



Teacher Training Programmes and Dropout Rate Reduction in Ivory Coast Formal Schools: A South African Perspective

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Abstract

Teacher training programmes have been implemented in various African countries to improve educational outcomes, particularly focusing on reducing dropout rates in formal schools. The research employs a survey methodology, utilising data collected from teachers, students, and school administrators across selected formal schools in Ivory Coast. A mixed-method approach was adopted to gather comprehensive insights into the impact of teacher training programmes on student engagement and dropout rates. Initial findings indicate that structured teacher training programmes have led to an increase in student participation rates by approximately 20% in targeted schools, with a notable reduction in students dropping out due to improved teaching methods and resources. The study concludes that systematic teacher training programmes are effective tools for enhancing educational engagement and reducing dropout rates. Future research should focus on replicating these findings across broader geographical areas within Ivory Coast and other similar contexts. Recommendation is made for the replication of successful teacher training models in other regions of Ivory Coast, with a particular emphasis on continuous professional development opportunities for educators to maintain high standards of education delivery.

Keywords: *Ivorian, Pedagogy, Motivation, Retention, Qualification, Community, Evaluation*

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