

Manuscript No.: IJAR-59070

Title: TEACHER TRAINING COLLEGES IN BENIN: FROM COLONIAL LEGACY TO TEACHER TRAINING CHALLENGES.

Recommendation:

Accept as it is

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality		✓		
Clarity	✓			
Significance	✓			

Reviewer Name: Dr.Mithilesh kumar shukla

Reviewer's Comment for Publication:

This paper examines the history and evolution of teacher training colleges in Benin, from their colonial origins through integration into the LMD system. Using a mixed-methods approach (interviews, questionnaires, documentary analysis) with directors, trainers, inspectors, recent graduates, and Ministry officials, the study assesses whether current structures effectively prepare high-quality teachers. Findings reveal significant weaknesses: limited development of practical/critical skills, organizational mismatches (e.g., primary colleges requiring the Baccalaureate), periodic closures of public institutions, unregulated proliferation of private colleges, poor alignment between training and field realities, and weak monitoring/evaluation mechanisms. The paper argues these colleges, still shaped by colonial legacy, struggle to support Benin's development and citizenship-building goals. It recommends radical restructuring—consolidating institutions into a unified "Teacher Training University/Pedagogical Institute" spanning preschool through secondary and higher-education instructor training.

Recommendation: Accept after minor revision,

Detailed Reviewer's Report

STRENGTHS:

- 1- The paper provides detailed tables cataloging public and private teacher training institutions (secondary and primary levels) across Benin,
- 2- The study draws on a diverse and well-chosen set of theories (functionalism, school effectiveness, innovation/change theories,etc.
- 3- Clear research objectives and hypotheses.
- 4- The study examines the full landscape of teacher training, including the under-researched proliferation of private primary teacher training institutes,
- 5- The paper Linkage between micro (institutional) and macro (national development, citizenship) levels.
- 6- It is Combining qualitative (semi-structured interviews) and quantitative (questionnaires, cross-tabulation) methods allows both in-depth exploration.

WEAKNESSES:

- 1- The paper states a mixed-methods approach was used but provides very little detail on sample sizes for each stakeholder group.
- 2- No clear description of qualitative analysis process.
- 3- Weak connection between theoretical framework and findings.

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