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IMPACT OF EDUCATIONAL COMMUNICATION ON GIRLS' EDUCATION IN CÔTE D'IVOIRE

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ABSTRACT

This article aims to study the impact of educational communication on girls' education in Côte d'Ivoire. The triangulation of qualitative data collected from documentary sources as well as through individual interviews and group focus helped to identify the main determinants of under-enrollment of girls. Despite the implementation of two strategic plans to accelerate girls 'education (2012-2015 & 2016-2018) and communication campaigns on girls' enrollment, there is a low representation of girls in school enrollment as well at the primary and secondary levels, and many do not complete a full course of study. In fact, awareness-raising efforts hinge on socio-cultural factors, including the persistence of sexist stereotypes, which confine girls and women to their social reproduction function and the inadequacy of schooling to traditional cultural values. On the other hand, the factors inherent in the school system materialized by the upsurge of pregnancies, the poor performance of girls, school dropouts, a still aggressive school environment (sexual violence, physical, verbal, etc.) constitute important obstacles. To achieve sustainable change in knowledge, attitudes and behaviors in favor of girls' education, we propose to mobilize students and their parents (micro environment), community actors, youth leaders, in a socio-ecological approach. School, Implementation Partners (meso environment) and the State and its technical and financial partners (Macro environment) as part of a communication strategy.

INTRODUCTION

Any development can be sterile without the participation of all the social groups that make up a human group, especially women. Despite its commitment to give all children, boys and girls, the means to complete a full study cycle (MDG2) and to ensure that by 2015, all children, including girls, children in difficulty and those belonging to ethnic minorities, have the possibility to access a compulsory and free primary education of quality and to follow it until its term, the Ivory Coast did not reach the universal schooling in 2015. As a stakeholder in the Millennium Conference, Côte d'Ivoire is committed to delivering on its commitments to achieve the Sustainable Development Goals (SDGs). The global sustainable development agenda for 2030 is one of its priority goals to ensure that all girls and boys follow a full cycle of primary and secondary education on an equal footing, free and quality, which leads to a truly useful learning (Objective 4 paragraph 1). It has therefore undertaken through a National Action Plan

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for Education for All (PAN-EFA 2012-2015) and through communication campaigns to assume equality, access and sustainable retention of boys and girls in all levels of education. *What is the situation of educational communication regarding the schooling of girls in Côte d'Ivoire? What are the prospects for the SDGs?*

Reference theories

The main purpose of the article is to study the impact of educational communication on indicators of girls' enrollment in Côte d'Ivoire. Specifically, it aims to identify the main determinants of the persistence of girls' low schooling related to the knowledge, attitudes and practices of different stakeholders in the process. In addition, this text aims at proposing communication approaches aiming at a lasting change of behaviors in favor of the schooling of the girls. Also, we propose to analyze the issue of educational communication about girls' schooling in light of gender theory and the socio-ecological model for change. Gender theory produces a comparative analysis of the situation of women and

men from an economic, social, cultural and political point of view. "Gender is a constituent element of social relations based on perceived differences between the sexes, and gender is a primary way to signify power relations" Joan Scott (Collet, 2014: 7). Two documents from the UN's Fourth World Conference on Women held in Beijing, China, from 4 to 15 September 1995 form the basis: the Beijing Declaration and Platform for Action (Beijing). As a result, women make decisions based on social and environmental issues related to women, such as: the distribution of power and authority, affective influences, gender norms outside and in relationships. Beijing proclaims that equality between women and men is an essential condition for sustainable development, peace and democracy. The theory of gender and power allows, as a first step, to conduct gender analysis to determine the impact of gender norms and expectations on the desired behavior. Secondly, it allows the design of gender-differentiated activities to respond to differences in barriers, motivators, power and other resources between women and men. Finally, it helps to build and structure activities for the promotion of gender equality. By this theory, it is a question of conducting the gender analysis to determine the impact of the gender norms and the expectations on the desired behavior in favor of the schooling of the girls.

The second theory convened, the socio-ecological model for change, is based on a synthesis of theories and approaches drawn from disciplines such as psychology, sociology, communication and political science. It has its sources in the Bronfenbrenner (1979) studies. The latter develops the ecological theory of human development from the angle of the theories of Vygostky (theory of social development) and Lewin (Theory of leadership). In the first, he takes the leading role of culture, social interaction and accompaniment. In the second, he retains the idea that behavior is a function of the interactions between people and the environment, in order to be part of socioconstructive and systemic thinking. The ecology of human development involves the scientific study of the progressive and mutual accommodation between a growing human being and changes in the properties of the environments in which the person lives; since this process is influenced by the relationships between these environments and the contexts that encompass them. Socio-ecological theory offers a more comprehensive and complex view of development issues that require multidimensional interventions, giving equal importance to individual variables as well as environmental, social, economic, political, cultural, religious and physical variables. (Caron-Bouchard and Renaud, 2010).

This approach leads to analyze the issue of education and awareness of schooling by first identifying individuals, groups of individuals (parents, students in urban and rural areas.), Communities particularly affected, (micro-environment). In a second step, the analysis leads to identify the people who are part of the surrounding and extended environments of the individual (meso environment). They are mainly people connected to him at work, school, neighborhood, his reference group, and so on. Finally, we are led to identify individuals, groups of individuals, bodies with whom the person has no direct links but their decisions have an impact on him. Political bodies, institutional decision-makers (Ministry of National Education, Technical Partners of financiers, implementing partners ...), media professionals who can have an impact on the problematic situation (Macro environment).
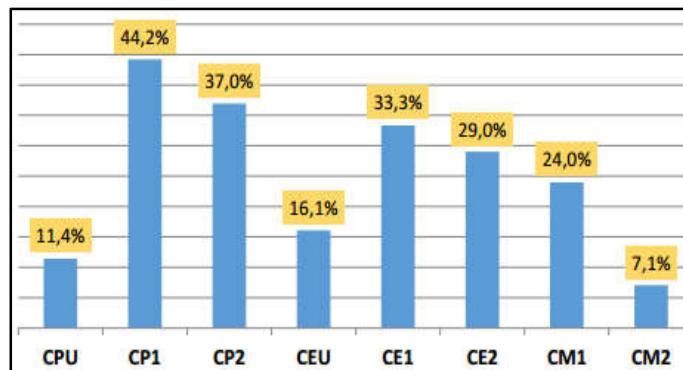
METHODOLOGY

The approach taken to lead this reflection on the impact of educational communication on the schooling of girls in Côte d'Ivoire is essentially qualitative in order to *"obtain information that ... will likely reveal the essence of the school reality in question "*(Poisson, 1999, 17). The documentary review focused on documents focusing on the issue of girls' schooling; singularly that of educational communication. The corpus consists of dissertations, theses and documents (Statistical reports, study reports, action plans ...) produced by the Ministry of National Education of Technical Education and Vocational Training (MENT-FP). The documentary base was also produced from the documents produced by the Implementing Partners (PMO) and the Technical and Financial Partners (TFPs), UNICEF in particular. The interviews were conducted using two collection techniques, namely: Focus group discussions and individual interviews. For this purpose, a maintenance guide, with a few nuances; was developed and used to collect data both during focus group management and during individual interviews to explain and understand the impact that the current system has on different stakeholders. A total of 12 individual interviews and 9 focus groups were conducted. The various surveys took place from 05 to 22 April 2017 in Bondoukou, Korhogo and San Pedro. They were taken to stakeholders in the education system (DRENET, General Secretary, Statistics Officer, school heads), community and religious leaders, parents and pupils. In order to reduce the bias and increase the reliability and validity of the study, we proceeded to the content analysis of the qualitative data collected in the documentary sources and during the various triangulation interviews (Apostolidis 2005). The analysis grid used focuses on the study of knowledge, attitudes and practices related to girls' schooling. This method improved the understanding of the phenomenon studied and provided a qualitative wealth and a better understanding of the phenomenon of under-enrollment of girls in the three study areas. *As the methodological framework is defined, what are the results obtained?*

RESULTS

In 2013, the education and training sector remains a priority in the state budget: total education expenditure represents 25.1% of total state expenditure excluding interest on debt. Most of these education expenditures are current expenditures (representing 29.5% of the government's current expenditure excluding interest on debt). Payroll expenses accounted for 74% of current expenditure on average (57% for teachers in chalk and 17% for support staff) with, however, a fairly large variability according to levels. Payroll accounts for 89% of primary school expenditure and 92% in high school, but only 40% in higher education. The preponderance of these expenditures induces low non-salary operating expenses, representing only 8% of current expenditure, ie 5% at the level of the institutions and 3% at the level of the central and deconcentrated services. In primary education, for example, barely 2% of current expenditure is allocated to the running of schools, and 2.5% to running administrative and educational services. The main education initiatives focus on four strategic areas: access, quality, school environment and governance. In order to improve access to the school system over the period 2011-2016, the Ministry of National Education increased the educational offer through the construction of 19,249 primary classrooms (38.95% of increase); 170 secondary schools

(68.54% growth rate); 100 homes for teachers. In the same vein, two CAFOPs have emerged, as well as administrative infrastructures, notably the IEP offices. The improvement of the quality of the educational offer was made by writing, digitizing and putting on line the new educational programs; development of new learning assessment tools; the adoption of a Curriculum Orientation Framework (COC); the adoption of a new pedagogical system in primary education (90% of the learning time devoted to French, mathematics and science); the writing of new textbooks in congruence with the Pedagogical Approach by Skills (APC). Efforts to improve quality continued through the development of national languages in primary education with the Integrated School Project (IEP); the gradual integration of Islamic schools into the formal education system; the alignment of the coefficients with the BEPC on those practiced in class. The school environment has been improved by the introduction of the National Healthy Schools Day initiative; the return of the wearing of the uniform and salvation to the colors; the prohibition of trade union activities for pupils and the destruction of nuisance areas around certain establishments (public houses, smoking rooms) To improve school governance, the main initiatives focused on registration of all students and online registration as well as the establishment of a unique school identity card for high school students; the admission in the 6th at 85 points, ie 10/20 of average, the restructuring and the responsibility of the COGES; scrupulous respect for the date of the start of the school year with effective start of the lessons. Despite these efforts, difficulties arise and weaken the resilience of the education system in terms of girls' enrollment. Thus, (EHSS, 2015) 6,061,161 people aged 3 and 24 years are out of the school system in 2015, or 3,845,805 in rural areas against 2,215,356 in urban areas. A gender-disaggregated analysis indicates that the phenomenon of non-enrollment of school-aged children affects mostly girls, 54 out of 100 children out of school (EHSS) are girls.

Source: Etude EHSS 2015, ENSEA/MENET/UNICEF

Figure1. Distribution of EHSS by schooling status and sex in%

In general, the low retention and the causes of stalls are multiple: first, are raised the problems related to the non-possession of extracts of births. Overall (EDSIII 2011-2012) 35% of children under 5 and 24% of children aged 0-17 are not included in any civil status file in Côte d'Ivoire. 85% of students between the ages of 15 and 17 do not have a birth certificate, mainly because of the fact that the populations are far from civil registration services. In 2016/2017, the number of pupils without birth certificates is estimated at 1,165,325; or 39.9% of enrollments in the primary cycle. This population is broken down by level of study as follows:
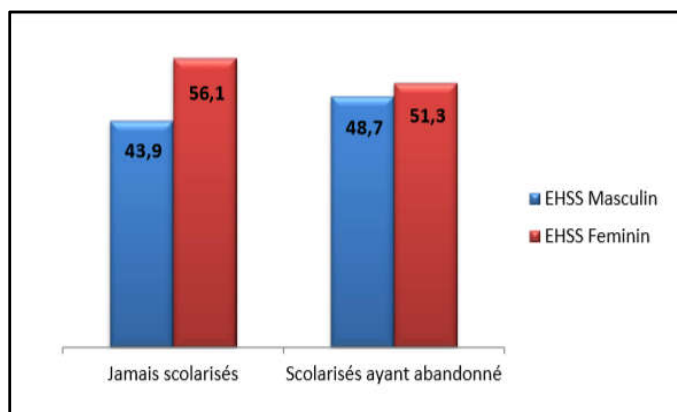

Source : DSPS, 2017

Figure 1. Proportion of students without a birth certificate in primary school

This phenomenon is not new, in 2012-2013, the number of students without birth certificates was 753 668. This figure therefore in 2013-2014, an increase of 18%. All of DRENET is concerned, with in first position Man (80,127 students). The DRENET Abidjan 1 has the lowest number with 3,589 pupils or 0.4%. (DSPS, 13/14). This phenomenon particularly affects rural students with 729,029 cases. Thus, out of 100 students who do not have a birth certificate, nearly 82 are in rural areas. Pupils without a birth certificate attend 87% of public primary schools.

*"I have a little girl I met who dropped out of school because she does not have a birth certificate. She told me that she had stopped her studies at the CM2. She was 15 years old when we asked to make her file, we see that she had no extract. It must be said that the problem exists for girls as well as boys. In the area of Bondoukou as here in San Pedro, there are people who have up to 20 years they have no extract and it is serious. It is the parents who neglect. Bearing, after 90 days, you have to go to the judge and it becomes more complicated and expensive ... "*Woman over 35, French teacher, San Pedro.

In general, the school system is undermined by major pitfalls. This is particularly the problem of the repetition rate. This primary rate is 19% in 2013/2014 lower than the target of 10% set in 2012. At Secondary Cycle One, it is 15% and at the upper secondary level; it is estimated at 35%. The public sector produces twice as much repetition as the private sector in general education. The result is a weak academic achievement. Indeed, 87% of CE1 students (PASEC, 2014) master less than half of what they should have acquired in French; 73% of CE1 students master less than half of what they should have learned in mathematics. We also observe failures in exams with a 2014 CEPE pass rate of 79.1%; 57.4% BEPC; and a rate between 20 and 44%. BAC What is the situation of the girl?

The poor performance of girls is illustrated by a high repetition rate in the 2014/2015 primary school (31.1% of girls compared to 30.1% of boys), the prevalence of school drop-out and the contrast of exam success rates: 78.09% at the CEPE against 22.16% at the BEPC. However, improvements can be observed in girls' schooling. In fact, the gross enrollment rate for girls increased from 85.8% to 99.1% between 2012/2013 and 2015/2016 (DSPS), a gain of 13.3 percentage points. In addition, disparities exist at the national level between girls (46.2% in the first cycle and 23.3% in the second cycle) and boys (60.9% in the first cycle and 32.5% in the second cycle). The Secondary Completion Rate remains low both in the first

cycle at 36% and in the second cycle at 20.1%. High levels of repetition, especially in examination classes and school-based pregnancies, partly explain the low completion rate. In 2014/2015, the number of repeaters represented 15.3% of the student population and 4,250 cases of pregnancy were recorded. Moreover, the analysis of the question of the schooling of girls reveals disparities between regions: the areas of under-enrollment of girls are North, West and Northeast. These inequalities are, above all, perceptible in the study of the gross enrollment rate of girls, which rose from 85.8% to 99.1% between 2012/2013 and 2015/2016 (DSPS) compared to that of boys who are 103 , 5%. 54 children out of the education system (EHSS) out of 100 are girls. *How can educational communication contribute to improving girls' schooling?*

DISCUSSION

Study of educational communication in girls' schooling

"Communication is an essential ingredient in relationships within and between education stakeholders. Whether these relationships are good or not, constructive or not, will be reflected in their way of communicating, just as the way of communicating will shape the tone and fruit of relationships. "(OPUBOR, 2001, 6)

In the perspective of the development of the Education sector, plans for recovery and development of the country in no way fail to integrate the issue of education of girls. With regard to the right of all to education and the multiplier effect of the training of women, Côte d'Ivoire has endorsed the latest recommendations of the international community on "Inclusive and quality education to give women their education". Employment and sustainable livelihoods for human dignity "(SDG 4). This is why its educational policy is sensitive to gender.

In keeping with this vision, the Ministry of National Education, Technical Education and Professional Training (MENET-FP) through its technical structures does not lack initiatives to promote the schooling of marginalized groups that are girls, children with disabilities, children in rural areas, etc. With regard to girls, the main initiatives are: the adoption of the Girls' Education Strategic Acceleration Plan (PSAEF-2016-2018), a new policy framework that recommends that the focus be increasingly focused on keeping girls in school, with remarkable progress being made in terms of access. The policy of the SchoolFriend of Children(SFC) is being mainstreamed, the prohibition of corporal punishment in schools, the code of conduct for teaching and administrative staff and the construction of local colleges are all initiatives that contribute to the protection of girls against gender-based violence. Also, plans for awareness campaigns on girls' right to education, access to them, maintenance and improvement of their performance at school have been implemented. In this context, it has been observed the multiplication of information, education and communication actions for the change of behavior favorable to the schooling of girls and the mobilization of the educational community by the COGES around the return to school and girls' schooling since the 2012/2013 school year. The capitalization of the achievements of the functional communication networks set up between 2005-2009 in the areas of under-enrollment and high dropout rates has been reinforced. These campaigns have the strategy of community mobilization and the accountability of the

school administration for setting up protection committees. In this respect, the organization of women in Girls' Mothers Clubs (CMEF) around each school and their involvement in the sustainable schooling of children in general and girls in particular is fruitful. In this awareness, the focus is on populations in rural areas of under-enrollment. In 2015, the Ministry of National Education drew up a communication plan to support the compulsory schooling policy. This plan led to a one-off communication campaign. Besides, the celebration of girls' excellence in school stimulates the taste of effort. This emulation is materialized by the support to girls in the Miss mathematical contest initiated by the Mathematical Society of Côte d'Ivoire through the award of scholarships to encourage girls to embrace scientific careers. Similarly, the strengthening of initiatives to protect girls and secure the school have been taken through support to CMEF, the strengthening of the capacity of female teachers to protect the child's educational practices, the training of girls and their children. Teachers and Community Standards Child Friendly School (EAE) / girlfriend girls are serving girls. To facilitate access, the State continues to distribute kits and textbooks with a particular focus on girls. Under the Presidential Emergency Program (SPP) (MEN-UNICEF 2016, 28) from 2010/2011 to 2013/2014, 10,480,005 school kits were distributed throughout the national territory.

What is the impact of communication actions on girls' schooling Impact of educational communication on indicators of girls' schooling?. The issue of girls' schooling needs to be analyzed both in terms of access and sustainable retention in the schooling process. Overall, disparities between boys and girls remain (MENET-FP, 2017) with 52% of boys compared to 48% of girls enrolled in primary school enrollment, 58% of boys versus 42% of girls in general secondary education. 2016-2017 school year. If at the primary level girls perform better than boys with a lower repetition rate (46.6%) than boys 53.40%, the situation is reversed in general secondary education with 82% of girls reduplicate against 18% of boys. This trend is also seen in the retention of girls in the school process. Thus, in the first cycle of general secondary education, the gross admission rate (GER) of boys is 70.3% compared to 60.8% for girls. The gross enrollment ratio (GER) is 69.9% for boys compared to 56.6% for girls. Completion rate (CAS) is 30.6% for boys and 21.9% for girls in upper secondary general education. In upper secondary school, the GER of boys is 30.6% compared to 21.9% for girls. The GER is estimated at 32.9% for boys versus 23.6% for girls. Finally, the CAS is 26.9% for boys against 19.4% for girls. Overall, the under-enrollment of girls remains a challenge, the schooling of girls is significantly improved in the populations of the localities visited. More and more girls are systematically enrolled with an increase in the north of the country. Parents of students say that they are fully aware of girls' schooling. Imams interviewed in the north-east and south-west of the country told us that they are aware of the importance of the girl's schooling. The students surveyed know that girls have the right to go to school in the same way as boys. Most of them say that their parents are no longer reluctant to enroll their daughters in school because there are examples in society of female success through school.

*"Girls and boys have the same intelligence so both have the same chances to succeed in life"*16 year old girl (College Natio-Kobadara, Korhogo)

This awareness of the need to educate girls translates into a reversal of the trend to enroll more boys than girls. In fact, the GER in primary (MENET-FP, 2017) is 98.5% for girls against 93.9% for boys in San Pedro, 91.2% for girls against 83.7% for boys in Poro and 114.2% for girls against 107.7% for boys in Gontougo. However, it is clear that this effort of schooling is eroded in terms of sustainable maintenance in the school process. In secondary school the trend is reversed for boys with GER) of 51.9% for girls against 62.4% for boys in San Pedro, 56.5% for girls against 63.0% for boys in Poro and 57.7% for girls against 61.4% for boys in Gontougo(MENET-FP, 2017. *Several causes explain this downward trend that is observed throughout the school career of girls in these regions. What are the main determinants of under-enrollment of girls?*

The main determinants of the under-enrollment of girls

The promotion of girls' schooling stumbles on the persistence of socio-cultural barriers and the structural barriers inherent in the school system.

First, the persistence of sexist stereotypes at the cultural level. Some parents continue to consider girls in a role of social reproduction, that is to say, the idea that the girl is made for the home, procreation and education of children. This finality of the girl is predestined for marriage and there is no need to maintain it permanently in school to achieve this end.

*"Especially at the level of the girl, she is studying. But she does not control the society in which she lives. She has the diplomas. From the moment she finishes with her diplomas, she has a job. When you insert her into a family that is to say, she becomes a couple, she has difficulties managing the couple. »*Community leader, Korhogo
This attitude is reinforced by the low performance of girls, which is visible through a repetition rate in primary 2015/2016 (82% of girls who repeat, compared to 18% of boys in general secondary education), and their poor performance in the various exams the end of each training cycle: At the CEPE 2016 83.67% for boys against 82.33% for girls, BEPC 2016 59.57% for boys against 58.50% for girls, LAC 2016 42.87 % for boys versus 41.78% for girls. Secondly, the persistence of inequalities is linked to the school environment. In this respect, the school is a reflection of the society to which it belongs. For Chelpi (UNICEF 2014, 81)

"The Ivorian school reproduces in particular the values and the balance of power of the Ivorian society, including inequality, especially those based on age, sex, as well as tensions and conflicts inter and intra-Community ".

The school environment remains aggressive, especially as the study on the well-being and safety of pupils in schools in Côte d'Ivoire (MEN-UNICEF, 2015) reveals that one in ten pupils in primary school and above One in five students in secondary school do not feel safe at school, with more than 317,000 primary and 264,000 secondary students. More than two out of five schoolchildren are victims of physical violence in the school sphere, and about 1,766,000 are victims of harassment or repeated physical abuse. Nearly one in four (38%) girls and boys have been victims of sexual harassment at school, particularly in secondary schools, or 1,730,000 students in 2013-2014. Thus, 16% of girls claim to have been the victims of violence by teachers and 50% of those who are the source of

the sexual violence of which they have been the victims (UNICEF 2014, 84). In addition, 47% of teachers admit to having sex with students. In addition, some parents believe that school makes girls impolite and disrespectful. It is a place that not only keeps the girl away from traditional values (refusing weddings), but also exposes her to pregnancies outside of family ties. Finally, the phenomenon of early pregnancy is very present in the minds of students who admit to having been exposed to awareness campaigns initiated by the Ministry of Education, NGOs (AIMAS, Sunrise), and the administrative authorities of their institutions during certain classes (zero school pregnancy). However, in some parents, pregnancy symbolizes humiliation, dishonor or simply the end of the school curriculum especially as its occurrence is often early. (AKA, 2013) *"Occur even from grade 2 with peaks at grade 3 level"*. This perception is more prominent in the town of Bondoukou where the pregnancy seems to inexorably symbolize the end of the schooling of the girl.

*"There is so much pregnancy also in school that some parents are afraid to enroll their daughter. They say that if she goes to school, she will get pregnant and the family will be dishonored "*18-year-old girl (CollegeDominique Ouattara, Korhogo)

"Me, my parents warned me. They say that if I want to do school do not have to get pregnant. So I am aware that my future depends on me. I'm careful". 16 year old girl (College Moderne, Bondoukou)

The low impact of communication is also reflected in the persistence of pregnancy in schools. The main causes of this phenomenon are thus summarized:

*"The promiscuity, the fact that they have no guardians, they live together, girls like boys in makeshift homes. He talked about hunger. There is no follow-up of the parents. The parents have resigned. They do not take money to their children ... They are hungry, they are vulnerable people ... the consequence of all this is sexuality. And what kind of sexuality? Unprotected sexuality! It's a real scourge."*35-year-old lady responsible for COGES Bondoukou.

During the 2016-2017 school year (DPSS, 2016), 4471 cases of pregnancies were recorded in secondary school compared to 4054 cases in 2015-2016, representing a progression rate of 1.10% in one year. Of the 4471 cases registered in 2016-2017, 920 girls are aged 19 (20, 57%), 2398 (53.63%) are between 15 and 18 years old and 1153 (25.78%) are between 9 and 14 years old. Primary education is not spared by this phenomenon. In fact, for the 2015-2016 school year, there are 404 cases of pregnancy in this level of education, compared with 512 in 2014-2015, with 51 cases in girls under 12 and 353 in girls aged 12 years old and over. The causes of school-based pregnancies can be explained in part by a cultural practice specific to the populations in the north-east of the country. In fact, members of urban families do not always live together, which causes the mother to move to join her husband, leaving his children unattended during his absence. Student girls whose parents live in the village find themselves in precarious situations when they do not receive the help they need to live. Although they live in rented houses with other students, often of the opposite sex, these conditions favor pregnancies and their corollaries of school drop-out. It is clear from the words of the Imam of San Pedro that a common practice in the Muslim community is either not to educate the girl or to

remove her from school very early. For him, the reason that justifies such behavior is that parents think that being in school, their daughters are negatively influenced. The best education, according to them, is to keep their offspring with them so that they can better follow their education. Even if we note in the statements collected that Muslim parents are increasingly schooling their daughters, it often happens that some do not hesitate to withdraw their daughters to marry. When a pregnant girl, the first reflex of her parents is to try to marry her. Another reason put forward to justify the behavior of Muslim parents is that a girl is more useful in a home. As a result, there is no reason to keep her in school for a long time. In addition, some parents believe that school makes girls impolite and disrespectful. It is a place that not only keeps the girl away from traditional values (refusing weddings), but also exposes her to pregnancies outside of family ties.

As a palliative to the inherent risks of school, parents often prefer Islamic schools which are well perceived for their rigor. In addition, they believe that these schools participate in the development of the memory capacity of the child. This is the actors of the educational system interviewed argue that students coming from this type of school have a better performance than those who have done all their curriculum in formal education. Consequently, in the far north of Côte d'Ivoire, there is a strong propensy of parents to enroll their children in Islamic schools.

*"We, our neighbor, who is a great Muslim, put his boys in normal school and his daughters in Koranic school because according to him, the woman is the home and the education of a child is the responsibility of the woman. it is therefore necessary that this woman was herself spiritually formed. Nevertheless, during the holidays his boys take Arabic lessons too »*17-year-old girl (Dominique Ouattara College of Korhogo)

Both parents and students surveyed know that girls have the right to go to school on a par with boys. Most of them say that their parents are no longer reluctant to enroll their daughters in school because there are examples in society of female success through school.

Conclusion and perspectives

In order to achieve universal schooling and one to combat the drop-out of girls, several initiatives related to Côte d'Ivoire's international commitments have been taken. In particular, two strategic plans to accelerate girls 'education (2012-2015 & 2016-2018) and awareness campaigns on girls' schooling. But these efforts are hitting barriers that are the main determinants of the under-enrollment of girls. They fall into two main categories: socio-cultural factors and factors inherent in the school system. At first, the persistence of sexist stereotypes confines the girl and the woman in its role of social reproduction (domestic tasks, care for children and the husband, early marriages ...). In addition, parents believe that the school is not inspired by traditional principles acquired in the family setting. In turn, parents perceive school as a place of destruction of traditional values (reason for women's lives). In a second time, the factors inherent to the school system materialized by the recrudescences of pregnancies, the poor performances of the girls, the school dropouts, a still aggressive school environment, (sexual violence, physical, verbal etc.). Many difficulties that tend to reinforce sociocultural barriers. In the perfectives of the implementation

of the policy of obligatory schooling (the law n ° 2015-635 of September 17th, 2015 modifying the law n ° 95-639 of September 7th, 1995), the State of Ivory Coast imposes compulsory schooling and the maintenance of children aged six to sixteen in the school circuit. The law carries penalties of imprisonment and fines for parents who do not send school-age children to school. Beyond the coercive nature inherent in any law, it is a matter of mobilizing in a socio-ecological approach the parents of pupils and their parents (micro environment), the community actors, the animators of the school, the Implementing Partners (meso environment) and the State and its technical and financial partners (Macro environment) as part of a communication strategy geared to sustainable change in knowledge, attitudes and behaviors in favor of girls' schooling.

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