



## **DIFFICULTY OF ACCESS TO SECONDARY EDUCATION AND LOCAL DEVELOPMENT IN THE COMMUNITY OF DJIDJA (WEST AFRICA)**

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### **ABSTRACT**

This research has studied the problem of education and local development in the municipality of Djidja. The methodological approach adopted for this study is based on data collection, data processing and results analysis. The data processing to lead to the realization of the figures and tables which made it possible to identify the educational difficulties and to examine the place given to education in the Commune of Djidja. The results from the field surveys showed a wide range of educational problems, namely: a low level of access: 151 PPE, 19 nursery schools, and 12 CEG for 123542 inhabitants; absence of retention measures (follow-up, canteen, infirmary ...) leading to high rates of persistent drop-out (Primary: 13.15%, Secondary I: 12.66% and Secondary II: 27.35%). At the level of quality it was found: insufficient teaching materials, the lack of laboratory and a body of teachers mostly high school very low qualified (0.80% APE, 04.99% ACE, 94.21% Vacataires ) in the municipality of Djidja.

**Key Words:** Djidja commune, education, education, local development.

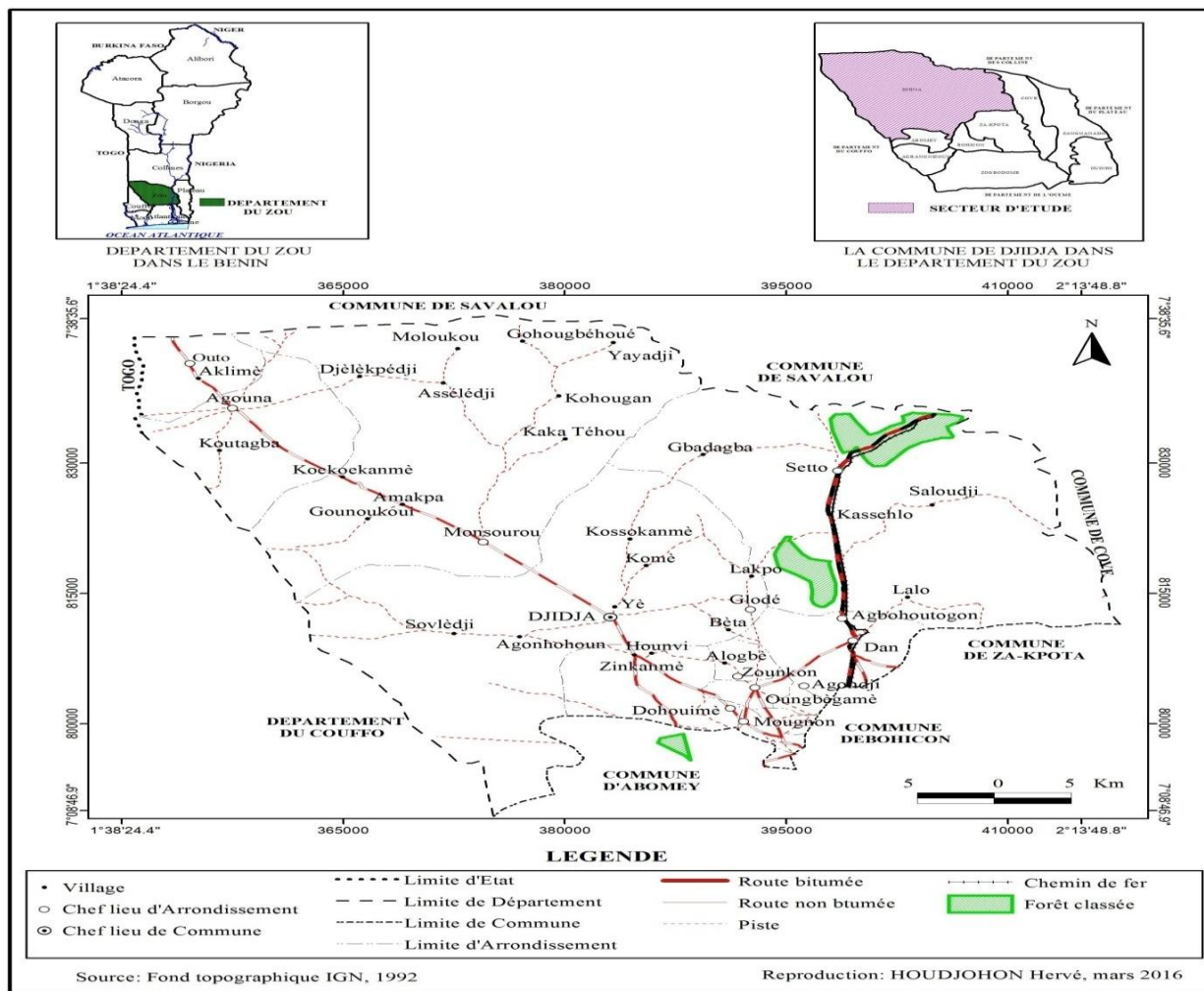
### **1- Introduction**

"The resources that will make the riches of the world of tomorrow will come not from the fields, but from the factories, but from the works of the spirit." This prognosis, as set out in UNESCO's general report in 2000, reflects the need for world states to invest in education to ensure a future free from poverty and ignorance (Houedo et al. 2014). Education, then, is of paramount importance in the socio-economic development of all cities, although these efforts are not at first sight tangible (Abbecy, 2011). It has become a fundamental right and an essential component of the development of nations (Baba-Moussa and Tonouewa, 2011).

Benin, like many countries, has included the reform of its education system and the achievement of the Education For All (EFA) goals at the heart of its national development policy (UNESCO,

2007). These strategic choices are reflected in two (2) major flagship measures: the adoption of a Ten-Year Education Sector Development Plan (2006-2015) and free primary and primary education in all public institutions. in Benin (Thomas, 2015). Despite these efforts and the increase in aid by Benin's development partners in favor of schooling ..., the mid-term evaluation of the PDDSE as well as the institutional, organizational and functional audit of the education sector raised many malfunctions hampering the smooth running of the system (MEMP / MESFTPRIJ / MESRS / MCAAT, 2013).

The Municipality of Djidja is located in the North-West of the Zou Department (Central Benin Area) between 7 ° 10'0 " and 7 ° 31'0 " of latitude north and between 1 ° 39'0 " and 1 ° 39'0 ". 0 ° 13'0 " of east longitude. It is limited to the South by the communes of Abomey, Agbangnizoun, Bohicon and Za-Kpota, to the West by the Department of Couffo (Municipality of Aplahoué) and the Republic of Togo, to the East by the Commune of Covè and to the North by the Department of the Hills, the Municipalities of Dassa and Savalou (figure 1).



**Figure 1:** Geographical and Administrative Situation of the Municipality of Djidja

## 2. Materials and methods

### 2.1. Data

Quantitative data (number of students, number of furniture, classrooms, percentage of success, failure, abandonment ...) available in schools and qualitative data (teacher qualifications, appreciation of the role of education , living conditions of learners ...) with local actors.

### 2.2. Sampling

Reasoned choice sampling was done. Indeed, the municipality of Djidja covers 2181km<sup>2</sup> and according to RGPH4 (2013), 123542 inhabitants spread over twelve (12) districts and 79 villages in which are located various education centers. The study targeted 19 different types of education centers in 12 village categories with 344 different interviewees

#### 2.2.1- Criteria of choice

The four districts are chosen given their geographical position. Thus, Agondji borders with the big city of Bohicon. Djidja is the chief town of the Commune, Agouna is in contact with neighboring Togo and Houto is one of the chief towns of the most remote district of the town.

In each district three categories of villages are distinguished according to the availability or not of the centers of education:

- first category: village with nursery school (M), primary school (P), general education college (CEG) and / or no literacy center;
- second category: village with only primary school (P) and no kindergarten (M) and literacy center; third category: village with no formal education center.

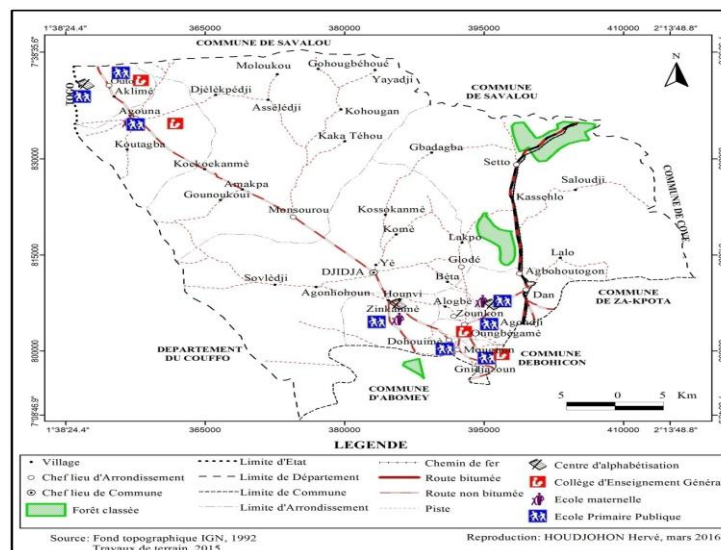


Figure 2: Spatial distribution of the localities investigated in Djidja

The analysis in Figure 2 shows the different villages visited during field surveys in the Djidja Commune. To carry out these surveys, several tools and techniques were used.

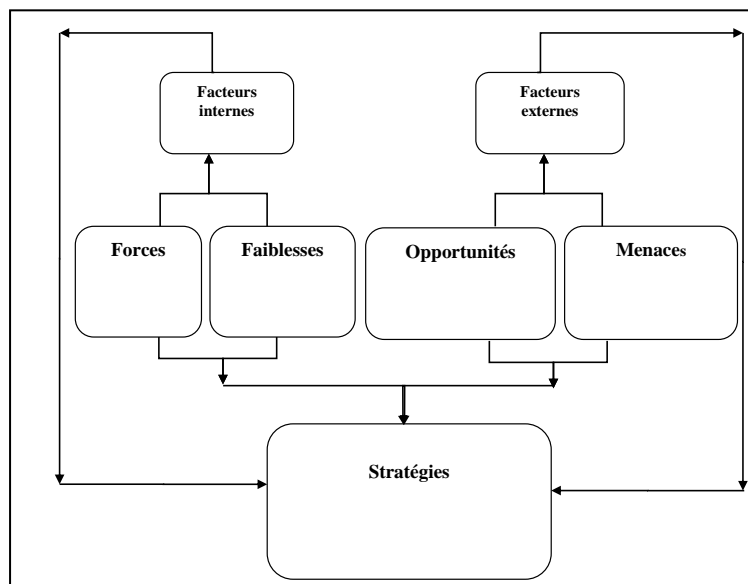
### 2.3- Data processing methods

This phase includes counting and processing. Questionnaires and interview guides were manually processed and codified in a database before being processed by computer using the 2007 Excel spreadsheet. It was used to produce the various figures and tables.

The response rate (relative value) by question type is expressed by the following formula:  
 $T_x = \frac{n}{N} * 100$  with  $n$  = number of respondents and  $N$  = total number of respondents.

### 2.4- Method of analysis of the results

The analysis of the results was done using the SWOT analysis model. Indeed, the SWOT model is a model of analysis, originally used by Anglo-Saxon economists who found an effective technique for analyzing the management of economic entities (company or industry). Figure 3 shows the diagram of this model.



**Figure 3:** SWOT model, adopted for the analysis of the results

**Source:** Learned, Christensen, Andrews and Guth (1965)

The model identified the internal and external factors (physical, human and socio-economic) that influence the phenomenon under study. Internal factors relate to strengths / weaknesses and weaknesses while external factors are relevant to the opportunities and threats that affect the system being analyzed.

### 3. Results and discussion

#### 3.1- Problems of access to education in the municipality of Djidja

It is a question of taking stock of the problems of education in the commune, of the place given to education in the process of local development.

- Low coverage of educational services

The existence of sufficient and well-distributed centers of education is the first condition for successful access to education.

The table below gives an update of the education centers in the municipality of Djidja:

Table II: Summary of the number of education centers in the municipality of Djidja.

Type of center	Maternal	Primary	Secondary	literacy
Number of schools	<b>19</b>	<b>151</b>	<b>12</b>	<b>17</b>

*Source : SDLP/ mairie Djidja 2015*

Examination of the data in the table reveals the low coverage of the Djidja Commune in educational services: (199 education centers for 123542 inhabitants). They consist of: 151 primary schools, 19 kindergartens, 12 CEGs and 17 literacy centers. As a result, the lack of university and technical and vocational high schools required for training and the training and strengthening of senior development staff. Thus, the education coverage of the municipality of Djidja is low and suffers from disparity despite, the number of primary schools relatively high compared to the others because most of the Chefs of borough or village met declare that there exists densely populated agglomerations without primary schools where children walk for miles before entering school. This leaves one to imagine the worst in the other education sub-sectors.

- **Inaccessibility of education centers**

Accessibility is an important factor in the schooling of a child in rural areas. It discusses the student's ability to access the school in a quiet and timely manner. It therefore includes the distance between the house and the school and the practicability of the access roads.

Indeed, the low coverage in school generates, long distance separating the school from place of residence.

**Table III:** Percentage of learners by distance from home school

CEG remoteness%	CEG Agondji	CEG Djidja	CEG Agouna	CEG Houto
%Learner	<b>25%</b>	<b>27%</b>	<b>18%</b>	<b>31%</b>

<b>(0 to 4KM)</b>				
<b>% Learner (over 4KM)</b>	<b>75%</b>	<b>72%</b>	<b>82%</b>	<b>69%</b>

*Source: Field Survey, December 2015*

This table shows that the problem of remoteness arises in almost all the CEGs investigated and in each case affects more than half of the learners.

This state of affairs subjects learners daily to a path of combatants as shown in Plate 1:



Plate 1: Fighters' march (1.1) Grouping parking means of travel (1.2)

**Shooting:** Houdjohon, November 2015

These photos show that those are mostly learners who pay the heavy price for walking. The picture (1.1) illustrates well the walk in the absence of the means of displacement and the photo (1.2) informs on the low proportion of the learners having a bicycle.

At the primary level, teachers are the most affected. More than 75% of the teachers interviewed stated that they travel daily 4 to 22 km to get to the service because of the unavailability of rented rooms. They specify that to be on time, that they leave the house between 4 to 5 am and turn so early.

According to our investigations of 40 learners, about 25% have their home between 1 and 4 kilometers from the college, while 75% are more than 4 kilometers from their college.

In the rainy season, learners and teachers spend the whole day at home due to the impracticability of the track, as illustrated in part by Photo 1.



**Photo 1:** Koudagba-Agouna track condition in rainy season

Shooting: Houdjohon, November 2015

**Photo 1** shows the state of the access road to schools of Agouna for the students of Kougbadji, in the municipality of Djidja in the rainy season. This situation blocks educational activities or inserts dysfunctions.

➤ **Shortage of classrooms and furniture**

The classroom is an educational room designed to accommodate learners. In fact, in the face of plethoric numbers: (75 to 80 learners on average per classroom according to the 2014-2015 end-of-year reports of the CEGs of Agondji, Djidja, Agouna and Houto) (plate 2)



Plate 2: Presentation of students under hut (2.1), under hangars (2.2) and under mango tree (2.3)

Shooting: Houdjohon, November 2015

These photos show the forms of construction or precarious strategies of adaptation initiated by leaders to compensate for the screaming lack of rooms. The teaching is done under hangars, huts and even under mango trees.

It should be pointed out that the lack of classrooms imposes the flying class system, especially for intermediate classes with out-of-the-ordinary schedules. (Classes are from 7 am to 1 pm, 1 pm to 3 pm and 3 pm to 7 pm).

Then the lack of classrooms forces the administration to also make reductions on hourly quotas of certain French disciplines in order to program all disciplines.

Table IV: Learning ratio per room

CEG student / Room	CEG Agondji	CEG Djidja	CEG Agouna	CEG Houto
Room	40	50	36	-
kindergarten	77	75	71	67

<b>Primary</b>	76	81	80	48
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Source: Field Survey, December 2015

The table analysis reveals that the problem of lack of rooms actually arises in the primary and secondary. It is more pronounced in high school.

It is not uncommon to see learners sitting at three or four on tables for two students even to compose for homework or questioning. This state of affairs is explained by a strong shortage of furniture in the targeted establishments (81% of the available furniture).

### ➤ Persistence of low enrollment rate of girls in the municipality of Djidja

The analysis of the results of RGPH4 (Table XII in appendix) relating to the proportion of girls in the districts target the study: Agondji (52.97%), Djidja (51.09%) Agouna (50.09%) and Houto (50.58%) ; against the enrollment rate of girls (Table V)

**Table V:** Rates of female and male learners according to educational orders visited in Djidja

years %/ Sector	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	G	F	G	F	G	F	G	F	G	F
<b>Maternal</b>	59.29	40.71	57.37	42.63	56.07	43.93	53.09	46.90	51.90	48.10
<b>Primary</b>	60.01	39.99	58.01	41.99	57.01	42.99	54.01	45.99	52.01	47.99
<b>Secondary</b>	74.31	25.69	71.14	28.86	74.20	25.80	74.67	25.33	68.46	31.53
<b>Alpha</b>	48.24	51.76	51.59	48.41	46.97	53.03	42.00	58.00	52.74	47.06

Source: Field Survey, December 2015 **G:** Boy **F:** Girl

The analysis in the table shows that, except for the literacy sub-sector, the rate of Girls' enrollment remained lower than that of boys in all other levels of education. There is a gradual increase in the enrollment rate of girls, especially at the maternal (40.71% in 2010-2011 to 48.10% in 2014-2015) and primary (39.99% in 2010-2011 to 47.99% in 2014-2015) levels.

### 3.2-Problems of retention in schools

The failure of the retention policy in the education system has systematically led to school dropout in the municipality of Djidja.

- ✓ School dropout in the municipality of Djidja

The percentage of dropouts from the education sub-sectors in the Djidja Commune from 2010 to 2015 is elaborated through the table below



Table VI: Percentage of dropouts from education sub-sectors in the Djidja Commune from 2010 to 2015

Years%	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Abandon					
kindergarten	<b>4,00</b>	<b>4,00</b>	<b>4,1</b>	<b>4,00</b>	<b>6,00</b>
Primary	<b>12,56</b>	<b>12,57</b>	<b>12,55</b>	<b>13,01</b>	<b>13,15</b>
Secondary I	<b>11,42%</b>	<b>11,42%</b>	<b>10,23</b>	<b>9,92</b>	<b>12,66</b>
Secondary II	<b>27,60</b>	<b>26,90</b>	<b>27,55</b>	<b>27,60</b>	<b>27,35</b>
literacy	<b>2,92</b>	<b>2,40</b>	<b>1,16</b>	<b>0,6</b>	<b>1,40</b>

**Source:** Field Survey, December 2015

Data analysis shows that the drop-out rate at the literacy subsector level is very low compared to other sub-sectors. This rate decreases considerably again: from 2.92% in 2010 to 0.6% in 2013. The low rate is explained by the fact that most learners are conscious and passionate adults.

At the maternal level, we note a relatively constant low rate (around an average of 4%) from 2011 to 2014, and then to 6% in 2016. This is justified by the fact that in the municipality of Djidja most kindergarten learners are middle-class children, who are well aware of the value of preschooling in the formation of human capital.

In the case of primary school, there is a permanent dropout rate of 12.56% over three years (from 2010 to 2013). It increases to 13.01% in 2014 then to 13.15% in 2015. These data show that primary education in the Municipality of Djidja suffers from a retention policy.

Regarding secondary school, two nuances are made, the secondary I where the dropout rate is less pronounced and the secondary II with very high drop-out rate and relatively constant over the last five years (2010 to 2015) years around a average of 27.60% dropouts.

In the municipality of Djidja, investigations revealed:

- ✓ Insufficient school supplies and difficult payment of tuition fees

The purchase of school supplies for learners, especially with the PCA, poses serious problems for parents. Indeed 90% of parents recognize that it is mainly purchases of supplies that are their second concern after registration at each school year. For lack of means, children are months without provision.

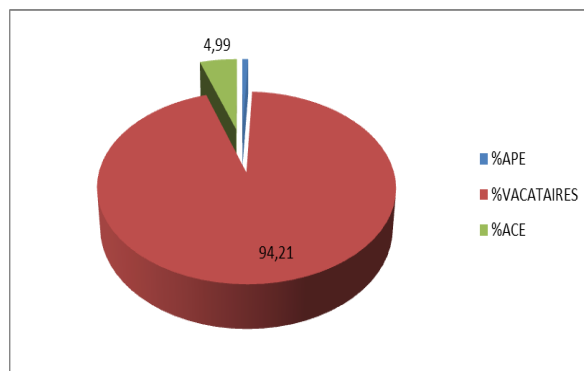
Also more than 50% of middle school students declare that they buy themselves school supplies and sometimes also pay the school fees partly or entirely through the exercise of para-school

activities such as: seasonal field work rainy, rickshaw-grows on market days, market days, gas sales on days off, holidays or vacations by boys.

### 3.3- Disadvantages to the quality of education in the municipality of Djidja

#### ✚ Insufficient qualified teaching staff

The education system for its effectiveness and credibility therefore requires teachers trained in triple plans: intellectual, educational and moral. Unfortunately, it is clear that the CEGs of the municipality of Djidja are very little used in terms of qualified teachers. Figure 4 illustrates this situation perfectly.



**Figure 4:** Current qualification level of secondary school teachers in Djidja Commune

Source: Field Investigations, November 2015

The figure shows that the current body of secondary school teachers in the municipality of Djidja consists mainly of temporary workers (94.21%) against 4.99% of ACE and 0.80% of APE.

#### ➤ Low involvement of student parents in improving performance

The insufficiency in the parents' participation in the success of the schooling of their children in the municipality of Djidja is mainly observed at the level of the follow-up of the behavior of the learner, taking care of the school needs and support in repeater Learners (Table VII).

**Table VII:** Level of follow-up, support and support of repetition of learners by parents

Contribution of parents Profession	Work monitoring and learner behavior%		Management of school needs %		Support of learners in rehearsal %	
	Oui	Non	Oui	Non	Oui	Non
Cultivators	20	70	31	69	10	90
Crafts	42	58	32	68	11	81

Tradespeople	<b>35</b>	<b>65</b>	<b>49</b>	<b>51</b>	<b>20</b>	<b>80</b>
conductors	<b>21</b>	<b>79</b>	<b>50</b>	<b>50</b>	<b>5</b>	<b>95</b>
Employed employees	<b>49</b>	<b>51</b>	<b>75</b>	<b>25</b>	<b>21</b>	<b>79</b>
Civil servant	<b>75</b>	<b>25</b>	<b>90</b>	<b>10</b>	<b>30</b>	<b>70</b>

**Source:** Field Survey, December 2015

The analysis of the table generally shows low participation of parents in the success of children's education. This situation varies according to their socio-professional category.

#### • Low learner follow-up

Parents of students are mostly busy farmers or small traders throughout the day and little available to follow their children who mostly stay in schools at noon. Feeling so abandoned to themselves, they spend their time walking around and do very little studying. This poor monitoring of students by parents is also legible in the relationship they have with the school.

Also 95% of school administrators questioned, confirm this disengagement of parents; stating that the arrival of parents in the college is very often dictated by the need for withdrawal of administrative act (certificate or attestation of schooling).

#### • Low learner support by a repeater

The use of a repeater has the advantage of consolidating and setting learning outcomes for the learner. Moreover, all learners do not have the same biorhythm: to the erudite and gifted oppose the least receptive, the least enlightened that only a trained framer can draw from ignorance. The following table reveals the level of parental support in this area.

Table VIII: Proportion of learners with or without a "repeater" at home

Apprenants	Home Repeater Support		Total (%)
	OUI (%)	NON (%)	
Apprenants en 3ème	<b>10</b>	<b>90</b>	<b>100</b>
Apprenants en Terminale	<b>04</b>	<b>96</b>	<b>100</b>
Apprenants des classes intermédiaires	<b>02</b>	<b>98</b>	<b>100</b>

*Source: Field Survey, December 2015*

This table reveals that 98% of intermediate-level learners surveyed do not have a repeater. The situation strikes even the students of the exam classes: 90% of the students going to the BEPC

and 96% of those going to the BAC do not have a repeater. These data once again demonstrate the lack of financial resources of parents to ensure proper school supervision of their children.

## **Conclusion**

Knowledge is a fundamental element of all sustainable development. The intellectuals who are the depositories of this knowledge constitute a force of reflection whose opinion illuminates the community towards an ideal desired by all. The acquisition of this knowledge inevitably passes through education. It constitutes then, one of the essential tools in the realization of the ends of the society that is scientific, natural or traditional.

In the Commune of Djidja, notwithstanding the various actions of the State (the free education of girls generalized in high school this year 2015, the repayment and continuing training of contractors as contract agent, frequent awareness sessions ...). The education system is still marked by a number of shortcomings and dysfunctions that are chaotic both in terms of accessibility to the various sub-sectors (nursery, primary, secondary and literacy) and in terms of quality and organization inside. of a cycle.

Faced with these obstacles, we note the passivity of most local actors except some sheets of sheet metal and cement packets given by a very small minority of politicians, CSOs or economic operators. Some kindergartens and primary schools admit to benefit from the intervention although insufficient of the mayor who in turn complains of the very limited financial resources transferred to her by the State.

In addition, ignorance or ignorance of the role of education in local development in the Djidja Commune is a determining factor in the crises that silently shake this key sector of development.

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