

PRIMARY COURSE DROP OUT IN THE MUNICIPALITY OF DJOUGOU : DESCRIPTIVE STUDY

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Abstract: *The issue of de-schooling has become the leitmotiv of all debates on education as a development factor. Indeed, like many developing countries, Benin is affected by the phenomenon; especially in the northern part of its territory. At the analysis, the causes of the dropout are multiple. However, they can be categorized into three: social causes; the causes of religion and then the causes of economic order. The present research work entitled "De-schooling in the municipality of Djougou: descriptive study" is carried out with the aim of describing the phenomenon of de-schooling from the case of the commune of Djougou. The research methodology used in this study is a questionnaire, interview and observation survey. Fieldwork allowed for data collection, processing and analysis of results. Thus, the results of this research made it possible to conclude, on the one hand, that the teaching/learning conditions favor the de-schooling in the commune of Djougou, and on the other hand that the phenomenon of de-schooling is underpinned by the social, economic and religious heaviness.*

Key Words: *drop out - primary school – municipality - teaching / learning.*

1. INTRODUCTION AND JUSTIFICATION OF THE SUBJECT:

It is no secret that school is a factor of success and contributes greatly to the development of nations. Thanks to her, potentials are transformed into real abilities. The poem entitled "Every Child One Teaches", in one passage, states that "Every child we teach is a man we earn, the gold school changes the copper while the ignorance in Lead transforms Gold ". The wealth that the school contains is multifaceted and allows to hatch the talent of any learner. International policymakers continue to encourage countries around the world to facilitate schooling for children of childbearing age. Several agreements are signed to support developing countries to achieve performance. Also, it will be necessary to emphasize that there are controls, which are done between the partner countries to note their progress or their regression. The evaluation report of the Republic of Benin reveals that the Benin government has taken the problems of the education sector face to face. It elaborated the ten-year plan of the education sector covering the period 2006-2015 that it supported by a macro-financial framework taking into account the dimension quantity and quality of education (SRNES, 2008: 284).

All this has not prevented a rate of drop out which at the moment we are is growing. Out of every 100 children entering school, only 54 enter AC2 (PAM, 2008). Although the figures are not identical, from one study to another, this phenomenon shows that more needs to be done to achieve the MDGs.

Drop out is a phenomenon that is observed in Benin in general, but in northern Benin in particular. What is it in the clear? Analogously, if in a machine is introduced a raw material that should normally be 13 hours before going out in consumable product, but by extraordinary escapes early from the machine, could we have the product to consume? If the amount that escapes becomes important what would happen? And if this product was rice? The corn ? The tomato ? We understand how much the problem is of major importance. If it were maize, it would be expensive because of its scarcity and the population would not have enough to eat because maize is a staple in Benin as is rice and so on. By relating this analogy to the phenomenon of drop out, we easily understand that children who do not complete primary school will not be contributors to the development of their country. It is true that no one is too much for the construction of the building but these out-of-school children would bring a little more to the construction of the house Benin, if they had been able to finish the primary or secondary cycle.

If this phenomenon catches our attention it is because of its persistence. In Benin, out-of-school education is found more in the most remote areas (disadvantaged areas). The reasons why this phenomenon continues to dictate its law are social, economic and religious.

At the social level, in northern Benin in general and in Djougou in particular, it is noted that parents do not properly accompany their children in their schooling. There are even teachers who go to the homes of parents to demand the return of children to school. Other teachers note the repeated absence of some children and when they insist on knowing what is happening, they are told that these children are sent to Nigeria. This reality challenges many and asks whether parents are ignorant of the right of children to education. Certainly these parents act out of ignorance (not unconsciousness) by being accomplices a few times or even being direct actors. In other cases, it is the parent who encourages his boy to drop out of school for an adventure in Nigeria, telling him to see how they are suffering. In doing so he plunges the child into the position of a person in debt. To see from a distance, we will say that in the 21st century this kind of behavior cannot be observed in parents. Better, it will be said that no one would accept that his child be an illiterate or ill literate. But the reality in this locality of Benin is quite different because even the centers "Educom" (center of education for the benefit of out-of-school children) created in the municipality of Djougou have had difficulty to function because of some parents who refused to register their children.

At the economic level, the report states that, despite the free tuition fees for primary education, other expenses are high in the eyes of parents. Photocopies, notebooks, manuals and other materials (eraser, math box, glue pot, scissors, ribbon, needle, cloth, and dice) are the learning tools for which children are referred frequently. Having no means to offer them, some parents adopt the absolute silence that suggests a lack of will even though among them there are those who are aware of the importance of school. It should be said simply that the main activity in the commune of Djougou is agriculture (76.88% of the inhabitants, are farmers) (International Center for Research and Actions for Local Development, 2010). Thus, given the climate change and mismanagement of the sector, financial income is no longer abundant and therefore parents have difficulty meeting all the needs of all children. In addition, polygamy is very popular in this region of Benin, which does not help the financial situation of the family. In fact, the larger the number of family members, the more money it takes to cover needs. The other aspect of the economic plan is the idling of schools since the measure of free primary school. Since poor countries do not have enough financial resources to meet all needs, subsidies arrive late and officials find it difficult to manage their schools properly. Better, some schools are erected in precarious materials with sometimes a teacher for two classes. As a result, teaching / learning takes place without much motivation, even though the numbers are plethoric. It can be safely said that the cost invested does not meet the demand on the ground. However, investment in education is based on the premise that it is a significant and measurable contribution to the economic growth of society by improving labor productivity in particular. According to Yin (2005), which was based on one of UNESCO's research in 1998, there is indeed a close relationship between a country's economic growth rate and the overall level of education of its labor force found in both advanced industrial societies and in developing countries where the agricultural sector remains dominant. As a result, dropouts reduce the number of qualified people needed to increase the country's productivity. However, the state invests a lot of money to educate the population, despite the meager resources. So each time a number does not complete its training and leaves the system this constitutes a shortfall for the State as well as for the financial partners.

On the religious level, it must be said that the population of the city of Djougou is predominantly Muslim. As a matter of fact, many primary school girls leave the education system without having the Certificate of Primary Studies. The investigations reveal that these girls enter the household very early after a pregnancy. A little further, we notice that for some parents it's a shame that their daughter gets pregnant under their roof. They say that this practice is not found in all Muslim cultural practices. But in Djougou, the number of early marriage begins to be considerable. According to information from the secretary of the town hall of Djougou, the Muslim girl should not have her second menstruation at home. These words are yet to be proved even though he claims that they are the sayings of the prophet in the "sunnahs". The key thing to remember about these words is only the practice that parents adopt about their daughters.

This research work wants as a descriptive study to present the phenomenon in its manifestation as well as the conditions that favor it. On the basis of this fact and these observations we postulate that:

- the conditions of teaching /learning favor the drop out in the commune of Djougou;
- the phenomenon of drop out is underpinned by social, economic and religious constraints.

As part of our study, the general objective is to describe the phenomenon of school drop out from the case of the commune of Djougou. Specifically, it is:

- to expose the realities of the conditions of teaching / learning which favor the phenomenon of drop out in the municipality of Djougou;
- show the social, economic and religious reasons that underlie the phenomenon of school dropout in the commune of Djougou.

1.1. Methodological approach

Several actions have been carried out in order to better understand the different aspects of our work. To achieve our objectives, we first sampled a geographical area that allowed us to obtain data to analyze.

Then we talked with principals and some teachers from targeted primary schools. In doing so, information on the quantitative and qualitative basis is collected in order to allow the realization of a description of the phenomenon of drop out.

Finally, we have come closer to the population concerned (parents and children) and private technical structures in the field of education to note on the one hand the reality of the facts evoked in the school and also to receive from it (population), the reasons for their actions and on the other hand to cross these realities with the actions of the various technical structures.

1.2 Target population and sample

It should be noted that the target population consists of primary school learners, primary school teachers, primary school principals, parents of out-of-school children and technical partners in education. The reason behind this targeting is that it is these categories of people who can provide a description of the phenomenon of school dropout. First, the learners since it is within them that the out-of-school population is counted. They are better placed to provide information on the reasons for leaving the school system without qualification. Then there is the school administration through the principals (9 directors interviewed) and the teachers who take care of the instruction of these learners. These are important for the collection of quantitative and qualitative data on the phenomenon of out of school. There are also the parents (25 randomly selected parents submitted to the questionnaire) of these learners for the simple reason that they are the ones who provide them with the necessary basic needs (they are their parents). They have a very high power over their offspring and their mission is to guide them. Thus, they have a responsibility in the decisions that their children make. Finally, it is necessary to cross all this information with the actions that lead national or international private structures constituted of associations or NGOs (Executive Director of the NGO PIED interviewed). We have chosen through the reasoned choice technique two topics at the level of the City Council (General Secretary and the head of EDUCOM).

For the constitution of the sample, we selected randomly 09 public schools in two districts that are: Djougou I and Djougou II. If these two districts have caught our attention, it is because of their "cosmopolitan" character. Not only are they the most populated, but they also concentrate several ethnic groups. Better, the 09 schools that are selected in these two districts, suffer the phenomenon of high school dropout. To clearly observe the manifestation of the phenomenon, three levels of studies were selected, such as: the IC class, the ACI class and the ACII class.

In terms of statistics here is how the data at the level of demographics appear. According to the third General Census of Population and Housing of 2002, the population of the commune of Djougou is 181,895 inhabitants. Compared with 1992, this population has experienced an annual intercensal increase of 3.05%. This rate of increase is below the average at the county level of Donga (4.15%) as well as at the national level (3.73%). Despite this, the analysis of population density by district indicates that the three urban districts of Djougou I, Djougou II and Djougou III are the most densely populated. Projections for 2020 indicate that the general population of Djougou will increase to 312,381 inhabitants (International Center for Research and Actions for Local Development, 2010).

1.3 Techniques and tools of data collection

This is a descriptive research based on a scientific approach called Empiricism. Indeed, empiricism according to Aktouf (1987) is this scientific approach that makes it possible to put reason at the level of the observed fact, to submit it to experimental evidence. Thus, it is a question of starting from an experience on a fact and gradually building an explanatory system. Contrary to rationalism (which goes from the general to the particular: to deduce), empiricism starts from the particular for the general: to induce.

Collette tools that go with such an approach are the survey questionnaire following a pre-test, the observation of the problem to make a good description and the interview schedule. The most appropriate tools for this research theme are observation and maintenance.

Observation is "a process involving voluntary attention and intelligence, directed by a terminal or organizing objective and directed to a subject to collect information" (De Ketele, 1980, quoted by De Ketele and Roegiers, 1996). It is a research tool that requires a lot of attention and concentration so that all aspects of the observed fact are brought to light.

We opted for this tool because we want to see and appreciate the reasons that push students to leave the school system and put them in parallel with the data collected during the interviews. These observations were made on all the schools selected and were made from an observation grid.

In the observation grid we based ourselves essentially on three points namely:

- existence of six levels of education in the school and teachers for each level;
- class from which students begin to leave the school system;
- number of students who left the school system on the three levels of studies selected namely: the Initiation course, middle course level 1 and middle course level 2.

This observation grid was used in the two boroughs and in all the schools that make up our sample.

Regarding the second data collection instrument, we conducted semi-structured interviews with resource persons. According to Grawitz (1986), quoted by Boutin (1997), "the research interview is a process of investigation, using a process of verbal communication to collect information in relation to the fixed goal". As part of this study, we used the semi-directive interview because we thought it best fit the objectives set and the interviewees. The interview is semi-directive when it allows the interviewees' speech to focus on the different themes previously defined by the interviewer and recorded in a guide (Euréval, 2010). Our interview guide was developed based on our assumptions.

1.4 Procedure for conducting the investigation

In the course of conducting these interviews, we first met the resource persons and made an appointment with them individually. During each interview, specific questions were asked, giving the interested party the necessary time to answer them. These interviews lasted on average 15 minutes to 25 minutes. Note that these interviews provide qualitative data. They often reveal the existence of deeply inscribed representations in the interviewee's mind that cannot be captured via the questionnaire. Thus, after the presentation of the theme, we approached the interview and took note in a notebook as each of these people answered the questions.

1.5 Methods of data processing

Fieldwork aims to collect data and make the results intelligible. This collected data is therefore transformed into information relevant to our assumptions and the objectives described in the statistical analysis method. We then summarized the data in a table to interpret them. Note also that the data processing is done manually using the tabulation sheets, the software used for tables is Excel.

2. RESULTS:

2.1 Presentation of the results of the questionnaire

Data on the IC enrollment rate since free tuition fees are needed to assess the number of children who enrolled in school before going out of school.

Table 1: IC student enrollment by school and school year

Schools Class by school year	BOU- GOU/ A	DANGOUS -SAR	DJAKPIN- GOU/A	DJAKPIN- GOU/B	DJEHOU	NALOW1	SIBON- GOU	BELLEFOUN- GOU/A	DARIN- GA/A
IC 2013-2014	75	41	40	50	30	50	51	50	94
IC 2014-2015	67	119	59	52	31	31	60	61	89

From the reading of the table n°1, one notes that, the number of the learners is growing in 06 schools out of the 09 by considering the two consecutive years. On the other hand, in schools: Bougou / A, Nalow1 and Daringa /A, we note that enrollment is down from the 2013-2014 school year to 2014-2015. These statistics reflect the value that the school has in these localities of the commune of Djougou.

In view of this, it is important to know whether it is the parents who have enrolled their children themselves in school or not, in order to situate their responsibility.

Table 2: Parents' role in registering their children

Schools Authors of children registration	BOU- GOU/A	DANGOUS- SAR	DJAKPIN- GOU/A	DJAKPIN- GOU/B	DJEHOU	NALOW1	SIBON- GOU	BELLEFOUN- GOU/A	DARIN- GA/A
Parents	Oui	Oui	Oui	Oui	Oui	Oui	Oui	Oui	Oui
Others	-	-	-	-	-	-	-	-	-

Table 2 presents data that reveals the role of parents in the registration of their children. For this purpose, we note that parents are directly involved in starting their children's studies. They accompanied their children to school, provided the necessary information for their registration and paid school supplies for them.

Despite this, the phenomenon of dropout affects these schools and becomes perceptible from a given class. The details are in the following table.

Table n°3: class where drop out is ostensible

Schools	BOU-GOU/A	DANGOUS-SAR	DJAKPIN-GOU/A	DJAKPIN-GOU/B	DJEHOU	NALOW1	SIBON-GOU	BELLEFOUN-GOU/A	DARIN-GA/A
Numbers in EC2 2013-2014	57	50	46	43	17	00	00	44	52
Numbers in AC1 2014-2015	44	38	49	49	22	00	11	36	26

Table n°3 gives us information on the visibility of the phenomenon of school dropout. These statistics, although they may change slightly due to enrollments or withdrawals during the school year, show that the situation is worrying. The high drop-out rate is found in Daringa / A school (from 52 students in 2013-2014 to 26 in 2014-2015, that is to say 26 fewer learners); follow-up of Dangoussar (from 50 learners in 2013-2014 to 38 learners in ACI in 2014-2015, that is to say 12 fewer learners). In these two schools, there are 38 learners (from EC2 to AC1) who left school without qualification in 2015. Note that at Nalow1 school, there was no EC2 in 2013-2014 and no AC1 the following year. It is practically the same case in Sibongou where the class of EC2 did not exist in 2013-2014.

The phenomenon of dropout is at its highest level at the ACII. The following table provides the details.

Table n°4: School drop out class reaches its highest level

Schools	BOU-GOU/A	DANGOUS-SAR	DJAKPIN-GOU/A	DJAKPIN-GOU/B	DJEHOU	NALOW1	SIBON-GOU	BELLEFOUN-GOU/A	DARIN-GA/A
Numbers in AC 1 2013-2014	49	45	48	39	21	48	31	44	35
Numbers in AC 2 2014-2015	28	28	14	10	16	17	20	26	28

Table 4 expresses through statistics the peak of the phenomenon of drop out. The finding is clear, from the 2013-2014 school year to 2014-2015 between AC1 and AC2, 34 learners are out of school in Djakpingou / A. 31 students are out of school in Nalow1 and 21 learners are out of school in Bougou / A. These three schools have large numbers of school dropouts. Note that no class has the ratio of the number of students per class. The sum of school dropouts in all these schools from AC1 to AC2 is 173. So a significant number of children who escapes the education system.

Again, these comparisons are not made to brand universal or absolute numbers but they are made rather to show the extent of the phenomenon of the dropout in the commune of Djougou. So, since it is only necessary for us to show the existence of the phenomenon and its magnitude in the commune of Djougou despite the effectiveness of the free tuition fees, let us look at the arguments of the people who cause the phenomenon.

Table n°5: arguments of the authors of the drop out

Authors	Arguments
Parents	- To visit their other parents located in other cities of Benin

The table above tells us about the arguments given by the parents during the exchanges between the teachers, the office of the association of the parents of pupils and themselves. So, according to them the children are sent just to see their uncles and aunts in other cities and they will be back soon.

Table n°6: reasons of drop out

Authors	Raisons
- Parents - Children	- Family obligations (early marriage, work with a family third person as a servant in the big cities) - Travel (bordering countries) - Rural exodus - Early pregnancies

Table n°6 clearly shows us the causes of the dropout in the commune of Djougou. This contradicts the arguments put forward by the parents and shows that they are partly responsible for the drop-out of their children. In addition, we also note that some children are directly responsible either for their own schooling or for the schooling of their friends, neighbors and / or other children.

Faced with this reality, the actions taken to curb or even to influence the upward trajectory of the phenomenon are grouped in the table below.

Table n°7: some structures leading actions to fight against school drop out

Some structures involved in education	Actions made
SCHOOLS	Advice and sensitization given to parents by teachers.
PIED ONG	Methodical sensitization to keep girls in school. Actions for parents to encourage their children to stay in school.
UNCEF	All girls at school Recruitment of women mediators Microcredit to mothers of pupils Sensitization Donations of supplies to schoolchildren from targeted schools Taking into account vulnerable girls
MUNICIPALITY OF DJOUGOU	Recruitment of a mediator to follow the achievements of the EDUCOM / UNCEF program Recruitment of 06 animators for sensitization Establishment of the consultation framework of actors and educators to solve the problems of education.

Table n°7 gives information on some structures that carry out activities to curb the phenomenon of school drop-out or even to eradicate it. It also indicates their actions in the field.

2.2 Presentation and analysis of the results of the interviews

Here, it is for us to present all opinions collected from resource persons approached. Their remarks during these interviews are grouped into two categories such as: the explanation of the phenomenon with the causes on the one hand and the measures taken to contain it on the other hand. Finally, the verification of hypotheses will follow.

2.2.1 The phenomenon of school drop-out and its causes

The phenomenon of dropping out of school is manifested by the stopping of school attendance by a learner. It is also the incompleteness of a learner's schooling. This phenomenon has its cause well established in the immediate environment. According to the former secretary of the town hall of Djougou, the arguments of some authors of the phenomenon are among others: dearness of the school, cultic practices, and excessive ambition of the children.

Box 1: cult practices indexed as a cause of school drop-out
In our area here, what is observed of the cult practices is that the girls have value only when they are under the married roof. Already around 14 years old they are sent by their parents in marriage either arranged or forced. These parents do not take into account the school, no matter if the girl is brilliant in class.... (former secretary of the municipality of Djougou).

To follow him, it is as if the parents after having enrolled their children in school wash their hands. The rest only concerns the children themselves. So, one wonders why they have given themselves the trouble to enroll them? Admittedly, they do not know the role of school in the lives of their children, but the fact remains that under their eyes young men or women occupy administrative positions, thanks to their instructions.

Always trying to better understand the actions of each other we went to the head of "EDUCOM" who explained that religious practices jeopardize the chances of girls in school. They go to a very young marriage under the orders of their parents. Some parents treat their daughters as "Babagninminkan" which would mean that: "the wall of the head of the family (father) has fallen". There is also child trafficking, early pregnancy and repetition which are causes of school drop out.

Box 2: child trafficking is a cause of school drop-out

Children especially girls are trafficked. It is the parents or relatives of the family who cause the fact. They send the girls to a third party to serve as a servant. The big cities (Cotonou, Parakou) are the places of fall for these girls ... (person responsible of "EDUCOM" at the municipality of Djougou)

Basically, child trafficking shows that poverty is what could explain the neglect of parents in the education of their children. The school-family relationship has never been the parents' choice. This confirms the lack of importance they give to the school. Most families in Djougou are polygamous and therefore the number of children is not insignificant at all. So it is easier for them to entrust some of their offspring to a third party for profit.

But in reality, one can still be poor in the education of his children because it depends on what is established as an objective (set of priorities and a goal to achieve). For this purpose and according to the Manager of Social and Cultural Affairs (MSCA) of the municipality of Djougou, mentalities in some, have evolved compared to a few years ago. As a result, the marriages of 13-year-old girls have regressed thanks to the multiple actions of the educational structures that are constantly struggling. On the other hand, the completion of the primary cycle is problematic.

Box 3: The choice of some parents

15% of the population currently think that sending a girl to school does nothing ... (Manager of Social and Cultural Affairs (MSCA) of municipality of Djougou)

He must always remember that the real causes of drop are: parental unconsciousness, the rural exodus, the freedom of children and the early responsibility of children (children take care of all their needs as best they can). He finds that if parents become aware, everything will be fine and the phenomenon of drop out will come to an end.

This information that the MSCA gave us, led us to question several parents on this aspect of the thing. The report is far from happy. There are parents who did not know when they were talking about where their children were. Others have made it clear to us that girls do not have to go far to school because they have to obey their husbands and the Koranic school is better. As for boys, at a certain age, they will have to help their parents. It remains to identify the age they put in "a certain age". But they never told us. Further on, parents steeped in cultic practices evoke the reason that it is a way of life and that they will not give it up. As a result, in these parents, girls will continue to marry early.

Box 4: avowal

If the girl gets pregnant under the roof of her parents it will be a big shame ... (some parents)

As nothing is worth the life, nothing is worth the education of a child. School being the place par excellence where the mind of the child is formed for a know-how and a transversal know-how, it would be useful for parents to think about it. The actors of education of all kinds have taken actions to avoid or correct time itself, the phenomenon of drop out.

2.2.2 Measures taken to stem the phenomenon of school drop out

The commune of Djougou has benefited from the support of certain structures to deal with this phenomenon. UNICEF supported the municipality with the EDUCOM project whose mission is to get girls out of school. His action on the ground made it possible to make parents understand that education is a right for children. This support from UNICEF has left as legacy the creation of two accelerated courses (in Djougou center and Partago) which have the attribute accelerated instruction of out-of-school children to present them for examination by the Certificate of Primary Studies (CEP). The entire project is monitored by a project manager in charge of the municipality (a mediator). In addition to this support, UNICEF has created micro-credits for mothers of pupils and provided targeted

schools with supplies for schoolchildren. There are also other structures such as the NGO PIED, CARE-BENIN, Cooperation EVREUX-Djougou, CIPCRE, IFADEM, FTI-FCB who are involved in raising awareness for the right to education of children and their maintenance in the education system. They do it in different ways, but the goals are the same. It is thanks to their efforts that parents are accompanied in various ways for the education of their children. However, it is necessary to multiply the works of this kind to get rid of the phenomenon of drop out.

3. DISCUSSION:

The fieldwork allowed us to have quantitative and qualitative data. Thanks to these data, the causes of the phenomenon of the drop out are clearly identified in the commune of Djougou, which makes it possible to locate the responsibilities with more precision.

According to statistical information, many children enter the education system. They are registered by their parents. Free education has had its effect on the entire population, so to speak. But a little further, precisely at the ACI, we notice that this large number is reduced and that at the ACII, it is squarely reduced to one third or even one quarter, which confirms the conclusions of the work of Chedati (2004) when he asserts that:

"According to the statistics database of the Ministry of Education of Morocco, out of 1000 students enrolled for the first time in the first year of primary (cohort), 620 are reaching the 6th year (AC2) and 380 leave the benches of the school before this level and globally, dropout rates increased by 26% between 2000-2001.

The observation in Benin especially in the municipality of Djougou has led us to seek to understand what is happening in the primary schools of this town. Thus, it has been revealed to us that it is the parents who cause the phenomenon of drop out. They are the people who educate their children, but it is they who are causing their schooling. The tables n°3 and n°4 show us the classes where the phenomenon of drop out is noticeable. Next door, the n° 5 presents us the remarks which serve as arguments to these parents. Teachers who value their learners by noting their absence question the parents and demand the return of these learners but they usually trivialize. They use it as an argument that the children just went to see their other parents (aunts, uncles, big brothers, etc.). All attempts, even those of parents' associations, are mostly crowned with failure. This state of affairs indicates that these parents place little importance on the school. Otherwise they would normally be behind the teachers to get them to take care of their children's training. If we stick to their statements, the children would have returned to school after their stay, but it is the opposite, they do not return, this invalidates the conclusions of the work of Baussier (2003) when he says that " In France, on March 6th, 2000, the French parliament passed a law establishing a child advocate. Every year, this defender gives the President of the Republic and Parliament a report on the situation of the rights of the child in schools, hospitals, prisons and homes".

The investigations have also proved, that they are actually parents themselves, who are authors of drop out of their children either directly or indirectly. They do this directly when they force their daughters to marry at a very young age (customary practices due to religion for some) or when they send them to play the roles of servants to third persons in the big cities of Benin. They do this indirectly when they neglect the education and follow-up of their children. As a result, children cannot buy the educational materials and are sent back repeatedly, which makes them demotivable. Also, when children are left without parental care, they laze and indulge in any kind of distraction and then double the class if they go to school until the end of the year otherwise they abandon them -Same. Children who are responsible for their own school leaving by taking advantage of the carelessness of their parents do so by mimicry. In fact, young people who go to work in Nigeria or elsewhere, come back with material goods that they exhibit to snatch some learners from school who are convinced. Table 6 provided us with information on the actual causes of school drop out.

Faced with all this, action has been taken to stop this phenomenon. People (organized in association or NGO) knowing the importance of school in the success of a person as well as the teachers, initiated several activities of awareness, school support, micro-credit to help mothers, and school support. They have difficulties of course, but they continue to act because for them nothing is better than an educated child, be it a boy or a girl.

It should also be noted that the school favors a little bit of school dropout. The finding made in some primary schools in the commune of Djougou precisely in Nalow1, Sibongou and Jehou, reveals that the number of teachers is insufficient to cover all classes. Thus, a teacher can cumulate two classes for him alone or this class does not exist outright because there is no teacher to hold it. Learners in such conditions, do not have the attention they need on them and easily do something other than what is asked of them as a schoolboy. They may even be absent for a few days without being spotted. Better, in these conditions, the quality of the assessment may not be good and demotivated more than one. This information is shown in Table 3. After completion (Table 3), we emphasized in the analysis that some classes did not even work. These data corroborate with the findings of UNESCO's work (2011) when the authors of the paper state that:

"In Africa, education systems remain largely dominated by the practice of assisted learning. As a result, the analysis of the teaching question must be carried out in a holistic perspective that goes beyond the stereotyped antagonisms between, on the one hand, the non-formal and the formal and, on the other hand, between the sub-sectors of the latter. . The issues of needs assessment, training, recruitment, deployment, career management, compensation and social dialogue remain relevant for all categories of learning facilitators ranging from the educator to preschool to university professors through teachers, post-primary teachers and literacy teachers ".

In short, those responsible for school dropout are at three (03) levels namely: parents, children themselves and the education system through the inadequacy of conditions at school. Responsibilities vary by level. Much of the responsibility lies with the parents because they are their offspring and they are fully responsible for their dependence. Then, the average share goes to the children themselves because after all, they are masters of their choice consciously or unconsciously and we cannot hold them back at school when they vigorously express their desire to stop by conviction. Finally, the smallest non-negligible part goes to the educational system, specifically to the leaders through their management of national education (educational policy), which invalidates the results of the work of Crozier and Friedberg (1977) on the actor and the system. Here in the context of our study we found that each of the actors was not able to play its role well in order to allow the education system to work well at the level of the primary schools concerned by our study in the commune of Djougou.

4. CONCLUSION:

In sum this research work conducted on primary schools in the commune of Djougou, allowed us to evoke a reality that weakens the reliability of the education system. Although it has existed for ages, this reality, which can be called a phenomenon because it is a social fact, has increased in recent years. It is about the drop out. It is a phenomenon that is the withdrawal of learners from the education system, without qualification. In its manifestation, the lack of schooling decreases the rate of school attendance and increases the number of poorly literate children. It deprives the countries of young intellectual competence which is not without consequence on their level of development.

If the bet of the schooling of the children could be won thanks to the partners (national and international) and the State to the point where the rate of schooling is sometimes higher than 100%, the maintenance of these children in the education system on the other hand cause of enormous concern to all actors in charge of education, it was said. We also said that there is no department in Benin that is spared from school dropout. Even if it is of different proportions, each department at the municipal level, knows the presence of this phenomenon and is concerned. It was to better understand this phenomenon that we undertook to make a descriptive study.

In addition, to corroborate our remarks, let us recall some statistics that have been put to contribution. In Africa, particularly in countries where poverty is the cause of the phenomenon of dropping out of school, people are talking about it forcefully. In Burkina Faso, data on the dropout rate through the statistical yearbook of the Ministry of Basic Education shows that it is increasing from EC1. About 9% between 2000-2001, this rate seems more accentuated (12%) in boys before the middle course (ROCARE-Burkina Faso, 2002). Elsewhere, it is the same, many other countries are facing the same situation. In Cambodia, according to statistics and education indicators from the Ministry of Education, Youth and Sports (2001), 12 per cent of Cambodian young children across the country have dropped out of primary school (Yin, 2005). The case of Morocco is even more challenging. According to the statistics database of the Ministry of National Education, out of 1000 students enrolled for the first time in the first year of primary school (cohort), 620 reach the 6th year (grade 5) and 380 leave the school before that At the global level, drop-out rates increased by 26% between 2000-2001 (Chedati, 2004). In Benin, 66 out of 100 learners reach the ACII class, that is to say 34 learners who leave the education system without qualification (SRNES, 2008). While according to other research, only 54 out of 100 learners reach the AC2 class, with 46 learners leaving the education system without qualification (APRM, 2008). These last figures, although different, show that we have an average of thirty children who left the education system in 2008. Today, these statistics may have increased well. This is the case as we said, at the level of the commune of Djougou since, the rate of drop out or abandonment went from 15.43% in 2004 to 17.61% in 2013 (Gomèz, 2014).

All this research work could not be done without clear goals and assumptions. Thus, the specific objectives that allowed us to do this work were worded as follows: first, to present the realities of teaching/learning conditions that favor the phenomenon of school drop out in the municipality of Djougou, secondly, to present the reasons which underlie the phenomenon of the drop out in the commune of Djougou on social, economic and religious ways. The hypotheses set also were, firstly, that the conditions of teaching/learning favor the drop out of the municipality of Djougou. Secondly, the phenomenon of drop out is underpinned by social, economic and religious constraints. These hypotheses have been confirmed by the data from the field, which leads us to say that the drop out has its anchorage in the municipality of Djougou because of the one part of the mode of life of the population in particular of the parents

and the very unsatisfactory economic situation on the other hand. The other reality also confirmed in this research work is the shortage of teachers and didactic materials, resulting in poor teaching/learning conditions.

The methodology followed in this research work consisted in choosing arbitrarily 09 schools located in 02 districts namely Djougou 1 and Djougou 2. This because of their cosmopolitan character and their density with regard to the population. Then we collected information using tools such as the survey questionnaire, direct observation and interviews. Once collected, this information was categorized before being manually processed using the counting cards. It should be remembered that, apart from the selected schools, our sample also retained the parents of the out-of-school learners and the persons in charge of the structures in charge of education such as the NGOs located in the locality of Djougou.

The results we have achieved are suggestive. In summary, we found that in 03 localities enrollments in the IC decreased (Bougou/A from 75 learners in 2013-2014 to 67 learners in 2014-2015, Nalow 1 from 50 learners in 2013-2014 to 31 learners in 2014-2015), Daringa from 94 learners in 2013-2014 to 89 learners in 2014-2015). Then, 02 schools had to suspend classes. These are Nalow 1 (no EC2 class in 2013-2014 or AC1 in 2014-2015) and Sibongou (no EC2 in 2013-2014). At this level the phenomenon is already manifesting itself. Finally, in AC2 no locality has had a staff beyond twenty. This reality expresses clearly in statistical terms, the extent of the drop out in these two districts of Djougou which are representative of the general situation in all the municipality. This can lead us to say that the situation is identical in all schools of Djougou.

It will be said in view of these realities presented that the education system in the sub-sector of primary education is undermined by the drop out and that if so far the situation is not taken to the body all the efforts made would have been useless.

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