World Journal of Advanced Research and Reviews
eISSN: 2581-9615 CODEN (USA): WJARAI
Cross Ref DOI: 10.30574/wjarr
Journal homepage: https://wjarr.com/

(REVIEW ARTICLE)

Check for updates

TEACHER EDUCATION IN TOGO AND NIGER IN WEST AFRICA: A REVIEW OF CURRENT PROVISION

Akimou TCHAGNAOU [1,*], Idrissa KARIDIO [2] and Yvette BAKINGU BAKIBANGOU [3]

[1] André Salifou University, Laboratory of Literature, Education and Communication (LaboLEC), Niger.
[2] Djibo Hamani University, Niger.
[3] Higher Institute of Physical and Sports Education, Marien Ngouabi University, Congo Brazzaville
* Corresponding Author

ORCID Details
Akimou TCHAGNAOU: https://orcid.org/0009-0006-9753-515X
Yvette BAKINGU BAKIBANGO: https://orcid.org/0009-0006-2509-9707

World Journal of Advanced Research and Reviews, 2026, 32(02), 505–513

Publication history: Received on 29 September 2026; revised on 05 November 2026; accepted on 07 November 2026

Article DOI: https://doi.org/10.30574/wjarr.2026.32.2.2864

Copyright © 2026 Author(s) retain the copyright of this article. This article is published under the terms of the Creative Commons Attribution License 4.0

ABSTRACT

Teacher education is a key issue for quality and equity in West African education systems. This article compares policy directions and selected teacher education arrangements in Togo and Niger through a qualitative document analysis. The corpus comprises an academic presentation, national institutional publications, cooperation programme documents, and scholarly literature on teachers' professional knowledge and development. The comparison examines the organisation of teacher education, the integration of theory and practice, continuing professional development, digital technologies, and governance conditions. The documents indicate a shared commitment to professionalisation, alongside differing approaches to reform. In Togo, the transformation of teacher training colleges makes the restructuring of initial teacher education particularly evident. In Niger, work on competency frameworks and curriculum revision likewise reflects an ongoing reform process. However, the existence of these arrangements does not establish their comparative effectiveness. The analysis highlights the need for formally recognised mentoring, contextually relevant teacher education, recurrent funding, and the evaluation of teaching practices. It proposes a monitoring framework that distinguishes between resources, implementation, and outcomes. The comparison identifies directions for research and action without ranking the two national systems.

Keywords: Teacher education, Professionalisation, Continuing professional development, Togo, Niger, Comparative education.

1 INTRODUCTION

The quality of teaching depends partly on how an education system prepares, supports, and sustains its teachers. Teacher education is therefore a research topic at the intersection of public policy, subject didactics, and the sociology of professions. It embodies a conception of teaching that includes transmitting knowledge, designing learning situations, interpreting pupils' difficulties, and exercising educational responsibility. The central question thus concerns the

conditions under which a qualification becomes an effective capacity for classroom action (Shulman, 1986; UNESCO & International Task Force on Teachers for Education 2030, 2024).

In both Togo and Niger, the presentation on which this article is based emphasises initial teacher education, continuing professional development, and the use of digital technologies. It brings together institutions and projects with different functions, time frames, and target groups. This provides a useful starting point for comparison, provided that permanent institutions, regulatory changes, and time-limited interventions are distinguished. An institutional reform cannot be compared directly with a technological experiment (Tchagnaou, n.d.).

The global report on teachers stresses that the availability of qualified staff also depends on recruitment and retention policies (UNESCO & International Task Force on Teachers for Education 2030, 2024). This perspective suggests that teacher education should be considered alongside working conditions. Teachers may master a pedagogical approach yet encounter obstacles to its implementation. Conversely, the availability of equipment does not guarantee that the learning situations offered to pupils promote understanding.

The value of comparing Togo and Niger lies in examining national responses to shared challenges without assuming that these responses are identical. Territorial organisation, the distribution of institutions, and linguistic configurations require attention to context. The comparison seeks to understand mechanisms and clarify the conditions for transfer. It does not assume that the same reform should produce the same effects everywhere.

The research problem can be formulated as follows: how do documented teacher education policies and arrangements in Togo and Niger organise professionalisation, and under what conditions could their pedagogical contribution be assessed? Three questions follow. What institutional arrangements emerge from the documents? What importance do they assign to practice, continuing professional development, and digital technologies? What further evidence is needed to move from identifying reforms to assessing their effects?

The overall objective is to develop an evidence-informed comparative analysis. The specific objectives are to characterise documented national policy directions, examine their similarities and differences, and propose monitoring criteria. Two propositions guide the analysis: professionalisation depends on the relationship between qualifications and support in the workplace, and the effects of reform depend on the conditions under which it is taken up. These propositions serve an analytical purpose and are not presented as statistically tested hypotheses.

2 CONCEPTUAL FRAMEWORK

2.1 Professionalisation and qualifications

Professionalisation is understood here as the process through which preparation for teaching and professional practice are organised around identifiable knowledge, explicit responsibilities, and shared criteria for judgement. It has an institutional dimension, concerning qualifications and entry requirements, and a pedagogical dimension, concerning competencies in use. A change in status or institutional designation is an observable transformation. Its translation into professional learning requires separate investigation (Shulman, 1986; Darling-Hammond et al., 2017).

A qualification may be certified by a credential, whereas competence is demonstrated in situated activity. Teachers must select content, make it accessible, and assess what pupils understand. Shulman's (1986) framework provides a means of conceptualising the relationship between subject knowledge and pedagogical content knowledge. It supports an examination of the tasks actually undertaken during teacher education, beyond the total volume of instruction received. This relationship is also illuminated by Tchagnaou and Baoutou's (2017) study of initial teacher education for lower secondary education in Togo.

In this analysis, this distinction leads to a search for indicators of professionalisation: the inclusion of classroom situations in modules, support during teaching placements, explicit assessment criteria, and opportunities to reflect on experience. These indicators constitute an interpretive framework. Their relevance to both countries should be discussed with stakeholders and assessed against detailed curricula, trainees' work, and teacher educators' practices.

2.2 Professional development and continuity in teacher education

Professional development encompasses the learning that accompanies entry into teaching and subsequent career progression. Initial teacher education prepares teachers for anticipated situations. Professional practice subsequently confronts them with specific difficulties: a poorly understood concept, differences in learning pace, or assessment evidence that is difficult to interpret. A coherent provision enables teachers to address these problems without reducing continuing professional development to the repetition of general courses (Desimone, 2009; Darling-Hammond et al., 2017).

Desimone (2009) proposes a framework for examining relationships between the characteristics of professional development, teacher learning, teaching practices, and pupil outcomes. This distinction is essential for evaluation. Attendance at a session is an activity indicator. A change in practice requires other observations. Improvements in pupil learning require further analysis of contextual conditions and competing explanations.

In their synthesis, Darling-Hammond et al. (2017) identify characteristics of professional development associated with positive effects, including active learning, collaboration, and sustained support. These findings provide guidance for programme design. However, applying them in West Africa requires an examination of available resources and the organisation of teachers' work. They do not, by themselves, demonstrate the effectiveness of a programme in Togo or Niger.

2.3 Digital technologies and pedagogical mediation

Digital technologies can support access, communication, and content production. They can facilitate the circulation of resources and enable some forms of remote interaction. Their value nevertheless depends on the professional task to be performed. Consulting a document, preparing an activity, and receiving feedback serve different functions. A platform may fulfil the first without providing the others (Mishra & Koehler, 2006).

Mishra and Koehler (2006) propose integrating technological, pedagogical, and content knowledge. From this perspective, teacher education should address the choices teachers make when using a tool to teach particular content. General technical training remains insufficient to assess this capacity. The analysis of programmes must therefore examine intended uses and the support provided.

A further distinction concerns accessibility. The theoretical possibility of accessing a resource does not reveal the actual conditions of use. Lightweight formats, printed versions, or local workspaces may be necessary. These are design options to be examined, rather than measured descriptions of teachers' equipment in the two countries.

3 METHODOLOGY

3.1 Study design and scope of the corpus

This article draws on qualitative document analysis with a comparative purpose. The comparison concerns teacher education policy directions and arrangements rather than education systems in their entirety. Institutional information in the initial presentation was checked against external publications. The available documents do not constitute a homogeneous annual series; they were interpreted with reference to the periods they describe (Bowen, 2009).

The contextual corpus includes the Togolese ministerial communication on the reopening of teacher training colleges (Ministère des Enseignements primaire, secondaire, technique et de l'Artisanat, 2023), the description of IFADEM provision in Togo (Initiative francophone pour la formation à distance des maîtres [IFADEM], n.d.), a ministerial publication on its development (Ministère de l'Éducation nationale, 2026), the APPRENDRE note on the redesign of initial teacher education in Niger (Agence universitaire de la Francophonie [AUF], 2022), and the UTIFEN evaluation summary (Voulgre & Oillo, 2020). Tchagnaou's (n.d.) slide presentation provides the starting material. The selected scholarly literature supplies the conceptual and methodological foundations.

3.2 Document selection and evidential status

Selection was purposive rather than exhaustive. Documents were retained because of their direct relevance to the institutions or programmes mentioned in the presentation, their identifiable provenance, and their capacity to clarify a claim. Institutional publications document policy directions and announced arrangements. The programme evaluation provides insight into implementation. Scholarly articles support the construction of the analytical framework.

This approach follows the use of document analysis as a qualitative method described by Bowen (2009). Attention was paid to both document content and the conditions of production. A ministerial communication presents a policy and may emphasise its expected benefits. It does not replace an independent assessment of changes in practice. Documents were therefore used according to their evidential function.

The document search combined terms relating to teacher training colleges, initial and continuing teacher education, UTIFEN, and IFADEM, prioritising the websites of the relevant institutions and academic publishers. No claim to bibliometric exhaustiveness is made. The corpus supports an examination of selected identifiable reforms; it is not a comprehensive inventory of all qualification pathways, institutions, or national interventions.

3.3 Comparative analysis procedure

An initial reading identified the propositions in the presentation. A second reading distinguished descriptive information, comparative judgements, and recommendations. Information was then classified along five dimensions: institutional organisation, the relationship between theory and practice, continuing professional development, digital mediation, and governance. Comparison with external sources led to initial claims being retained, refined, or withheld.

The unit of comparison is the educational function rather than the name of an institution. This avoids treating two institutions as equivalent solely because of their designation. It also makes it possible to distinguish levels of education. The sources provide more detail on certain primary-level programmes than on secondary teacher education pathways. Conclusions are therefore restricted to sufficiently documented segments.

The analysis did not calculate a national professionalisation index. Such an index would require common indicators and comparable data. No claim to intercoder agreement is made, since the documents were not independently coded by multiple researchers. Traceability rests on identifying sources and distinguishing documentary findings, interpretations, and proposals for action.

4 FINDINGS FROM THE DOCUMENT ANALYSIS

4.1 A shared commitment to professionalisation

The first finding concerns converging intentions. The presentation places pedagogical preparation and continuing professional development at the centre of improvements in teaching in both countries. External documents clarify this convergence. They reveal efforts to restructure provision and update content. However, they do not provide consistent information about everyday teacher education practices (Tchagnaou, 2022 ; AUF, 2022; Ministère des Enseignements primaire, secondaire, technique et de l'Artisanat, 2023).

In Togo, the ministerial publication on the reopening of teacher training colleges describes the transition from ENI institutions to Écoles normales de formation des professeurs d'école and a two-year post-secondary programme leading to the primary school teacher diploma. It situates this transformation within the policy of improving staff qualifications (Ministère des Enseignements primaire, secondaire, technique et de l'Artisanat, 2023). This is a documented formal change whose pedagogical effects are not measured in that publication.

In Niger, the APPRENDRE note describes work on the occupational competency framework and the renewal of initial teacher education. It mentions the development of an occupational framework, capacity building for supervisory staff, and a workshop to rewrite the primary teacher education curriculum in January 2022 within a situation-based approach (AUF, 2022). These elements challenge an interpretation that reduces developments in the country to the quantitative expansion of provision or the use of digital technologies.

The convergence therefore concerns efforts to provide more explicitly professional preparation. Documented differences mainly concern the forms of change made public: institutional restructuring in one case, and work on competency frameworks and curricula in the other. This observation does not justify inferring an overall difference in quality. The sources provide no common measure of graduates' professional competence (AUF, 2022; Ministère des Enseignements primaire, secondaire, technique et de l'Artisanat, 2023).

4.2 Uneven visibility of pathways and institutions

The presentation identifies primary teacher training colleges and secondary teacher education institutions, including the ENS in Niamey and the ENS in Atakpamé. It also mentions universities and the INSE in Lomé. This initial mapping helps locate the diversity of providers. It is insufficient to establish their intake capacity, staffing profiles, or the current distribution of all their responsibilities (Tchagnaou, n.d.).

Institutional information should be organised by function. An institution may prepare teachers, train supervisory staff, or contribute to research. These functions involve different target groups and assessment criteria. A scholarly comparison should distinguish entry requirements, programme duration, placement arrangements, and certification responsibilities. The number of institutions alone does not measure the extent to which needs are met.

The greater documentary visibility of a reform may also introduce bias. A country whose communications describe a qualification in detail may appear more structured than one whose consulted documents focus primarily on a particular project. This source effect must be considered when interpreting the evidence. Absence from the corpus means that information has not been established by this study; it does not demonstrate that a practice is absent from the national system (Bowen, 2009).

4.3 Digital technologies reveal coordination challenges

The presentation associates Niger with UTIFEN and Togo with IFADEM. Documentary verification requires a revision of the overly favourable interpretation of the former programme. The evaluation summary dates UTIFEN's completion to November 2019 and its evaluation to October 2020. It reports that the project did not achieve its intended outcome and encountered difficulties in coordination between national institutions. It describes an ambition to provide training supported by digital content and automated tutoring (Voulgre & Oillo, 2020).

These findings preclude presenting UTIFEN as current evidence of national success in distance teacher education. Nor do they justify attributing all difficulties to technology. They call for an examination of coordination, recognition of learning, and links with existing provision. A digital initiative may have relevant objectives while encountering obstacles during implementation (Voulgre & Oillo, 2020).

For Togo, the IFADEM description presents tutor-supported self-study combining distance learning with face-to-face sessions. It explicitly refers to a pilot phase from 2015 to 2017 (IFADEM, n.d.). This information describes a programme and a period; it should not be turned into a claim that all Togolese teachers were covered.

A ministerial publication from July 2026 announces a governance milestone for fully online IFADEM provision (Ministère de l'Éducation nationale, 2026). This development adds to the chronology without demonstrating improvements already observed in teaching practices or pupil outcomes. The comparison thus highlights the importance of dating programmes. The continued use of a single name may encompass successive arrangements that need to be distinguished.

4.4 Limited documentation of pedagogical effects

The documents consulted provide more information about intentions and activities than about classroom effects. Reopening institutions, developing a competency framework, and launching a programme are institutional achievements. Assessing their contribution would require knowing what trainees learn, how they use that learning, and the conditions in which they teach after completing their education (Desimone, 2009).

This gap affects the comparison of teaching placements. The presentation recommends increasing their prominence and strengthening supervision. It provides neither comparable schedules, detailed descriptions of mentoring, nor measures of feedback quality. The study therefore cannot conclude that placements are uniformly inadequate in both countries. It can identify their organisation as a priority area for documentation (Tchagnaou, n.d.).

Similarly, the material difficulties and territorial inequalities mentioned in the presentation remain issues for investigation where no comparable indicators specify them. The analysis derives neither national rates nor cross-country differences in magnitude from these statements. Instead, it identifies the information needed: resource availability, effective access to professional development, time devoted to support, and continuity of follow-up (Tchagnaou, n.d.).

5 DISCUSSION

5.1 Formal reform and the actual work of teacher education

The findings call for an examination of the relationship between institutional architecture and professional learning. A new qualification can clarify entry requirements and make pathways easier to understand. Its pedagogical value also depends on the situations studied and the criteria used to assess competence. A reform should therefore be analysed in terms of what it changes in the work of trainees and teacher educators (Shulman, 1986).

Shulman's (1986) framework helps articulate this requirement: knowing content and knowing how to make it teachable require interconnected forms of knowledge. For the present comparison, the challenge is to identify opportunities to transform subject knowledge into explanations accessible to pupils. For example, a lesson-planning session could require trainees to anticipate errors and select several representations of the same concept. This illustration is a pedagogical proposal, not a practice observed in the corpus.

Distinguishing formal reform from professional learning also qualifies the idea of an overall national advantage. The publications examined do not measure graduates' ability to explain, differentiate instruction, or assess learning. They therefore do not support a ranking of the two systems. The contribution of the comparison lies in identifying common questions that each institutional context must address within its available resources.

5.2 Integrating coursework and school placements as an organisational challenge

Including a placement in a curriculum does not guarantee productive integration of theory and practice. The relationship between school-based experience and coursework at the teacher education institution must be organised. Without structured reflection, trainees may reproduce an observed practice without understanding its rationale. Lesson analysis, by contrast, makes decisions explicit and allows their possible effects to be examined (Darling-Hammond et al., 2017).

Effective mentoring requires clearly understood responsibilities. Mentors should know what to observe, how to formulate feedback, and to whom their observations should be reported. Trainees must be able to distinguish support for learning from summative assessment. This distinction encourages them to express difficulties. If every difficulty immediately attracts a penalty, placement documents may prioritise compliance over analysis of professional practice (Darling-Hammond et al., 2017).

These proposals require a feasibility assessment. Visits by teacher educators require time, travel resources, and supervisory workloads compatible with their other duties. A reform that extends placements without establishing these conditions could increase time spent in schools without improving support. The comparison should therefore consider the quality of interactions alongside the reported number of weeks.

5.3 Continuing professional development and professional recognition

Continuing professional development benefits from starting with identifiable problems in practice. A team might examine instructions that pupils do not understand or interpretations of their written work. The value of collective work lies in discussing concrete evidence. Such an approach requires a framework that allows experimentation, error, and revision of lesson plans (Desimone, 2009; Darling-Hammond et al., 2017).

The frameworks of Desimone (2009) and Darling-Hammond et al. (2017) support examining sustained professional development rather than simply recording whether it occurs. In both countries, a research question would be how learning from a session is applied and supported after teachers return to school. Attendance certificates provide administrative recognition but do not directly indicate such application.

Recognition should also extend to the work of mentors. Asking experienced teachers to support colleagues without adjusting their obligations leaves provision excessively dependent on individual commitment. Sustainable organisation must specify responsibilities, resources, and monitoring arrangements. This proposal concerns implementation conditions; its cost should be estimated before wider adoption.

5.4 Multilingualism in preparation for teaching

The context of the initial presentation invites closer examination of the linguistic dimension. The presentation compares teacher education provision without sufficiently exploring how teachers are prepared to work with pupils' linguistic repertoires. Yet an error in a school task may arise from misunderstanding the instructions, conceptual difficulty, or a combination of both. Teacher education should help distinguish these situations (Tchagnaou, 2022).

The corpus provides two limited but explicit points of reference. The note on Niger includes national languages and several language-related areas in the curriculum redesign work (AUF, 2022). The IFADEM description for Togo lists teaching in a multilingual environment among its objectives. These elements establish that the issue is present in policy directions without documenting its systematic implementation.

One approach to teacher education would involve rephrasing instructions, explaining school-related vocabulary, and comparing pupils' work. Scenarios should be developed from local situations and comply with existing curricula. The aim would be to help teachers analyse language-related obstacles to learning without assuming that all pupils share the same linguistic profile.

Assessment could focus on the ability to identify the likely source of a misunderstanding and propose appropriate mediation. Classroom observation would help establish whether these capacities are demonstrated in practice. It would remain necessary to distinguish language choices authorised by education policy from strategies actually used by teachers. The article proposes a research direction without attributing unmeasured outcomes to either country.

5.5 The sustainability of digital provision as an institutional issue

The difficulties encountered by UTIFEN demonstrate the value of shifting analysis towards institutional conditions. Tools may be available while follow-up responsibilities remain unclear. A programme must specify who responds to

participants' difficulties, who updates resources, and how learning is recognised. The end of funding tests continuity and should be anticipated from the design stage (Voulgre & Oillo, 2020).

The Togolese announcement of 2026 likewise raises questions for follow-up: how will support be organised, which teachers will actually participate, and what resources will prevent interruptions in participation? The communication establishes a policy direction without answering all these questions. A subsequent study could track participation trajectories and document the difficulties encountered (Ministère de l'Éducation nationale, 2026).

Mishra and Koehler's (2006) framework emphasises that tools must be analysed in relation to content and pedagogy. For policymakers, one implication would be to fund support activities as carefully as equipment. For researchers, the challenge would be to describe actual uses. Connection logs alone do not demonstrate that teachers have changed how they explain content or assess learning.

6 DIRECTIONS FOR ACTION AND EVALUATION

6.1 Building continuity between teacher education and professional practice

The first direction is to connect initial teacher education, induction, and professional development. A common framework can facilitate this continuity if its competencies are translated into observable situations. Planning a lesson, anticipating difficulties, and interpreting pupil responses are possible areas of focus. The framework should guide support without becoming a compliance checklist detached from context (Shulman, 1986; Darling-Hammond et al., 2017).

A portfolio could bring together an initial lesson plan, evidence of pupils' activity, and a reasoned revision of the lesson. Its value would depend on how it is used in discussions with the mentor. Accumulating documents without feedback would add administrative work. Piloting should therefore assess the quality of exchanges and the time required before making the tool compulsory.

Entry into teaching could be supported through targeted induction. Beginning teachers' needs do not always match those of experienced teachers. A needs analysis should identify difficulties and resources already available in the school. This direction requires coordination between teacher education institutions and the services responsible for staff deployment and monitoring.

6.2 Evaluating provision at several levels

A useful evaluation distinguishes resources committed, activities undertaken, and changes observed. Initial data concern resources, teacher educators, and mentoring. Subsequent data concern actual participation and completion of activities. Assessing effects requires professional work samples, observations, or appropriate measures of learning. These levels can be linked without being conflated (Desimone, 2009).

Table 1 proposes a common framework. It is a design tool for future studies, rather than a measurement instrument already applied in both countries. Indicators should be negotiated with stakeholders, tested, and adjusted. Disaggregation by territory and target group would allow equity to be examined, provided confidentiality is maintained and the indirect identification of small groups is avoided.

Table 1: Proposed framework for monitoring teacher education programmes

Dimension	Proposed indicator	Data source
Resources	Planned and actual mentoring time	Schedules and reports
Access	Participation and completion by territory and target group	Training registers
Practice	Quality of lesson planning and revision	Portfolio and common rubric
Mentoring	Frequency and content of feedback	Monitoring logs and interviews
Digital technologies	Activities completed and difficulties encountered	Work samples and monitoring of use
Effects	Changes in practices and learning	Observations and assessments
Sustainability	Recurrent funding and defined responsibilities	Budgets and agreements

Source: Framework proposed by the author based on Desimone (2009), Darling-Hammond et al. (2017), and Voulgre and Oillo (2020).

Monitoring must also document recurrent costs. Equipment purchase prices represent only part of the expenditure. Supervision, resource updating, and participants' working time must be considered. An economic comparison should relate expenditure to clearly defined outputs without conflating enrolment, completion, and competency acquisition (Voulgre & Oillo, 2020).

6.3 Organising cooperation and comparative research

Cooperation between the two countries could address shared teacher education challenges. Teams of teacher educators could compare lesson analyses and observation tools. The purpose would be to make professional reasoning and contextual adaptations explicit. Resource sharing should include discussion of the conditions under which resources were produced.

Further research could combine curriculum analysis, interviews with administrators, and observation of teacher education activities. It should select sites comparable by education level and specify sampling criteria. Cohort follow-up would make it possible to investigate the transition from teacher education to classroom work. Such a study would require the necessary authorisations, participants' consent, and protection of the data collected.

Assessing change would require establishing a baseline and documenting developments over a sufficient period. Differences in recruitment, deployment, and school environments should be considered. If a comparison group is used, its construction must be explained. These requirements would help avoid attributing to teacher education differences that may arise from other teaching conditions.

6.4 Study limitations

The first limitation concerns the purposive and restricted composition of the corpus. The study examines programmes identified from a presentation. It does not claim to cover all teacher education policies. Documents vary in date, purpose, and level of detail. The comparison therefore prioritises functions and mechanisms over artificial symmetry between the available information.

The second limitation concerns the status of the sources. Several documents describe institutional policy directions and announced achievements. They do not provide independent evaluations of practice. The UTIFEN evaluation illuminates a particular project and period; it cannot represent teacher education in Niger as a whole. Similarly, a recent announcement in Togo does not constitute an assessment of outcomes.

Finally, the absence of field data precludes a direct assessment of trainees', teachers', or teacher educators' experiences. No national count of qualified staff or comparative success rate is established. The recommendations are reasoned proposals to be examined with stakeholders. Their implementation should include piloting and feasibility analysis.

7 CONCLUSION

The comparative analysis identifies a shared commitment to teacher professionalisation in Togo and Niger. The documents reveal different forms of reform: institutional transformation of initial teacher education in Togo, work on curricula and competency frameworks in Niger, and the use of distance teacher education in both contexts. These developments reflect identifiable initiatives without establishing the overall superiority of either system.

The study's main contribution lies in distinguishing reform intentions, implementation, and effects. This distinction leads to a correction of the overly favourable interpretation of UTIFEN and to the treatment of recent announcements as policy directions requiring follow-up. It also clarifies the missing evidence needed to assess the quality of placements, professional support, and the pedagogical appropriation of digital technologies.

The proposed directions concern effectively supported integration of coursework and school placements, continuity in teacher education, and the inclusion of linguistic realities in preparation for teaching. Their contribution will depend on explicit responsibilities, sustained resources, and evaluation centred on teachers' work. Cooperation between Togolese and Nigerien teams could support this approach through the comparison of concrete situations and the production of contextually grounded knowledge.

STATEMENTS ON COMPLIANCE WITH ETHICAL STANDARDS

Acknowledgments

We sincerely thank all those who contributed, directly or indirectly, to the preparation of this article.

Disclosure of conflict of interest

The authors declare no conflicts of interest regarding this manuscript.

REFERENCES

[1] Agence universitaire de la Francophonie. (2022, January 28). Au Niger, la refonte de la formation initiale des enseignants se poursuit. APPRENDRE. https://apprendre.auf.org/au-niger-la-refonte-de-la-formation-initiale-des-enseignants-se-poursuit/

[2] Bowen, G. A. (2009). Document analysis as a qualitative research method. Qualitative Research Journal, 9(2), 27–40. https://doi.org/10.3316/QRJ0902027

[3] Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute. https://doi.org/10.54300/122.311

[4] Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. Educational Researcher, 38(3), 181–199. https://doi.org/10.3102/0013189X08331140

[5] Initiative francophone pour la formation à distance des maîtres. (n.d.). Togo : dispositif de formation. Retrieved October 31, 2026, from https://www.ifadem.org/fr/pays/togo/dispositif-formation

[6] Ministère de l'Éducation nationale. (2026, July 3). IFADEM 100 % en ligne : le Togo accélère la transformation numérique de la formation des enseignants. https://education.gouv.tg/ifadem-100-en-ligne-le-togo-accelere-la-transformation-numerique-de-la-formation-des-enseignants/

[7] Ministère des Enseignements primaire, secondaire, technique et de l'Artisanat. (2023, January 4). Réouverture des écoles normales de formation des enseignants. https://education.gouv.tg/reouverture-des-ecoles-normales-de-formation-des-enseignants/

[8] Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. Teachers College Record, 108(6), 1017–1054. https://doi.org/10.1111/j.1467-9620.2006.00684.x

[9] Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. Educational Researcher, 15(2), 4–14. https://doi.org/10.3102/0013189X015002004

[10] Tchagnaou, A. (2022). Le métier d'enseignant : de la maternelle à l'université. Éditions Francophones Universitaires d'Afrique.

[11] Tchagnaou, A., & Baoutou, A. B. B. (2017). La formation initiale des enseignants au service d'une éducation de qualité au secondaire 1 au Togo. Les Cahiers du CEDIMES, 11(1), 99–107. https://www.cames.online/web/uploads/candidats/24887/18/revues_scientifiques/article_non_indexe18_1.pdf

[12] UNESCO, & International Task Force on Teachers for Education 2030. (2024). Global report on teachers: Addressing teacher shortages and transforming the profession. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000388832

[13] Voulgre, E., & Oillo, D. (2020, October). Résumé d'évaluation du projet UTIFEN : Usage des technologies de l'information pour la formation des enseignants au Niger [Evaluation brief, project CZZ 1850]. Agence française de développement. https://www.afd.fr/sites/default/files/2022-08-11-19-04/resume-evaluation-appel-projets-tice-afrique-subsaharienne-CZZ1850.pdf