those of the ENS. If we want to train reflective practitioners, it would be better for their educational advisers or internship supervisors to position themselves in this orientation. This does not mean creating a reflective practice medal and awarding trainees only to teachers who hold it. However, no pedagogical approach is officially adopted by the trainers for the training, yet the trainees must be equipped for secondary education according to the skills-based approach. All the teachers in this training find that all those who intervene at the ENS must teach differently from what happens in the Universities. These nourish the desire to acquire good teaching practices. This cannot be possible through training and research that would induce innovation and pedagogical engineering that determine the training system (Gangloff, Weisser, Bennaghmouch and Abid-Zarrouk, 2009).

The effectiveness of the Institution, in the case of our work, is assessed through the nature and quality of its products. We were interested in the profile of student teachers and their teaching practices in the field or their skills and employability.

All student teachers aspire to be professional teachers through training at ENS. These are directly employed by the Ministry of Primary and Secondary Education and assigned to the colleges where they highlight their teaching practices, which we have sought to analyze through our observations during their internship in charge. Compared to data from observation, few trainees state educational objectives to students at the beginning of their course according to pedagogy by objectives. But not all the trainees state the skills to the students at the start of their courses, which are done according to the Skills-Based Approach. However, in a teaching and learning situation, some learners need to know precisely what the teacher expects of them and what objectives or skills must be achieved. On the other hand, other learners like to discover the objectives or skills to be acquired by formulating and verifying hypotheses. Successive (Toraille, Villars, and Ehrhard, 1982). This forces the teacher to state the skills to the learners. It can also motivate learners for schoolwork.

However, we can see that all the trainee teachers surveyed review previous acquisitions before introducing a course subject. They expose the new content of this course in a specific time. They do application exercises in class and give some to do at home. They check comprehension and attention by questioning the students and summarize the lesson taught by a summary to be learned for the next session. They motivate the pupils to make wild productions by oral and written expressions by expressing themselves on a fact, on an experiment or on a graph. They give home exercises that are developed on the board by a student. This is in line with the conception of the lesson according to Herbart (quoted by Ehrhard, Toraille and Villars, 1982, p.240) whose virtue of this lesson constitutes the axis of traditional pedagogy. This is, in its formal rigor, capable of imposing all content and ensuring all training, including that of character. These practices do not allow students to learn by doing the experience themselves as required by the competency-based approach. According to Pelpel (1986), in the same situation, it is a method which, because of their former experience as pupils, is most familiar to new teachers. The number of pupils, in this case, does not modify the nature of the teacher's

intervention. They must be able to hear it, see it in front of the board, take notes, etc. The service must be adapted to its own abilities and according to the abilities of the students. This is justified by the fact on the pedagogical sheet, the micro-skills, capacities and skills are not clearly defined. Only the basic skills are specified. However, we need micro-skills to determine the sequences of lessons. However, many of them start their lessons from a problem situation that does not take into account the context and the capacities to be developed in the learners. These are presented in enigmatic form and do not facilitate learning in learners. They often seek in vain to solve these problem situations by spending their time without noting anything in the notebooks in the form of written traces. Mante (1998) had already explained this case based on an example in mathematics where we put forward a practice by problem situation. He finds that many teachers, to implement this practice, start all their lessons with activities, often far removed from problem situations. The trainee teachers surveyed are less likely (16.7%) to ask students to present their personal research concerning the day's lesson. This practice prevents learners from being prepared very early to become researchers, as Ehrhard, Toraille and Villars (1982) say that the learner of tomorrow must be a researcher.

This can be explained by the difficulties experienced by the trainees related to the preparation of teaching sheets according to the competency-based approach and their need for reinforcement of training in didactics of the specialty according to the competency-based approach. Compared to those who find it difficult to manage discipline in the classroom, this can be explained by the fact that they do not implement alternatives to violent methods in education. This involves, among other things, giving lessons in silence to students like Montessori (1959) who considers that the disorderly agitation of children is due to their clumsiness. They are not sufficiently in control of their muscles and their nerves. They get agitated and angry, they become turbulent and inattentive. It is therefore this mastery of themselves, through lessons in silence, that must be given to them, so that they can achieve with satisfaction what they propose to themselves or what is proposed to them. Kerschensteiner (1933) speaks of pedagogical tact by which a teacher must not leave a certain time without occupying the pupils. We can rely on the definition of a pedagogical contract which must be reiterated at each sequence of the course in order to draw the attention of learners to appropriate behavior. The differentiated pedagogy would be used in this sense but the trainees complain of the overstaffing in the classes which vary from 56-78 pupils per class so that they do not adopt it. Not all trainees show students videos or audios during their lessons despite the computer lessons they receive.

The interview with the inspectors shows that “some students from the ENS sell themselves too much when they don't know much. There are some who do not have a good oral expression.

According to some teacher trainers, everyone does their job well except that there are “some colleagues who do not do their job, there are some who come to pay their university courses here”. This is reiterated by certain inspectors who affirm that: “academics come to pour their theoretical university knowledge, without pedagogy”.

The majority of teacher trainers show a need to be trained in didactics of disciplines, especially in the Skills-Based Approach. This requires a well-defined and harmonized training plan and system since there are several secondary teacher training institutes with different profiles and different training programs as we explained above. Fortunately there is a reform in progress which would fill this expectation. Indeed, a training plan would take into account the essential skills for training. It is generally developed for a period of 3 years. It is the reference document for the development of annual human resources training programs in a department. This plan also aims to develop new skills, as is the case with the adoption of the skills-based approach officially introduced in secondary education. This is why according to Gangloff, Weisser, Bennaghmouch, Abid-Zarrouk (2009), in France, the establishment of an evaluation of teaching and training is an obligation affirmed by the texts relating to universities. This could entail the periodic revision of programs and resources to ensure the quality and competence of the teaching staff and the learners. Thus, each device depends on the training need. This is the example, in 2002, the introduction of the skills-based approach led the Quebec Ministry of Education to analyze the measures aimed at encouraging the supervision of trainees by cooperating teachers who lacked the skills according to this approach (Lacroix-Roy, Lessard & Garant, 2003). This is also the case of a research team which, according to Bélair, Vivegnis and Lafrance (2015), has adopted a research and development approach to produce training systems that can contribute to the harmonization of the training of trainers. of trainees made up of university supervisors and associate teachers who receive the trainees in their class for their practice. The training system must comply with the five criteria for its consistency. It is for a teacher, to develop a vision, to be committed to the pursuit of this vision, to possess knowledge that he understands, who is able to transmit it through teaching practice, while continuing to improve. Through reflections on their experiences and those of others (Shulman & Shulman, 2004). This is how Harvey and Loiselle (2009) think that the design of a training system is part of a development research approach. The diagnosis of the quality and effectiveness of this training consists of evaluating the quality and effectiveness of the training project and verifying whether the initial objectives have been achieved and making adjustments, if necessary. A formative evaluation can be done with pedagogical trainers and targeted learners in order to make corrections. Indicators such as the satisfaction of trainers and learners, the levels of success of these would illustrate the effectiveness of the training. In this case, the student teachers are satisfied with the existence of the training they find essential, but their

complaints suggest that the training system should be revised to take their concerns into account. The results of this work allow us to situate ourselves in relation to the quality of training in our Institutions in Togo.

## CONCLUSION

The monitoring and evaluation of projects serves to facilitate the identification and resolution of problems. The objective of this work is to analyze the impact of the monitoring and evaluation of the training system on the effectiveness of the Institution of teacher training that is the Ecole Normale Supérieure of Atakpamé. We have verified the hypothesis that the effectiveness of an Institution depends on the monitoring and evaluation of its training system. The investigation by observation and the semi-directed interview with the actors concerned shows that there is no approach or service for monitoring and evaluating the training system in our Institutions in charge of teachers in the image quality assurance services in universities. Our work serves as a basis for understanding the relevance of the monitoring and evaluation of the training system and the need to have specialists in these institutions. Along the same lines, we believe that any reforms to teacher training would rely on these specialists.

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