



CASE REPORT

DEVELOPMENT OF PRIORITY SKILLS IN CONTINUING TRAINING BY PRIMARY EDUCATION TEACHERS IN BENIN

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ABSTRACT

This study presents the challenges and the usefulness of training teachers in priority primary education skills for the Beninese education system, with a view to retaining teachers in their profession. As part of its educational policy implementation, more specifically regarding the recruitment and employment of teaching staff, the Beninese government has been conducting a series of diagnostic assessments of candidates for the teaching profession since 2018. These diagnostic assessments were conducted in primary education on candidates who, on the one hand, held professional teaching diplomas (Elementary Certificate of Teaching Aptitude and Certificate of Teaching Aptitude) obtained after their training at Teacher Training Colleges and Private Teacher Training Institutions, and, on the other hand, held the Baccalaureate. The results of these assessments enabled the government to create a database of potential teachers, who are subsequently deployed each year to primary schools under the name "teacher candidates." The study required sociological, andragogical, pedagogical, and ergonomic analyses conducted through field surveys using appropriate data collection techniques and tools. The educational and skills training needs cited by teachers include a lack of mastery of objective taxonomies, the absence of a project-based approach, and learners' lack of knowledge of teaching-learning strategies. Skills training for teachers requires the acquisition of metacognitive, cognitive, and socio-affective strategies for quality services that have a positive impact on the environment.

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INTRODUCTION

Beninese schools have increasingly faced the problem of finding a sufficient number of qualified teachers since the 16-year freeze on recruitment at Teacher Training Colleges (ENI). The closure of teacher training colleges, which occurred in parallel with the democratization of society, had consequences for education in the late 1980s and early 1990s. This freeze prompted parents to compensate for the shortage of teachers by using unqualified community teachers (RESEN, 2008). Indeed, in secondary schools, in 2005-2006, 86.56% of teachers lacked professional qualifications. In primary schools, during the same period, out of 11,159 teachers, 8,767 (78.56%) were unqualified. This academic year was chosen as a reference because the following year, Decree No. 2007-592 of December 31, 2007, transferring temporary and community teachers to State Contractual Agents (ACE), was issued to establish the

extinction of this category of teachers (RESEN, 2008 cited by Napporn and Tonato, 2012). In fact, modular training was organized for 9,979 primary school teachers in 2008 for a period of 3 years and awarded the Elementary Certificate of Teaching Aptitude (CEAP). In 2011, the training of secondary school teachers started and lasted 2 years with the obtaining of the Brevet d'Aptitude au Professorat de l'Enseignement Secondaire (BAPES) for holders of the Bachelor's degree, and for holders of the Master's degree, they graduated with the Certificat d'Aptitude au Professorat de l'Enseignement Secondaire (CAPES). For two decades, primary education authorities have been in the process of reorganizing the professional training of teachers at the national level. The National Institute for Training and Research in Education (INFRE) organizes each year the continuing distance training for teachers in order to prepare them to effectively face the various tests during the various professional examinations and competitions organized

by the Directorate of Examinations and Competitions (DEC). Recently transformed into a continuing training through training workshops and seminars with themes, the provision of training modules begins with the writing of the modules themselves and ends with their distribution to candidates. Teachers receive the training modules at least three (3) months before the in-person training. This allows them the time needed for judicious use of the training. Candidates are grouped and interviewed on the various topics offered in the modules and receive at least one week of practical training. This training prepares candidates for the DEC exams for the CEAP and the CAP (Certificat d'Aptitude Pédagogique), which are validated by an end-of-training exam conducted in a classroom setting by a jury. Consequently, one of the current problems characterizing the Beninese education system is the lack of continuing education for primary school teachers. Initial training for primary school teachers, organized in the ENI (National Institute of Teacher Education), lasts two (2) years. After this initial training, these teachers continue to acquire new knowledge based on recent research data as part of their continuing education. To help improve this continuing education process, a study was conducted to identify teachers' priority needs.

Conceptual and Theoretical Approach

Conceptual Framework

Continuing Education: Continuing education refers to various terms: professional development, professional development, in-service education, continuing education, and retraining (Abdelhak, 1990). All of these synonyms, referring to an approach contributing to the training of an in-service teacher, vary from one author to another (Etumangele, 2006). Continuing education "refers to all types and forms of education or training pursued by those who have left formal education at a certain level and who have held a position or assumed adult responsibilities in a given society" (Ntibanyendera, 2010, p. 75). It allows an individual to adapt to changes suggested by research and society, and to systematically improve their skills (KpoumiéMonjap, 2004). From this perspective, continuing education is an activity that allows employees to effectively develop their synergies, behaviors, and professional skills that are aging (Kacher, 2009). It allows all employees to perform their work well, to have control over it, to master changes, and to be prepared to take on other tasks (Amri, 2007). The culture of continuing education (Savoie-Zajc, Dolbec, and Charron-Poggioli, 1999) leads to individual, institutional, and professional learning. In this sense, continuing education can be collective (e.g., a discussion on new software) or individual (e.g., personal reading) (Maheux, 1997).

Needs: The word need is a desire, a longing, a state of dissatisfaction caused by a feeling of lack (Lapointe, 1992). It refers to a gap between a so-called real situation and one seen as ideal (Roegiers, Wouters, and Gérard, 1992). For Labesse (2008), a need is a quantifiable gap between two situations: a current situation and a desirable situation. It is also a difference between a desired outcome and a present or current outcome (Chiadli, Jebbah, and De Ketele, 2010). A need refers to what is considered necessary for the existence or proper functioning of a system (D'Amboise and Garand, 1995). In the context of this study, Labesse's (2008) definition is of interest, highlighting the following: a desirable situation, a current

situation, and the existence of a gap between these two situations.

Competence: "Competence is the ability to act in a situation, through the mobilization and effective combination of internal and/or external resources (knowledge, know-how, experience, emotional and physiological resources, relational and informational networks, etc.)" (Guy Le Boterf (1999, p. 12). The concept of competence is polysemic in the sense that the perspectives of different actors on its use are divergent and sometimes incompatible (Baribeau, 2009; Bidjang, 2005). Tardif (2006) explains that the term competence is not univocal, as it refers to multiple concepts: learning, transfer, operations, efficiency, cognition, and situations. Despite the polysemic nature of this concept, we identify, in this study, five essential characteristics that have enabled several authors to reach a consensus on the understanding of the concept: (i) a competence is always contextualized, as a specific context is required for it to develop; (ii) this implementation assumes that the person mobilizes a set of resources appropriate to the situation; (iii) the person selects, coordinates, implements or mobilizes the resources relevant to the specific situation; (iv) the different tasks of the situation are then successfully processed using resources and the articulation of the different results of these treatments; (v) a competence assumes that all of these results have made it possible not only to successfully process the situation, but also to obtain socially acceptable results (Baribeau, 2009).

In this study, professional teaching competence is a skill that allows for the appropriate mobilization of various available resources: knowledge, know-how, interpersonal skills, social skills, etc. 1.1.4. Professional Skills Teaching skills are technical and didactic (Altet, 1994). They enable career performance (Baribeau, 2009; Bidjang, 2005) to better initiate teaching-learning activities (Ekanga Lokoka, 2013; Masselter, 2004) and improve student academic performance (Etumangele, 2006; Mulele, 2017; Vita, 2014). Savoie-Zajc et al. (1999) and Youdi (2006) emphasize that, throughout their careers, teachers acquire or renew their skills through continuing education activities: long-term training, peer training or mentoring, seminars, personal reading, training workshops, and debates. Teachers have multiple needs: participation in training sessions (Mabika, 1999; Youdi, 2006), knowledge of teaching methods (Ekanga Lokoka, 2013), use of resources (Abdelhak, 1990; Bidjang, 2005; Mabika, 1999), course preparation (Youdi, 2006), and knowledge of the curriculum (Vita, 2014). 1.1.5. Professionalization Professionalization is the process by which a profession tends to organize itself along the lines of established professions (Chapoulie, 1973). It moves a category of practitioners from an occupational status to a professional status (Ardouin, 2010). Professionalization has three meanings: the professionalization of activities or professions (the social organization of a set of activities); the professionalization of organizations (the formalization of a system of expertise by and within the organization); the professionalization of actors (the transmission of knowledge and skills followed by the construction of a professional identity (Wittorski, 2009). According to this author, the "usual" forms of professionalization of actors fall under the "logic of action" (on-the-job training), "reflection and action" (work-study training, solving new problems in work situations), "translation" (tutoring, support) and assimilation (lectured training). In the context of this study, it is the third meaning of

professionalization that is appropriate to the context of primary school teacher training. In this vein, the professionalization of actors is a process of acquiring experiences through which an individual acquires both knowledge and a professional identity through the passage of training situations and work situations made professionalizing (Fernagu-Oudet, Solveig, 2007). This means that the Professionalization is a path specific to an individual, alternating periods of training and professional activity, aimed at acquiring knowledge and skills and building a professional identity. Applying this definition to our context of initial and continuing teacher training, we conclude that teacher professionalization is a process through which novice teachers are led to acquire all the skills they need to work as good professionals. After clarifying the various concepts used in this research, we now turn to the theoretical approach.

Theoretical Approach: Lapointe's (1992) systemic approach allows us to understand needs in their entirety. This approach is divided into two phases: the "preconceptanalysis" of needs and the "conceptanalysis" of needs. The needs pre-concept analysis phase consists of defining the problem situation using solid arguments, identifying the system's limitations, and then defining and validating the variables for which needs will need to be assessed during the concept analysis. This phase therefore comprises three steps: defining the problem situation, identifying the limitations of the concept analysis, and defining the variables. For its part, the needs concept analysis consists of establishing the importance of the needs and their order of priority among the variables in the bank established during the pre-concept analysis (Lapointe, 1992). In this phase, the researcher measures the gap between a desired situation and a current situation. The verbatim statements are analyzed using QDA Miner software. This software not only allows for the analysis of verbatim, but also for the discovery of sequence and co-occurrence relationships between codes, and for exploring possible links between document coding and the associated categorical variables. Nadeau's (1989) approach allows for the analysis of needs from the questionnaire. To do this, statistical calculations such as the mean (M), the deviation (E) and the needs priority index (IPB) are performed. The absolute deviation is calculated by subtracting the mean of the desired situation (SD) from that of the current situation (SA), for each statement ($E = SD - SA$). Once the deviations have been noted, we proceed to rank the statements in descending order of the values of these deviations. As for the determination of the needs priority index, we apply the following formula: $IPB = \text{degree of importance} \times (\text{degree of importance} - \text{current degree of mastery})$. These calculations, performed using Excel software, allow us to analyze the data, identify various needs, and prioritize them. To further classify the expressed needs, we used the judgment scale developed by Abdellatif et al. (2010).

METHODOLOGICAL

This study adopted a mixed methodology, collecting and analyzing both quantitative and qualitative data. Karsenti and Savoie-Zajc (2000) consider the mixed approach to be pragmatic, since qualitative data are combined with quantitative data to enrich the methodology and, potentially, the research results. This is a two-way street, a dialogue arising from the complementarity of methods aimed at capturing the full complexity of reality (Reichardt and Rallis, 1994). According to St-Cyr, Tribble and Saintonge (1999), the mixed

approach is "an acceptable compromise to describe one or more realities that have affinities with other realities while admitting that some are irremediably different. Konaté and Sidibé (2008) explain that the qualitative approach is a set of techniques and investigations whose widespread use provides insight into people's behavior and perceptions, and which allows for the study of their points of view on a particular subject, and this, in a more in-depth way than in a survey. On the other hand, the quantitative approach is a systematic empirical investigation of social phenomena using statistical, thematic or computer techniques (Saint-Cyr, 1994). The mixed methodological approach provided qualitative and quantitative data from 231 respondents, including 137 males (59%) and 94 females (41%), processed using appropriate methods for processing data collected by questionnaire, interview, observation, and documentary research.

Presentation of Research Techniques

Observation of Classroom: Sequences Observations of classroom sequences were conducted to assess teachers' skills and identify those that needed strengthening. The information from these observations was recorded in a specially developed observation grid. This grid took into account the following indicators at the teacher level: mastery of subject-specific knowledge and its teaching methods; adaptation of communication skills to the target class; construction, implementation, and facilitation of teaching and learning situations that take into account student diversity; and assessment of learners' progress and acquisition. Act as a responsible educator and according to ethical principles; organize and ensure a group operating method that promotes student learning and socialization. Class observations were conducted in the six (6) primary school classes and in the six (6) training areas. In total, there were 54 classroom observations. For each level of study, three teachers from each category (ACE, AME, and APE) were selected on a voluntary basis and according to each of the schools' zones (orange, yellow, and red).

Interviews with Primary Education: Stakeholders Interviews were conducted with officials responsible for recruiting candidates for initial teacher training, implementing initial training, recruiting for the primary education teaching profession, planning and managing teachers' professional careers, and teachers who have left the profession. Specific interview guides were developed for this purpose. These tools provided a better understanding of teacher support and career management systems, as well as the quality of initial and continuing teacher training programs. The focus was on the processes and strategies for pedagogical support and teacher career advancement. The interview was semi-structured and conducted with various officials listed above. Teachers who had left the teaching profession were identified using a snowball technique. We stopped at the third saturation level. Therefore, it is difficult to accurately estimate their number.

RESULTS AND DISCUSSION

Results

Continuing: Education and Professional Support for Teachers A first glance at the general information provided by school principals, teachers, and continuing education teachers

Table 1. Distribution by zones

Levels of study	CI			CP			CE1			CE2			CM1			CM2			Total
Study areas	ZJ	ZO	ZR	ZJ	ZO	ZR	ZJ	ZO	ZR	ZJ	ZO	ZR	ZJ	ZO	ZR	ZJ	ZO	ZR	-
APE workforce	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
ACE workforce	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
AME workforce	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
Total	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54

Table 2. Distribution of Respondents by Department and School District

Department	School District	Number of respondents	Percentage
ALIBORI	KANDI	9	4%
	SEGBANA	9	4%
ATACORA	Boukoubé	9	4%
	Natitingou	9	4%
ATLANTIQUE	Allada School District	9	4%
	Toffo School District	9	4%
BORGOU	Nikki	9	4%
	Parakou 2	9	4%
COLLINES	BANTE	18	8%
	Glazoué	14	6%
COUFFO	CS APLAHOUÉ	9	4%
	DOGBO	9	4%
DONGA	COPARGO	11	5%
	Djougou2	7	3%
LITTORAL	AKPAKPA	9	4%
	Cotonou/Siké	9	4%
MONO	GRAND-POPO	9	4%
	LOKOSSA	10	4%
OUEME	Porto-Novo-Attakê	8	3%
	Sèmè-kpodji	9	4%
PLATEAU	Ifangni	9	4%
	Pobè	9	4%
ZOU	Abomey	8	3%
	Ouinhi	11	5%
Total		231	100%

Table 3. Distribution of respondents by professional experience

Department / Seniority		Less than 5 years old	From 5 to 10 years old	More than 10 years	Total
ALIBORI	Effective	7	1	10	18
	Percentage	39%	6%	56%	100%
ATACORA	Effective	4	3	11	18
	Percentage	22%	17%	61%	100%
ATLANTIQUE	Effective	6	1	11	18
	Percentage	33%	6%	61%	100%
BORGOU	Effective	6	1	11	18
	Percentage	33%	6%	61%	100%
COLLINES	Effective	11	5	16	32
	Percentage	34%	16%	50%	100%
COUFFO	Effective	5	2	11	18
	Percentage	28%	11%	61%	100%
DONGA	Effective	6	6	6	18
	Percentage	33%	33%	33%	100%
LITTORAL	Effective	5	2	11	18
	Percentage	28%	11%	61%	100%
MONO	Effective	5	2	12	19
	Percentage	26%	11%	63%	100%
OUEME	Effective	4	4	9	17
	Percentage	24%	24%	53%	100%
PLATEAU	Effective	5	2	11	18
	Percentage	28%	11%	61%	100%
ZOU	Effective	6	1	12	19
	Percentage	32%	5%	63%	100%
Total	Effective	70	30	131	231
	Percentage	30%	13%	57%	100%

Table 4. Occurrence of responses relating to types of continuing education activities

Type of continuing education activities	Occurrence	Percentage
Theoretical course	115	50%
Seminars	15	6%
Workshop	113	49%
Practical activities regarding the new textbooks	149	65%

Table 5. Teachers' Priority Needs for Continuing Education

Degree of Importance Types of Needs	Very Large	Large	Fair	Small	Very small
New Teaching Approaches	61,4%	27,7%	7,2%	3,6%	0,0%
N New Teaching Models or Methods	50,6%	37,3%	7,2%	2,4%	2,4%
Assessment of Student Skills	45,8%	37,3%	13,3%	2,4%	1,2%
Classroom Management	47,0%	25,3%	19,3%	8,4%	
Motivation for the Teaching Profession	43,4%	38,6%	9,6%	6,0%	2,4%
Analysis of Teaching Practices	43,4%	34,9%	14,5%	4,8%	2,4%
Capacity Building at the Beginning of a Professional Career	62,7%	26,5%	7,2%	2,4%	1,2%

Table 6. Impact of Continuing Education Activities on Teachers' Professional Practices

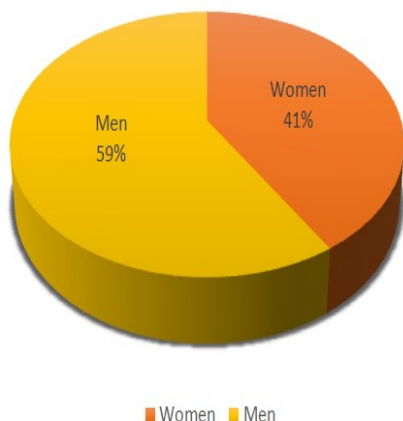
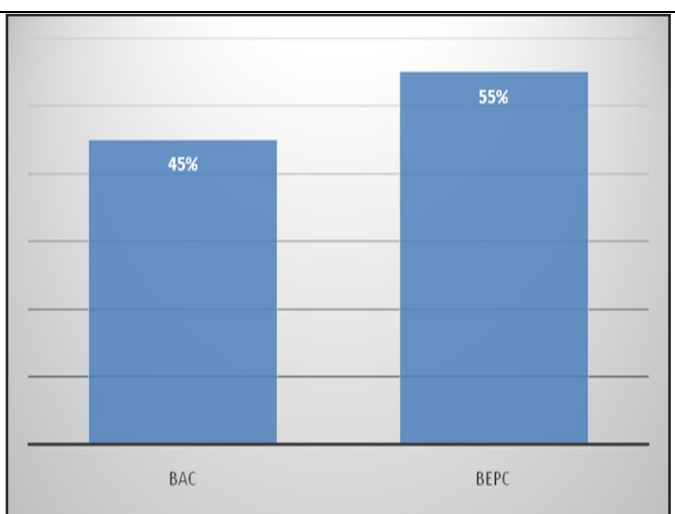
	Min	Max	Fair	Standard deviation
Development of theoretical skills	1	4	2,9	0,72
Development of technical skills	1	4	3,0	0,63
Development of personal skills	1	4	2,9	0,60

Table 7. Evaluation of continuing education programs

	Min	Max	Fair	Standard deviation
The educational approaches developed in continuing education programs	1	4	3,1	0,78
The contents of continuing education programs	1	4	3,0	0,72
The balance between theoretical and practical content of continuing education programs	1	4	2,7	0,88
The organization and planning of continuing education programs	1	4	2,7	0,81
Sharing professional experiences between participants	1	4	3,0	0,59
Identifying professional problems and finding solutions to them	1	4	2,6	0,82
Identifying professional problems and finding solutions to them	1	4	2,9	0,76
The opportunity to put into practice the contents of continuing education programs	1	4	3,0	0,71
Choosing the best time for continuing education programs	1	4	2,6	0,67
Interactivity between participants in the continuing education program	1	4	2,9	0,65
The existence of the means and technologies necessary for the implementation of continuing education programs	1	4	2,3	0,88
The locations where continuing education programs are held	1	4	2,5	0,80
Rewards for continuing education programs	1	4	1,9	1,03
Adapting teaching methods used in training programs to the needs of teachers	1	4	3,1	0,65

Table 8. Ideal Forms of Continuing Education

Form of continuing education activities	Occurrence	Percentage
Educational days within the school	53	63,9%
Educational conferences	64	77,1%
Educational reflection groups organized by teachers	62	74,7%
Sharing experiences between teachers	62	74,7%
Internships abroad	33	39,8%
Online training	47	56,6%
Others to be specified	9	10,8%

**Chart 1. Distribution of respondents by gender****Chart 2. Distribution of respondents according to academic degree**

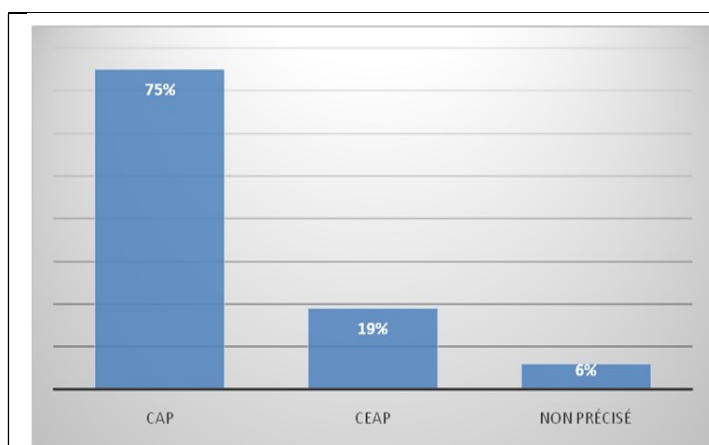
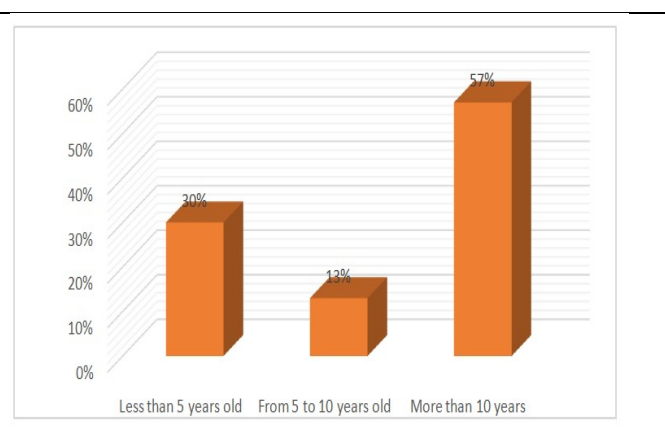


Chart 3. Distribution of respondents by professional qualification



Graph 4. Distribution of respondents according to seniority in the profession

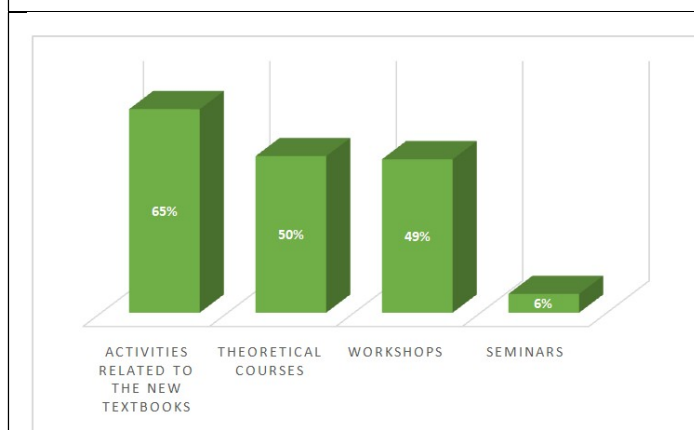


Figure 5. Frequency of responses relating to types of continuing education activities

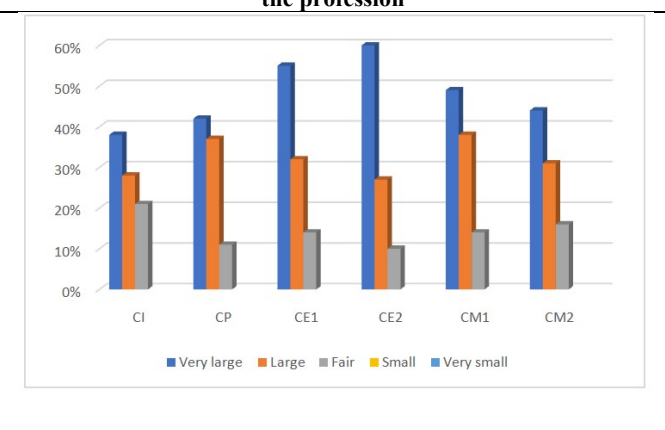


Figure 6. Cross-Reference of Priority Needs by Class

indicates that 216 principals and teachers were expected to be surveyed. A total of 231 targets were surveyed, representing a completion rate of 100% (Table II). The distribution of respondents by gender shows that overall, 94 respondents are female (41%) and 137 male (59%). This gives a total of 231 (100%) (Graph 1). Regarding the distribution by academic qualification, 104 respondents hold a Baccalaureate (BAC), or 45%, and 127 hold a BEPC (Bepe), or 55%, for a total of 231 (100%). Similarly, regarding professional qualifications, 173 respondents hold a CAP (CAP), or 75%, and 44 hold a CEAP (Canadian Certificate of Advanced Studies), or 19%, and 14 do not hold one (6%), bringing the total to 231 (100%) (Charts 2 and 3). Charts 2 and 3, relating to the distribution of respondents by professional experience, reveal that 57% have 10 years of experience, 30% have less than 5 years, and 13% are in the 5 to 10 years bracket. Based on the distribution of respondents and workplace, we note that 36% of respondents come from urban areas, 19% from peri-urban areas, and 44% from rural areas (Table 3).

Experience in Continuing: Education Table 3, which describes the distribution of respondents by seniority in the profession, reveals that among the teachers surveyed, 30% have less than 5 years of seniority; 13% have between 5 and 10 years; and 57% have more than 10 years. The average length of time elapsed between the last date of continuing education and the survey period, expressed in months, is more than 10 years on average in the Beninese education system. This survey focused on training methods and their impact on teachers' careers. All respondents indicated that the last continuing education training organized for teachers was

between March and April 2023. Continuing education activities include theoretical courses, seminars, workshops, and practical activities related to new textbooks. It is important to keep in mind that the different types of continuing education activities are theoretical courses (50%), seminars (6%), workshops (49%), and practical activities related to new textbooks (65%). However, we have seen in this section that continuing education needs also focus on pedagogical and professional skills programs, which address the professional diploma (30%), the National Program for Aptitude in the Use of ICT in Teaching (4%), and the pedagogical and professional development program (52%).

Teachers' Priority Needs for Continuing Education: The respondents' responses regarding teachers' priority needs for continuing education are shown in the following table. Research indicates that capacity building at the beginning of the professional career is a high priority for teachers, with a proportion of 62.7% in terms of the development of theoretical, technical and personal skills. Table 5 reveals that teachers' priority needs in terms of continuing education are very high, with new pedagogical approaches accounting for 61.4%; new teaching models or methods accounting for 50.6%; student skills assessment accounting for 45.8%; classroom management accounting for 47.0%; motivation for the teaching profession accounting for 43.4%; analysis of teaching practices accounting for 43.4%; and capacity building at the beginning of a professional career accounting for 62.7%.

Impact of Continuing Education Programs: The table shows that continuing education activities have a significant

impact on the development of teachers' skills, particularly theoretical, technical, and personal skills.

Evaluation of continuing education programs: The results of Tables 6 and 7 relating to the impacts of continuing education activities on teachers' professional practices show that most teachers lack not only initial training, but also continuing education that could improve their teaching skills and practices and, in turn, determine their performance. As proof, respondents state, among other things, that continuing education programs have a satisfactory impact on the quality of teaching strategies used in the classroom (55%), their ability to manage the classroom (55%), their ability to choose the teaching context best suited to the level and abilities of students (48%), confidence in their ability to address problems encountered in the classroom (55%), their knowledge of new teaching approaches (47%), their professional skills (51%), and their weaknesses at the beginning of their career (45%). Specifically, 71% of respondents state satisfactorily that continuing education programs break down professional isolation among teachers. Furthermore, they recognize that continuing education programs encourage the sharing of experiences and knowledge with fellow teachers (64%) and their interest in self-study (52%).

Ideal Form of Continuing Education: The analysis of Table 8 regarding the ideal form of continuing education indicates that teachers prefer continuing education to take the form of in-school professional development days (63.9%), pedagogical conferences (77.1%), teacher-organized pedagogical focus groups (74.7%), teacher experience sharing (74.7%), internships abroad (39.8%), and online training (56.6%).

DISCUSSION

In this research, the focus of this study was on professional skills needs related to primary education, focusing on those deemed to be priorities. The analyses focused on the components of teaching-related skills (new pedagogical approaches; new teaching models; student skills assessment; classroom management; motivation for the teaching profession; and analysis of teaching practices). The results reveal that, of these components, some were deemed to be priorities. The priority needs are as follows: (i) proper use of information and communication technologies to build networks for exchange and continuing education in their field of teaching and in their teaching practice; (ii) knowledge and use of information and communication technologies in teaching and learning; (iii) proper use of information and communication technologies in searching for information and solving teaching and learning problems; (iv) ability to identify the advantages and limitations of information and communication technologies as a support for teaching and learning; (v) socio-constructivist approach through the adoption of strategies to prevent the emergence of undesirable behaviors and the ability to intervene effectively when they occur. As shown in Table 3, for the component "Knowledge and use of information and communication technologies in teaching and learning", half (50.9%) of the respondents have a rudimentary level ("Not at all"). These results are consistent with those of Mokonzi and Kadongo (2009), who noted that the level of computer literacy is relatively low. Qualitatively, the interviewees judged themselves to have a relatively low level for the same statement. Despite "the lack of ICT

knowledge, the interviewees expressed an interest in acquiring and developing ICT skills." Drawing a parallel between the results of this study and that of Mokonzi and Kadongo (2009), we see a concordance, as the results indicate a lack of ICT knowledge among teachers. Needs include "Knowledge and use of ICT in teaching and learning" and "Correct use of information and communication technologies to build networks for exchange and continuing education in their field of teaching and in their teaching practice."

CONCLUSION

This research revealed that several stakeholders are involved, each offering ad hoc continuing education programs on various aspects of the profession, most often without a diploma. The continuing education system is thus characterized by a certain fragmentation, both in terms of the bodies organizing the training and its content. It is clear that only the INFRE, in collaboration with the Directorate of Early Childhood Education (DEM) for kindergarten teachers and the Directorate of Primary Education (DEP) for primary school teachers, has a system of continuing education programs leading to a diploma. In this context, without denying the contribution of other stakeholders to teacher capacity building, the INFRE, the DEM, and the DEP undoubtedly constitute key services in the response to the need to qualify the many teachers currently in service who lack the professional training required to teach. It is therefore necessary to look at their training capacities and the effectiveness of the training offered. Overall, professional support measures for primary school teachers in Benin promote the acquisition of new skills and the development of prior learning through in-depth and reinforcement modules aimed at certification or professional mobility (change of status, job level). These professional support measures prepare for professional mobility and access to new responsibilities.

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