

**COTE D'IVOIRE – WEST AFRICA**  
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ONLINE INTERNSHIP REPORT

**CONTRIBUTION TO THE FIGHT AGAINST  
PREGNANCIES IN SCHOOLS FOR POVERTY  
REDUCTION AS PART OF SUSTAINABLE  
DEVELOPMENT, IN THE MUNICIPALITY OF  
BOUAFLÉ :**

**The case of the Modern High Schools I and II, and the  
Tenkodogo School Group**

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## INTRODUCTION

The struggle against poverty has been one of the major concerns of international institutions and organisations for many decades, due to the large number of people in the world who are considered poor and the geographical area covered by this scourge. Poverty is nowadays one of the most stubborn and widespread scourges in the world.

It could be described as a lack of financial and monetary resources, resulting in a total or partial inability to meet human needs such as 'food', 'clean water', 'clothing', 'education'.

It highlights the social and economic inequalities that tend to categorise one population over another and keep the population concerned in a "socially disabling bubble" that prevents them from meeting the above needs.

In addition, the United Nations Development Programme (UNDP) gives a clearer view of the concept of 'poverty', which it describes as “*an complex phenomenon*”<sup>1</sup>, “*a multidimensional problem that requires integrated multisectorial solutions*”<sup>2</sup>. In his report **Overcoming Human Poverty** (2000), he categorises and defines 'extreme poverty', 'general poverty' and 'human poverty' in these terms: « *Thus, a person is in extreme poverty if he or she lacks essential food income - usually defined on the basis of minimum caloric needs (...). A person is in general poverty if he or she lacks sufficient income to meet basic non-food needs - such as clothing, energy and shelter - and food needs. "Human poverty", on the other hand, is presented as "the absence of basic human capabilities: illiteracy, malnutrition, reduced longevity, poor maternal health, preventable disease*».

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<sup>1</sup> Journals.openedition.org/ Poverty according to the UNDP and the World Bank

<sup>2</sup> Ibidem

Poverty is now the number one scourge to be eradicated in order to achieve Sustainable Development, “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”<sup>3</sup>. It is therefore understandable that the UN is committed to eradicating it worldwide, especially in African countries, which are of particular interest to us in this report.

The reason is that these countries, in their walk towards development, are facing a multitude of common and rather persistent problems, including the phenomenon of school pregnancies.

This phenomenon is on the rise in sub-Saharan African societies, more specifically in Côte d'Ivoire, to the point where it is not surprising to see a teenage girl dressed in her school uniform and bearing an almost full-term pregnancy.

This is a problem insofar as the young girl is an important link in society and large-scale teenage pregnancy during her apprenticeship slows down the development of the country, which is under pressure to implement measures to eradicate this problem, in parallel with its fight against poverty; not to mention the fact that it also constitutes a considerable obstacle to the social and educational achievement of the young girl.

In fact, the study which is the subject of our report is interested in the causes most likely to encourage the persistence of the phenomenon of pregnancy in schools in the Bouaflé Region of Côte d'Ivoire, with the aim of combating its consequences on the lives of young Ivorian women.

It consists of four (4) chapters. The first chapter presents the problematic to which our study responds, the justification for the choice of our theme; the

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<sup>3</sup> [https://fr.m.wikipedia.org/wiki/Rapport\\_Brundtland](https://fr.m.wikipedia.org/wiki/Rapport_Brundtland)

objectives and interest of our study; and the context in which the survey was conducted.

The second chapter deals with our methodology, while the third chapter presents the results of our survey.

Finally, the last chapter will be dedicated to interpretations of results and our analysis and recommendations.

Chapter I

**PROBLEMATIC**

**(WITH REMINDER OF THE**

**CONTEXT AND INITIAL**

**OBJECTIVES)**



## **CHAPTER I: PROBLEMATIC (WITH REMINDER OF THE CONTEXT AND INITIAL OBJECTIVES)**

In this chapter, we will deal with the problematic to which our study responds, the justification for the choice of our theme (I), the objectives and interest of our study (II) and finally, the context in which the survey was conducted (III).

### **I. PROBLEMATIC AND JUSTIFICATION OF THE CHOICE OF THEME**

#### **1.1.1 Problem of the present investigation**

The particularity of the phenomenon of pregnancy in schools is its multidimensional and complex nature. It includes social, economic, educational, women's and children's protection issues and involves several actors from the highest administrative level to young people, including officials and parents.

This particularity has prompted the Ivorian authorities to implement ways and means to fight against this phenomenon through awareness campaigns motivated by the slogan « *Zero pregnancy in schools* » (2013)<sup>4</sup>, and many other mechanisms. Nevertheless, it is still sad and distressing to note that the phenomenon is not really declining or slowing down considerably and is still in full swing in schools in several regions of the country, as this recent article entitled '*Côte d'Ivoire still far from "zero pregnancy" in schools*' (2020)<sup>5</sup>: "Since 2013,

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<sup>4</sup> [https://scorecard.prb.org/Accelerated School Pregnancy Reduction Plan \(2013-2015\)/ Zero Pregnancy Campaign in Côte d'Ivoire](https://scorecard.prb.org/Accelerated%20School%20Pregnancy%20Reduction%20Plan%20(2013-2015)/Zero%20Pregnancy%20Campaign%20in%20C%C3%AAte%20d'Ivoire)

<sup>5</sup> [www.lemonde.fr/afrique/article/2020/02/05](http://www.lemonde.fr/afrique/article/2020/02/05)

*the Ministry of Education has made the fight against early pregnancies one of its priorities, but there are still around 3,700 cases each year”.*

In the end, a picture as unenviable as school pregnancies in Côte d'Ivoire, revealing a threat to the future of young women, which is constantly increasing despite all the solutions that have already been more or less implemented by the State to combat it, raises questions for us, the most important being:

- What are the macro and micro environments of this phenomenon?
- What are the psychosocial factors that lead young female students to adopt behaviours that may increase the risk of pregnancy?
- What legal framework can be set up to protect the young girl student in the Bouaflé Region?

All these questions lead us to formulate our study question as follows:

**« HOW TO FIGHT MORE EFFECTIVELY AGAINST THE PHENOMENON OF SCHOOL PREGNANCIES IN THE BOUAFLE MUNICIPALITY ? »**

### **1.1.2 Justification for the choice of theme**

For this three-month internship, granted by the United Nations Association for Development and Peace (UNADAP), we have chosen the following theme: « Contribution to the fight against pregnancy in schools, within the framework of Sustainable Development, for the reduction of poverty, in the Municipality of Bouaflé: The case of the Modern High Schools I and II, and the Tenkodogo School Group ».

We were interested in this topic for three main reasons, which are political, personal and scientific:

- **Political reason**

The political reason is that, on the one hand, the phenomenon of school pregnancies remains a persistent and all too present problem in our young African states, in search of sustainable development, and adds to the long list of problems slowing down their development.

According to the statistics collected by the State of Côte d'Ivoire concerning this scourge, a Council of Ministers meeting held in April 2014 revealed that in the 2012-2013 school year, 5076 cases of pregnancy had been recorded, including one thousand in primary education.<sup>6</sup>

In addition, according to the Strategic, Planning and Statistics Directorate of the Ivorian Ministry of Education, the 2016-2017 school year revealed 4471 cases; in these terms: « *In detail, 1153 girls aged 9-14, 2393 aged 15-18 and 920 young women aged 19 became pregnant during this period (...). 404 pregnancies in primary education in 2015-2016 compared to 512 in 2014-2015* »<sup>7</sup>.

These figures reveal a far too high and absolutely worrying number of cases of pregnancy in Ivorian schools, and they push us, young students, to take an interest in this phenomenon, to try to understand it, and to make suggestions, in the interest of our country.

- **Personal reason**

The second reason is personal. We are very sad to see the negative consequences of this phenomenon in the lives of our young teenage sisters, who take the path of early motherhood without any life experience or financial independence. We have seen, in our environment and before this survey, a global change in the personality of girl-mothers insofar as they marginalise themselves from society, for several reasons.

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<sup>6</sup> [www.jeuneafrique/](http://www.jeuneafrique/) Côte d'Ivoire faced with the persistent phenomenon of pregnancy in schools

<sup>7</sup> [www.gouv.ci/portailofficieldugouvernement/](http://www.gouv.ci/portailofficieldugouvernement/) fight against pregnancy in schools: the Government is cracking down

We would like to understand this phenomenon so that the results of this study can be used to propose new perspectives to the Ivorian authorities, in order to make these young girls understand their place and their importance in society.

- **Scientific reason**

The third reason is scientific. It is due to the fact that the phenomenon of pregnancy in schools, because of its scale, has been and continues to be the subject of a multitude of surveys, articles and even thesis topics, as well as conferences, more specifically in the Black African States, to reflect on the issue, explore ways of combating it and take efficient measures.

In this respect, we can cite the report of the United Nations Population Fund (UNFPA) Burundi (2013)<sup>8</sup> on pregnancy in schools; the remarkable work of Timar GBAGUIDI on the theme: « *Pregnancy in schools in the district of Tchaourou (Benin): Level, profile of women concerned and consequences for schooling* »<sup>9</sup>.

In Côte d'Ivoire, there is now a wide range of studies and articles in the same vein, carried out in several regions of the country and by researchers of all specialities or special envoys of information platforms. In this regard, we can cite the relevant study conducted by a team of researchers from the Alassane Ouattara University of Bouaké, led by Professor Akindes Francis, holder of the UNESCO Chair in Bioethics (2016)<sup>10</sup>.

We can add the case study by Mr. Yao Kouakou Albert, a doctoral student at the University of Félix Houphouët-Boigny in Cocody-Abidjan, specialising in the sociology of health, on the subject: "The problem of the phenomenon of pregnancy in Ivorian schools" (2014)<sup>11</sup>.

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<sup>8</sup> <https://burundi.unfpa.org/> Report on the investigation of school pregnancies

<sup>9</sup> Report available at: <https://scienceetbiencommun.pressbooks.pub>

<sup>10</sup> [www.linfodrome.com](http://www.linfodrome.com) /Pregnancy in schools: Here are those who "impregnate" our student girls

<sup>11</sup> Report available at: <https://archives.uvci.edu.ci>

Lastly, we would like to quote an article from a large Ivorian news platform on a survey carried out in the Hambol region (central-northern part of the country), where the phenomenon is in full swing among Ivorian youth and is attracting media attention<sup>12</sup>.

By choosing to carry out this research, our objective is simply to study solutions in order to make our modest contribution to the vast field of knowledge relating to this struggle and to this national and even international mobilisation.

## II. DEFINITION OF CONCEPTS

### 2.2.1 Contribution

According to the French dictionary "Le Petit Larousse Illustré" (2020), **Contribution** is "the share that each person brings to a common expense", "the help, the assistance that each person brings to a common work". This document also defines a contributor as "a person or a group that takes part in the execution of a project or an enterprise".

For our study, **the Contribution** is the contribution of this research to the struggle against the phenomenon of pregnancy in schools.

### 2.2.2 Fight

The French dictionary "Le Petit Larousse Illustré" (2020) defines Fight as "a set of actions carried out to overcome an evil, difficulties".

In the context of our study, the fight has the meaning of sustained actions to be determined and carried out in order to achieve effective results that result in the regression of the phenomenon of pregnancy in schools, as well as its consequences on the moral and physical integrity of girl students.

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<sup>12</sup> <https://www.rti.info>

### **2.2.3 Pregnancy**

According to the same dictionary, "Pregnancy is a state of a woman between fertilisation and childbirth".

"It is the set of phenomena taking place between fertilisation and childbirth, during which the embryo, then the foetus, develops in the maternal uterus.

The Futura Sciences<sup>13</sup> website defines pregnancy as "the process of developing a new being within the woman's genitalia. After nine months of pregnancy, the pregnant woman gives birth to her baby.

### **2.2.4 School and School environment**

The French dictionary "Le Petit Larousse Illustré" (2020) defines School as the institution where general collective education is given and as the institution responsible for giving general collective education to children of school and pre-school age. This includes the secular school; as an institution.

The school environment is therefore the general institutional framework in which primary and lower and upper secondary education is provided. Our study therefore focuses on girls in primary schools, as well as in secondary schools.

### **2.2.5 Poverty**

As we said in the introduction, according to the United Nations Development Programme (UNDP), the concept of 'poverty' is describes as "*an complex phenomenon*"<sup>14</sup>, "*a multidimensional problem that requires integrated multisectorial solutions*"<sup>15</sup>. In his report **Overcoming Human Poverty** (2000), he categorises and defines 'extreme poverty', 'general poverty' and 'human poverty' in these terms: « *Thus, a person is in extreme poverty if he or she lacks*

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<sup>13</sup> <https://www.futura-sciences.com/sante/definitions/medecine-grossesse-3443/>

<sup>14</sup> [Journals.openedition.org/](https://journals.openedition.org/) Poverty according to the UNDP and the World Bank

<sup>15</sup> Ibidem

*essential food income - usually defined on the basis of minimum caloric needs (...). A person is in general poverty if he or she lacks sufficient income to meet basic non-food needs - such as clothing, energy and shelter - and food needs. "Human poverty", on the other hand, is presented as "the absence of basic human capabilities: illiteracy, malnutrition, reduced longevity, poor maternal health, preventable disease».*

### **2.2.6 Sustainable development**

According to the INSEE website (National Institute of Statistics and Economic Studies of France)<sup>16</sup>, « *sustainable development is "development that meets the needs of the present without threatening the ability of future generations to meet their own needs"* », quote from Mrs Gro Harlem Brundtland, Prime Minister of Norway (1987).

*In 1992, the Earth Summit in Rio, held under the aegis of the United Nations, made official the notion of sustainable development and the three pillars (economy/ecology/social): **Economically efficient, socially equitable and environmentally sustainable development.***

For the UN (United Nations), « *Since its creation in 1945, the foundations of the United Nations have been based on the human rights defence, economic development and the maintenance of international peace and security. Over the years, the various UN specialised agencies (e.g. UNESCO, FAO) and the various programmes and funds created (e.g. UNICEF, UNDP, UN-Habitat) have emphasised collaboration to address global issues. The UN has always played a fundamental role in promoting the concept of sustainable development. (...).*

### ***The 2030 Agenda for Sustainable Development***

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<sup>16</sup> <https://www.insee.fr/fr/metadonnees/definition/c1644>

*The 2030 Agenda includes an ambitious and universal plan for states, UN organisations as well as the private sector, NGOs and citizens at large. With the 2030 Agenda for Sustainable Development adopted in 2015, the 17 Sustainable Development Goals are officially defined. The SDGs complement the Millennium Development Goals<sup>17</sup> (MDG) while moving away from the classic North-South divide to focus instead on a global agenda for all people. Indeed, when it comes to sustainable development, all countries are developing countries. The SDGs aim to eradicate poverty, reduce inequality and save the planet from the consequences of climate change by 2030. It is the duty of governments, businesses and the general public to put the planet on a sustainable path.*

### ***The Sustainable Development Goals***

*The 17 Sustainable Development Goals focus on the social, environmental and institutional issues that must be addressed in order to achieve sustainable development. The goals focus on five main themes: Human dignity, Regional and global stability, a healthy planet, resilient societies and prosperous economies. Unlike the MDGs, which focused independently on specific problems, the SDGs are cross-cutting and articulated in a holistic and circular manner. Moreover, the formulation of these MDGs is not only intended to enable their achievement, but also to make them relevant to everyone, both developed and developing countries. In order to make the goals achievable and measurable, they are subdivided into 169 sub-goals and 232 global indicators for monitoring purposes.*

All in all, our study is part of the struggle against poverty, particularly that of girl students, and by extension of women, by identifying the factors likely to expose them to early pregnancies and to an interruption of their studies, in order to propose solutions that could slow down and curb the phenomenon. Pregnancy in the school environment, being an obvious cause of school drop-out, could

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<sup>17</sup> <https://unric.org/fr/developpement-durable/>



constitute a serious factor of poverty for thousands of young girl students whose life would be extremely complex and unsustainable, in an underdeveloped country, classified as one of the poor and heavily indebted countries (HIPC) of the world.

From this point of view, our survey fits into the overall framework of Sustainable Development and the goals and concepts of UNADAP (United Nations Association for Development And Peace), which is a United Nations organisation led by former diplomats, international civil servants, political ministers and anti-corruption activists, which strives to inspire world leaders to integrity, justice and peace, and which works actively to build community capacity.

### **III. THE AIMS AND IMPORTANCE OF THE STUDY**

#### **2.3.1 The aims of our study**

##### **▪ General aim**

The general objective of this research is to identify solutions to reduce the level of pregnancies in schools in the Bouaflé region, with the aim of helping to promote a framework conducive to the development of our country, through the protection of the rights of the young girl student and her support in her integration into society.

##### **▪ Operational and specific aims**

To achieve the general objective, the following operational objectives have been formulated:

- Describe the relationship of the young girl student to sexuality and contraception;
- Identify psychosocial factors that may increase the risk of pregnancy;

- Identify suggestions made by girl students, parents and education officials to combat school pregnancy;
- To propose solutions for a more effective fight against pregnancy in schools in the Bouaflé region.

### **2.3.2 Importance of our study**

The ambition of this study is to add new information to the field of knowledge on the extent of the scourge of school pregnancies in the Bouaflé region and in Côte d'Ivoire, as well as on the means to remedy it or to reduce its level. Taking this into account could contribute to a more effective fight against this scourge, while opening new perspectives.

## **IV. THE BACKGROUND OF THE INVESTIGATION**

Prior to our survey, some studies were produced with the common aim of contributing to the fight against school pregnancy in the Marahoué Region (of which Bouaflé is the capital). According to our research, there were very few.

Nevertheless, we can cite the study by Mr ASSUE Yao Jean-Aimé, Mr DIALLO Issoufou and Mr DIALLO, respectively Assistant Professor/Researcher and doctoral students at the Alassane Ouattara University of Bouaké. Their theme was as follows: « *Geographical study of the sexuality of pupils, factors of early and unwanted pregnancies in public secondary schools in the Marahoué regional area* »<sup>18</sup>. This study took place during 2018 and highlighted ‘*high sexuality, sexual precocity and low contraceptive use in the region*’<sup>19</sup>.

We can also add to this an article from the Ivorian Press Agency (AIP) which drew our attention to the fact that the phenomenon of pregnancies in schools is an object of concern for the Ivorian administrative authorities. Indeed,

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<sup>18</sup> [www.nzassa-revue.net](http://www.nzassa-revue.net)

<sup>19</sup> Ibidem

this article reports: « *The Ministry of National Education, Technical Education and Vocational Training, through the Directorate of Mutual Insurance and Social Works in schools, will initiate (...) in Bouaflé, an activity to re-mobilise the educational community around the fight against pregnancy in schools* »<sup>20</sup>. And according to this article, this activity was aimed at « *guide school actors on the protection actions to be carried out in favour of teenage girls in school, to engage leaders and supervisors*».

It is therefore in a context of questioning the means of effectively combating this phenomenon that we carried out our field investigation in the Marahoué Region, in the capital of the region, in Bouaflé.

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<sup>20</sup> Article available at: [www.atooc.ci/](http://www.atooc.ci/) The educational community of Marahoué remobilised to fight against pregnancy in schools

**Chapter II**  
**METHODOLOGY**

## **CHAPTER II: METHODOLOGY**

In this chapter on methodology, we describe all the procedures that enabled us to carry out our study. These include the definition of the study, preliminary steps, sampling, survey instruments, data collection, difficulties encountered and data processing.

### **I. DEFINITION OF OUR STUDY**

The study we conducted is descriptive in nature. It first describes the causes and consequences of the phenomenon of pregnancy in schools in the Municipality of Bouaflé, then identifies solutions that could be implemented against this social phenomenon and ends with proposals for an efficient fight against this scourge.

### **II. PRELIMINARY STEPS**

This study began with preliminary steps. We met with girl students (from primary and secondary schools), parents of students, education officials in the above-mentioned schools and local administrative authorities.

#### **2.2.1 The target population**

In an attempt to understand the phenomenon of school pregnancy, we have addressed several categories of people.

First of all, the young female students were concerned. Several factors were taken into account in the selection of these girls.

The target population is the set of individuals likely to be reached during the study. Our target population consists of:

- Young girls aged 13 to 21, residing in the Municipality of Bouaflé, and studying in secondary and primary schools in the municipality;
- Educational leaders (primary school headmasters, secondary school educators, secondary school education and guidance counsellors) and parents of students in the Municipality of Bouaflé;

- The headmasters of Bouaflé high schools;
- Inspectors of Primary and Pre-school Education of Bouaflé;
- And Regional officials of the Ministry of National Education and Literacy of Marahoué.

### **2.2.2 Accessible population**

We note:

- Girls aged 13 to 21 years residing in the Commune of Bouaflé and attending the Modern High Schools I and II, and the Tenkodogo School Group;
- Educational leaders (Primary school headmasters, Educators, Education and guidance counselors) and parents of students in the Modern High Schools I and II, the Tenkodogo School Group and the Biaka Boda School Group;
- The headmasters of High School I and II of Bouaflé
- The Inspector of Primary and Pre-school Education of North-Bouaflé
- And the Regional Director of National Education and Literacy.

For the 2020-2021 school year, the High school I has an enlisted population of 4158 students, including 1381 girls in the First Cycle and 518 girls in the Second Cycle, for a total of 1899 girls.

The High school II has a total of 5411 pupils, including 2121 girls in the first cycle and 331 girls in the second cycle, making a total of 2452 girls.

As for the Tenkodogo School Group, it has a general enrolment of 530 pupils (Tenkodogo School I, 284 pupils, and Tenkodogo School II, 246 pupils) including 213 girls (Tenkodogo School I, 112 girls, and Tenkodogo School II, 101 girls).

We therefore have a total enrolment for the both high schools of 4351 female students, and for the Tenkodogo School Group of 213 female students,

which makes a total of 4564 girls, from which we have chosen a sample of **pubescent girls**, from CM2 and Sixth grade to the Senior Year, for our study.

***\*Clarification about classes:** According to the Ivorian education system, primary grade is composed of six levels. The level most concerned by our study is the last one, CM2 (translated in French as "Cours Moyen deuxième année"), because the female students are older.*

*The Ivorian CM2 class corresponds in England to the class called 'Year 6' and in Scotland, to the 'Primary 7' class.*

*Secondary education is composed of seven levels. The Sixth grade (6th), in Côte d'Ivoire, corresponds to the first level of the first secondary cycle.*

*After this class, there are respectively the Fifth grade (5th), the Fourth grade (4th), the Third grade (3rd), the Second grade (2nd), the First grade (1st) and finally the Final grade.*

### **III. SAMPLE**

Our (theoretical) starting sample consists of one hundred and forty-four (144) people:

- 50 non-pregnant girls from High School I;
- 50 non-pregnant girls from High school II;
- 10 pregnant or previously pregnant students from High school I;
- 10 girls who are pregnant or have been pregnant at High school II;
- 5 non-pregnant girls from Tenkodogo School Group;
- 5 girls who are or have been pregnant in the Tenkodogo School Group.

Their number is smaller because they are less physiologically exposed to pregnancy than their older sisters in high schools and colleges;

- 10 educational leaders and parents of students from High school I, High school II, Tenkodogo School Group and Biaka Boda School Group;

- The headmaster of the High school I of Bouaflé
- The headmaster of the High school II of Bouaflé;
- The Inspector of Primary and Pre-school Education of North-Bouaflé;
- And the Regional Director of National Education and Literacy of Marahoué, in Bouaflé.

### **2.3.1 The school level**

The girls who received our questionnaire sheets were enrolled in primary and secondary schools in the Municipality of Bouaflé.

### **2.3.2 Whether or not they became pregnant during their school years**

We were interested, on the one hand, in young girls who were pregnant or had been pregnant recently. On the other hand, we were interested in pubescent girls who had never been pregnant.

### **2.3.3 The choice of the schools**

In theory, we targeted schools in the Bouaflé-Nord area. Thus, students from the Modern High School (split into two different high schools, High School I and High School II), which is the largest public secondary school in the town of Bouaflé, and the public primary school, the School Group Biaka Boda, were co-opted.

However, for reasons of work convenience, the School Group Tenkodogo was chosen for the survey of girls and primary school teachers, and the School Group Biaka Boda was chosen only for the survey of primary school teachers.

Secondly, parents of students were selected. More specifically, interviews were conducted with the parents of the girls in the various situations mentioned above.



We also spoke with those directly responsible for the schools in question, in particular the headmasters of the two secondary schools and the headmasters of the two primary schools, as well as some guidance counsellors and educators.

Finally, the administrative, medical and social authorities of the local school environment were met, including the Regional Director of National Education and Literacy of Marahoué, the Inspector of Primary and Pre-school Education of the North-Bouaflé sector, the Regional Director of Social Affairs for Marahoué and the Chief Medical Officer of the School and University Health Service of Bouaflé (the Regional Director of Social Affairs and the Chief Medical Officer of the School and University Health Service were contacted only for the statistics on pregnancies in the local school area).

#### IV. SAMPLING

**Table 4.1:** Summary of the sample actually obtained in the field

RESPONDENTS		GENDER		HEADCOUNT		
		Male	Female			
Young girls students	High School I of Bouaflé	00	52	52	<b>102</b>	<b>112</b>
	High School II of Bouaflé	00	50	50		
	School Group Tenkodogo	00	10	10	<b>10</b>	
Parents and Educational Leaders	Parents of students	05	03	08	<b>08</b>	<b>16</b>
	Primary school Educators	03	01	04	<b>08</b>	
	Secondary school educational leaders	04	00	04		
Regional Director of National Education and Literacy		01	00	01	<b>01</b>	
Inspector of Primary and Pre-school Education of North-Bouaflé		01	00	01	<b>01</b>	
Principal of Bouaflé High school I		01	00	01	<b>01</b>	

Principal of Bouaflé High school II	01	00	01	<b>01</b>
<b>TOTAL</b>	<b>16</b>	<b>116</b>	<b>132</b>	<b>132</b>

The sample was chosen blindly. Ivorian university professor Paul NDA (2002) also calls this type of sample an “accidental sample”. It is, he says, one where the population is not defined. Moreover, it is a sample made up of the first people we met by chance, accidentally: we therefore took all the cases that presented themselves to us, according to their availability, until the sample had the expected size.

Our sample was characterised by a higher number of young girls in puberty, whether or not they were having sex, in the Municipality of Bouaflé. They enabled us to find out about their relationship with sexuality and contraception, through the effectiveness or otherwise of their sexual activity, the frequency of this sexual activity, the profile of their first sexual partner, the period when they get pregnant the most, their opinion and feelings about this phenomenon, their knowledge of contraceptive methods, the percentage of those who know their menstrual cycle and those who use contraceptive methods.

By interviewing them, we also learned about their social environment, the economic and social situation of their parents, their livelihoods, their awareness of the phenomenon of pregnancy in the school environment, and the family and relational impact of pregnancy contracted as a student. This information enabled us to understand their exposure and vulnerability to early pregnancy. Finally, these girl students enabled us to find out what proposals or choices they had for dealing with this phenomenon within their specific social group.

While education officials and parents of pupils told us about the organisation of their schools, the activities carried out by their respective administrations in the context of the struggle against pregnancy in schools, their opinions on the said phenomenon, the psychosocial factors which, according to them, favour the risk of pregnancy, the means and measures implemented by their

administrations to combat this problem and its consequences in the lives of the girls in their schools, and the solutions recommended by their ministry.

The different authorities and heads of services selected informed us of their knowledge of the phenomenon of pregnancy in schools in Bouaflé and in Côte d'Ivoire, and of its extent in the country. They also told us about the measures in force to combat this evil, as well as the means and activities implemented to reduce it.

## V. VARIABLES AND INDICATORS

Our research was based on three (03) variables which are:

- 1) Girl students' relationships with sexuality and contraception;
- 2) Psychosocial factors that may increase the risk of pregnancy;
- 3) Measures to combat school pregnancy.

### **Variable 1: Girls' relationship with sexuality and contraception**

The study of **the relationship of the girl students with sexuality and contraception** enabled us to find out about the habits of the girl students in relation to the reality of their sexual practice and the age of their first sexual intercourse, the frequency of their sexual intercourse, the profile of their first sexual partners in relation to their age category and socio-professional status, whether or not they have had experience of pregnancy, the period during which they got pregnant, and the level of tolerance of the fact of being a pregnant young woman the type of view that girl students have of pregnant students, the personal reasons and motivations for getting pregnant as a student, the feelings about getting pregnant as a student, the existence of a boyfriend or sexual partner in the lives of girl students, the girls' knowledge of their menstrual cycle, the girls' knowledge of contraception, the use of contraception and the frequency of use of the contraception that girl students say they use

The different issues mentioned above were our indicators for this variable.

**Variable 2: Psychosocial factors that may increase the risk of pregnancy among female students**

Through **the psychosocial factors likely to promote the risk of pregnancy among girl students**, we wanted to understand the reasons and causes for which girl students engage in sex at their age and the social and psychological situations that expose them to or dispose them to get pregnant. Our indicators were therefore: The girls' housing conditions as students, the frequency of visits by parents who do not live in Bouaflé to their student daughters, the size of the student girl's family, the parents' level of education, the parents' professional situation, the parents' marital situation, the girl's financial means and means of subsistence, the parents' care for the girls in terms of clothing and care their opinion on the causes of pregnancy in schools, their opinion on the level of information and training on contraception, the usefulness of abstinence in their opinion, their exposure to the risk of pregnancy, their opinion on the contraction of pregnancies by young girls in the middle of their schooling, the family and relational impact of pregnancy contracted in schools and the impact of pregnancy on the course of their studies.

**Variable 3 : Regulations to struggle against pregnancy in schools**

We based the study of **measures to struggle against pregnancy in schools** on the following indicators: the opinion of girl pupils on the adoption of legal and judicial measures against the perpetrators of student pregnancy, their opinion on the type of legal and judicial measures to be adopted, their opinion on the trial and sentencing by the courts of the perpetrators of the pregnancy of girl pupils, and their opinion on the reinstatement of boarding schools with strict disciplinary rules.

## **VI. DATA COLLECTION INSTRUMENTS (SURVEY INSTRUMENTS)**

To collect data in the field, we used two (02) types of instrument: the questionnaire and the interview guide that we developed based on our variables and their indicators.

### **2.6.1 The questionnaire**

The questionnaire consists of: 24 closed questions and 22 multiple choice questions, for a total of 66 statements.

Open-ended questions, in general, allow for more information to be obtained, as respondents are free to expand on the topic at will.

Closed questions, on the other hand, call for precise answers. They also make it easier and quicker to analyse the data because they are initially coded.

As for the multiple choice questions, they give our respondents the opportunity to express their choices from the different options.

# QUESTIONNAIRE FOR THE STUDENTS

## I/ IDENTIFICATION OF THE RESPONDENT

- Age range : 13-15 years old  19-21 years old   
16-18 years old  21 and more
- Nationality : .....
- Level of study : Primary  Secondary: 6<sup>th</sup> – 3<sup>rd</sup>   
2<sup>nd</sup> - Senior year
- Residential area : .....
- School Name : .....

## II/ RELATIONSHIP OF THE GIRL STUDENTS WITH SEXUALITY AND CONTRACEPTION

- Have you ever had sex? Yes  No   
If yes, at what age did you first have sex? .....
- How often do you have sex?  
Rarely  Occasionally  Regularly
- Your first sexual partner was :
  - At teenager  A young man  An adult
  - A pupil  A student  A worker  An unemployed
- Are you or have you been pregnant? Yes  No
- What time of year did you get pregnant?  
During school year  During the school holidays
- How do you cope or how did you cope being a young pregnant girl?  
Relatively well  Quite badly  Very badly
- How do you view pregnant students?  
I'm compassionate  I'm indifferent  I've a toughly view
- What are your personal motivations for having a pregnancy while still a student?

It's my choice.....

This was not planned.....

Lack of information about birth control methods.....

9. Do you have any regrets about having a pregnancy as a pupil?

Yes

No

Why?.....

10. Have you a boyfriend or sexual partner, now?

Yes

No

11. Do you know your menstrual cycle? Yes

No

12. Do you know some contraceptive methods?

Yes

No

If yes, name those you know .....

13. Have you ever used them?

Yes

No

14. Do you currently use them?

Yes

No

15. How often do you use the contraceptive methods you are using?

Rarely

Often

Always

## II/ PSYCHOSOCIAL FACTORS LIKELY TO INCREASE THE RISK OF PREGNANCY

### Social environment of the young girl pupil

1. How are you currently housed as a student?

Personal studio

House with roommates students

At parents' home

With tutors

2. If your parents do not live in the town of Bouaflé, how often do they come to visit you?

Very often

From time to time

Not at all

3. What is the size of your family?

Large family (10 or more members).....

Medium family (6 to 9 members).....

Small family (3 to 5 members).....

**Economic and social situation of the girl's parents**

1. What is the level of education of your parents?

<u>Father</u> :	Illiterate	<input type="checkbox"/>	Primary level	<input type="checkbox"/>
	High school level	<input type="checkbox"/>	Higher studies	<input type="checkbox"/>
<u>Mother</u> :	Illiterate	<input type="checkbox"/>	Primary level	<input type="checkbox"/>
	High school level	<input type="checkbox"/>	Higher studies	<input type="checkbox"/>

2. What is the professional situation of your parents ?

<u>Father</u> :	Employed	<input type="checkbox"/>	Official	<input type="checkbox"/>
	Unemployed	<input type="checkbox"/>	Self-employed	<input type="checkbox"/>
<u>Mother</u> :	Employed	<input type="checkbox"/>	Official	<input type="checkbox"/>
	Unemployed	<input type="checkbox"/>	Self-employed	<input type="checkbox"/>

3. What is the marital status of your parents?

Marital status :

Legally married	<input type="checkbox"/>	Polygamous	<input type="checkbox"/>
or traditionally	<input type="checkbox"/>	Singles	<input type="checkbox"/>
Common-law	<input type="checkbox"/>		
relationship			

Relational status :

Live together	<input type="checkbox"/>	Separated	<input type="checkbox"/>
Divorced	<input type="checkbox"/>	Death of a parent	<input type="checkbox"/>

**The pupil's livelihood**

1. What is the source of your livelihood ?



Parental budget  From boyfriend   
 Pocket money  Social assistance   
 Others (Name them) .....

2. Do your parents dress and care for you or give you the means to dress and care for yourself ?

Yes  No

If no, why according you?.....

**Girls' knowledge of the phenomenon of school pregnancy**

1. Do you know that the fight against the phenomenon of pregnancy in schools is one of the biggest struggles led by the Ivorian state, since 2013?

Yes  No

2. For you, are the results of this struggle positive and tangible?

Yes  No

3. Were you aware of the phenomenon of school pregnancy?

Yes  No  Vaguely

4. Do you have in your entourage, several cases of pregnancies of friends or sisters students?

Yes, a lot  Yes, a little  No

5. What do you think are the causes of school pregnancy?

Poverty  The frivolity   
 Fashion  Wrong companies   
 Parents' resignation  Insufficient school supervision   
 Others (Name them) .....

6. Do you think that young female students are sufficiently informed and trained on the means of contraception that can protect them?

Yes  Non

7. If so, how would you rate their level of information about contraception?

High  Medium  Low

8. In your opinion, is it useful for a young girl in school to practice abstinence?

Yes  Not necessarily  No

9. Do you think you are at risk for pregnancy at your current level of education?  
Yes  No

Why?.....

10. In your opinion, is it a problem for young girls to get pregnant while in school?  
Yes  Not necessarily  No

Why? .....

**Family and relationship impact of school-acquired pregnancy**

1. How do you feel about your life as a whole, since your pregnancy?  
Positive  Acceptable  Negative

2. What position did your family take when you announced your pregnancy?  
Comprehensive  She did not care  Hard

3. What impact has your pregnancy had on your relationship with your family?  
Positive  No effect  Negative

4. Did you experience rejection from your family when you announced your pregnancy?  
Yes  No

5. Has your pregnancy been recognized and accepted by its author?  
Yes  No

6. Has your pregnancy been recognized and accepted by its author?  
Yes  No

7. What impact did this pregnancy have on your relationship with the author?  
Positive  No impact  Negative

8. How do you rate your current relationship with the author of the pregnancy?  
Conflictual  Acceptable  Peaceful

9. Did your pregnancy end your studies?  
Yes  No

If not, when do you plan to return to school or when did you return to school?  
.....

**IV/ SUGGESTIONS BY YOUNG GIRLS TO FIGHT AGAINST SCHOOL PREGNANCY**

1. Do you think that legal and judicial measures should be taken against the perpetrators of student pregnancies to better protect young girls?

Yes

No

2. What do you think the law should impose financially or socially on the perpetrators of the pregnancies??

Monetary fine .....

Compel the author to take charge of the pregnancy .....

Funding for the recovery of the lost school year .....

Involvement of parents of minor perpetrators .....

Other (please specify) .....

3. Do you want the adult authors to be tried and sentenced by the courts for their responsibility in the pregnancies of the underage girls?

Yes

No

4. Do you think that the reinstatement of boarding schools, with strict disciplinary rules, could contribute to reducing the phenomenon of pregnancies in schools?

Yes

No

### 2.6.2 The interview guide

We developed five guides for interviews with the Regional Director of National Education and Literacy of Marahoué-Bouaflé, the Inspector of Primary and Preschool Education of North-Bouaflé, the Principals of Modern High schools I and II of Bouaflé, and finally, education officials and parents.

The interview with education officials and parents is a “structured interview”.

According to Paul NDA (2002), *this type of interview is used to collect information in a standardised way. It is a kind of **orally presented questionnaire**. The questions were rigorously planned beforehand and were formulated in a standardised way. All interviewees answered the same questions, after having received the same explanations. The interview was therefore carried out under practically identical conditions for all interviewees.*

## **GUIDE FOR THE INTERVIEW WITH THE REGIONAL DIRECTOR OF NATIONAL EDUCATION AND LITERACY**

- I. Introducing of the Regional Direction of National Education and Literacy (Organization chart and functions of the various departments)
- II. Activities led by the Regional Directorate of National Education and Literacy in connection with the fight against pregnancy in schools.
- III. The opinion of the Regional Director of National Education and Literacy on the phenomenon of pregnancy in schools in the Bouaflé Region.
- IV. Psychosocial factors that Regional Director of National Education and Literacy believes increase the risk of pregnancy in schools.
- V. The means and measures implemented at the level of the Regional Directorate of National Education and Literacy, to curb this phenomenon and its consequences in the lives of young girls enrolled in the school in Bouaflé.
- VI. Solutions recommended by the Ministry of National Education and Literacy to fight against this phenomenon in schools in Côte d'Ivoire.

## **GUIDE FOR THE INTERVIEW WITH THE ELEMENTARY SCHOOL INSPECTOR OF NORTH-BOUAFLE**

- I. Introducing of the Elementary School Inspection of North-Bouaflé.
- II. Activities implemented by the Elementary School Inspection, related to the fight against school pregnancy.
- III. The Inspector's opinion on the phenomenon of pregnancies in schools, in his sphere of competence (Statistics available in the North Elementary Education Inspectorate).
- IV. Psychosocial factors that the Inspector believes increase the risk of pregnancy in school setting.
- V. The means and measures implemented by Elementary Education Inspectorate of North-Bouaflé to curb this phenomenon and its consequences in the lives of young girls attending schools in its area of competence.
- VI. The solutions recommended by the Ministry of National Education to fight against the phenomenon of pregnancy in schools in Côte d'Ivoire, especially in elementary school.

## **GUIDE FOR THE INTERVIEW WITH THE PRINCIPAL OF THE MODERN HIGH SCHOOL I**

- I. Introducing of the organization of the High school 1 of Bouaflé.
- II. Activities implemented by the High School Administration, related to the fight against school pregnancy
- III. The opinion of the High school Principal on the phenomenon of pregnancy in schools in the Bouaflé region.
- IV. Psychosocial factors that the Principal believes increase the risk of pregnancy in school setting.
- V. The means and measures implemented by the high school administration to curb this phenomenon and its consequences in the lives of the young girls studying in the school.
- VI. Solutions recommended by the Ministry of Education to fight against the phenomenon of pregnancy in schools in Côte d'Ivoire.

## **GUIDE FOR THE INTERVIEW WITH THE PRINCIPAL OF THE MODERN HIGH SCHOOL II**

- VII. Introducing of the organization of the High school 2 of Bouaflé.
- VIII. Activities implemented by the High School Administration, related to the fight against school pregnancy
- IX. The opinion of the High school Principal on the phenomenon of pregnancy in schools in the Bouaflé region.
- X. Psychosocial factors that the Principal believes increase the risk of pregnancy in school setting.
- XI. The means and measures implemented by the high school administration to curb this phenomenon and its consequences in the lives of the young girls studying in the school.
- XII. Solutions recommended by the Ministry of Education to fight against the phenomenon of pregnancy in schools in Côte d'Ivoire.



**GUIDE TO CONDUCTING INTERVIEWS WITH EDUCATIONAL LEADERS AND PARENTS OF STUDENTS**

**I/ INTERVIEWEE IDENTIFICATION**

Educational leaders  Student's parent   
School (for educational leaders).....  
Job and function in the institution .....

**II/ RELATIONSHIP OF THE YOUNG STUDENT WITH SEXUALITY AND CONTRACEPTION**

1. Have you ever experienced pregnancy in a school?  
.....
2. How many cases of student pregnancy have been reported at our school?  
.....
3. Are girls in your school taught about contraception? If so, how?  
.....
4. Do you allow your daughter students to have boyfriends  
.....
5. Do you teach your children about contraception? .....

**III/ PSYCHOSOCIAL FACTORS THAT MAY CONTRIBUTE TO A STUDENT'S RISK OF BECOMING PREGNANT**

1. According to you, can the living conditions (housing, means of subsistence) of young girls in the town of Bouaflé encourage the phenomenon of pregnancy in schools? Justify your answer.  
.....  
.....  
.....  
.....  
.....

2. In your opinion, does the economic and social situation of the parents or the family contribute to the vulnerability of young students to pregnancy? Justify your answer.

.....  
.....  
.....  
.....

3. What do you think may be driving these young girls to engage in active, unprotected sex, exposing them to pregnancy?

Following fashion? Lack of education about contraception?

Poverty?.....

.....

4. How do you explain the earliness of these sexual relations?

.....  
.....

5. What in the student girl's home environment, is a contributing factor(s)?

.....  
.....  
.....  
.....

6. What is the school's share of responsibility in this phenomenon?

.....  
.....  
.....  
.....

7. How much responsibility do parents have for this phenomenon?

.....  
.....  
.....  
.....

**IV/ SUGGESTIONS FOR STRUGGLE AGAINST SCHOOL PREGNANCY**

1. What steps should parents of girl students take or observe at the family level to protect their children?

.....  
.....  
.....  
.....  
.....

1. What do you recommend or do you set in your school to fight against school pregnancy?

.....  
.....  
.....  
.....  
.....

2. What decisions or measures do you expect the State of Côte d'Ivoire to take against this phenomenon?

.....  
.....  
.....  
.....

3. Is there already a national policy in place?

.....  
.....

4. Do you think that legal and judicial provisions could help to curb the phenomenon? Which ones?

.....  
.....  
.....  
.....

5. Do you think that the reinstatement of boarding schools, with strict disciplinary rules, could be recommended in the fight against pregnancy in schools?

.....  
.....

### **2.6.3 Advantages and disadvantages of the instruments**

Our study led us to adopt the questionnaire and the interview guide as data collection instruments.

- **The questionnaire**

The questionnaire has the advantage of discretion in the answers. Indeed, the respondent has both the time and the freedom to answer the questions as he or she sees fit, without the risk of being influenced by the interviewer.

The limitation of our instrument is that the wording of the questions was our own doing, and some respondents did not clearly understand our concerns, despite our concern for clarity, and either responded incorrectly, in a confused manner or not at all.

- **The interview guide**

Unlike the questionnaire, the interview guide calls for direct, verbal responses to questions administered to the interviewee on the spot, and favours physical contact, which has the advantage of allowing the interviewer's body language and gestures to be read in order to better perceive his or her mindset and the strength of his or her responses. It is also possible to adjust the questions at will and ask for clarification of aspects that have not been sufficiently clarified.

However, this instrument has disadvantages: it is tiresome when there are many interlocutors to interview, as in our case, and it offers a great opportunity for digression to the respondents, which wastes a lot of time for the interviewer.

### **2.6.4 Validation of the instruments**

The questionnaire and the five (05) interview guides that we developed were first submitted to the corrections of a person external to our study, chosen as an advisor. Her comments concerned the relevance and clarity of our questions and enabled us to make the adjustments she recommended. After rereading, new

observations were made by our advisor. This allowed us to make a final correction to our survey instruments before their final administration.

Nevertheless, the questionnaire and the interview guides were not pre-tested before administration, due to the short duration of our survey time.

### **XIII. DATA COLLECTION METHOD**

Data collection was carried out using two techniques: the questionnaire collection method and the interview collection method.

#### **2.7.1 The questionnaire collection method**

Our questionnaire was administered directly, with all respondents being literate. Data collection took place from 19 May to 30 June 2021, a period of about one and a half months. We distributed our questionnaires ourselves, with the help of educators from the two high schools and the directors of the Tenkodogo School group, to assist us in this exhausting process.

#### **2.7.2 The interview collection method**

The structured interview guide with school leaders and parents was administered to them at their workplaces, by telephone and at their homes, and they were willing to answer our questions.

These interviews took place during the same period as the administration of the questionnaires, i.e. from 19 May to 30 June 2021.

The other four (4) interviews took place at the Regional Directorate of National Education and Literacy, at the Inspection de Primary Education of North-Bouaflé and at the Modern High Schools I and II. They also took place during the same period and enabled us to access a certain amount of information.

## VII. DIFFICULTIES ENCOUNTERED

The difficulties we encountered during our survey are briefly described here. They are of three (3) kinds:

- At first, we had to deal with the recurrent unavailability of local administrative authorities, in particular the regional director of national education and literacy, in the context of the request for authorisation of the survey and for the interview.
- The second difficulty was related to the time of the survey. Unfortunately, the start of our survey coincided with the beginning of the school holidays. This caused several inconveniences, in particular the difficulty of contacting young pregnant students or nannies (most of whom had provided with a school-leaving certificate) and, at the same time, their parents. We were therefore constrained to find new ways of collecting data: submitting the questionnaires by **telephone** (contacts provided by the school administrations) or **at home**.
- The third difficulty was the collection of the questionnaires sent to students in High Schools I and II. Indeed, the number of questionnaires collected was lower than the number of questionnaires distributed. We therefore proceeded with other rounds of questionnaire distribution.

## VIII. DATA PROCESSING

The data collected from the questionnaire and from the interviews were processed separately. Several questionnaires were not answered and several others were incorrectly filled in and therefore rejected.

We opted for a quantitative treatment of the closed questions. The counting of these questions was carried out using the tabulation method: each answer counts as one bar.

The data collected through open-ended questions and interviews were processed in a qualitative manner. They were analysed and summarised, after being cross-checked. It is important to note, however, that the structured interview with educational leaders and parents was specifically processed both quantitatively and qualitatively.

For the sake of clarity and ease of discussion and interpretation of the results, we have presented the results of the questionnaires in tables and those of the interviews in literary (textual) form.

Chapter III  
**PRESENTATION OF RESULTS**



## **CHAPTER III: PRESENTATION OF RESULTS**

Our methodological approaches allowed us to collect data that we present in this chapter.

This section presents the results of our survey, in the form of tables followed by comments for the questionnaire and in textual form for the interviews (qualitative treatment).

### **I. RESULTS OF THE QUESTIONNAIRE**

#### **3.1.1 Identification of the respondent**

**Table 3.1:** Distribution of respondents by school cycle, school and level of study, place of residence, nationality and age group (n=112).

Features  School cycle	School and level of study  Frequency  %	Place of residence		Nationality  Frequency	Age  (yo = year old)	Freq.	%
		In the city of Bouaflé and Number of areas of the city Frequency  %	In a surrounding village Frequency  %				
<b>PRIMARY LEVEL</b>  (10 respondents)	<b>Tenkodogo School Group</b>  Primary level 10 8,92%	00	10 8,92%  Tenkodogo	10 Ivorians   00 Strangers	<u>13-15 yo</u> <u>16-18 yo</u> <u>19-21 yo</u> <u>More than 21</u>	<u>02</u> <u>10</u> <u>08</u> <u>00</u> <u>00</u> <u>00</u>	8,92%
<b>SECONDARY LEVEL</b>  (102 respondents)	<b>High School I</b>  6 <sup>th</sup> -3 <sup>rd</sup> 26 23,21%  2 <sup>nd</sup> - Senior year 26 23,21%	51 45,53%  Residing in 11 different areas	01 0,89%  Pakouabo	49 Ivorians  01 Beninese  02 Not specified	<u>13-15 yo</u> <u>16-18 yo</u> <u>19-21 yo</u> <u>More than 21</u>	<u>17</u> <u>39</u> <u>22</u> <u>13</u> <u>00</u>	46,42%

	<b>High school II</b>  6 <sup>th</sup> -3 <sup>rd</sup> 35 31,25%  2 <sup>nd</sup> -Senior year 15 13,36%	50 44,64%  Residing in 12 different Areas	00	46 Ivorians   04 Not specified	<u>13-15 yo</u>  <u>16-18 yo</u>  <u>19-21 yo</u>  <u>More than</u> <u>21</u>	<u>27</u> <b>45</b>  <u>18</u>  <u>04</u> 05  <u>01</u>	44,64%
<b>TOTALS</b>	<b>3</b>  <b>112</b> <b>100%</b>	<b>101</b> <b>90,17%</b> <b>Residing in</b> <b>14 areas</b>	<b>11</b> <b>09,82%</b>	<b>105</b> <b>Ivorians</b> <b>01 Beninese</b> <b>06 unknowns</b>	<u>13-22 yo</u>	<b>112</b>	<b>100%</b>

- This table shows that 83.93% of all respondents (10+39+45, or 94 individuals out of 112) are between the ages of 13 and 18, compared to 16.07% of respondents (13+5, or 18 individuals out of 112) who are between 19 and 21. It also indicates that 46.42% are Modern High school 1 students and reside in eleven (11) neighborhoods of the city and in one village, the village of Pakouabo, while respectively 44.64% and 08.92% are students of the Modern High School II and the School Group Tenkodogo and reside in twelve (12) areas of the city and in one village, the village of Tenkodogo.
- Furthermore, it should be noted that 105 respondents are of Ivorian nationality while one (01) respondent is of Beninese nationality and six (06) did not indicate any.

### **3.1.2 Status of sexually active and contraceptively informed female students (relation of female students to sexuality and contraception)**

**Table 3.2:** Distribution of respondents by sexual practice and frequency of sex (n=112).

ANSWERS	FREQUENCIES	PERCENTAGES
<b>Sexual practice</b>		
People who have ever had sex	53	47,33%
People who have not yet had sex	59	52,67%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>
<b>Frequency of sex</b>		
People who had their first sexual intercourse at age 14	12	22,64%
People who had their first sexual intercourse at age 15	05	09,43%
People who had their first sexual intercourse at age 16	15	28,30%
People who had their first sexual intercourse at age 17	09	16,98%
People who had their first sexual intercourse at age 18	05	09,43%
People who had their first sexual intercourse at age 19	03	05,66%
People who had their first sexual intercourse at age 20	01	01,88%
No answer	03	05,66%
<b>TOTAL</b>	<b>53</b>	<b>100%</b>
People who have sex rarely	32	60,37%
People who have sex occasionally	18	33,96%
People who have sex regularly	03	05,66%
<b>TOTAL</b>	<b>53</b>	<b>100%</b>

- This table shows that 52.67% of the respondents (59) had not yet had sexual intercourse, while 47.33% (53) had.
- Of the 53 female students surveyed who had already had sexual intercourse, 28.30% were 16 years old (15 respondents), 22.64% were 14 years old (12 respondents), and 16.98% were 17 years old (09 respondents). In total, 45.28% of the girls surveyed who had had sexual intercourse were 16 and 17 years old.
- In addition, 60.37% of the respondents who had ever had sexual intercourse rarely had sexual intercourse, i.e. 32 subjects, 33.96% occasionally had

sexual intercourse, i.e. 18 subjects, and 05.66% regularly had sexual intercourse, i.e. 03 subjects.

**Table 3.3:** Distribution of respondents by profile of first sexual partner and pregnancy contraction or experience (n=112).

ANSWERS	FREQUENCIES	PERCENTAGES
<b>Profile of first sexual partner by age category and socio-professional status</b>		
People who had their first sexual intercourse with a teenager	18	33,96%
People who had their first sexual intercourse with a young man	31	58,49%
People who had their first sexual intercourse with an adult	04	07,54%
<b>TOTAL</b>	<b>53</b>	<b>100%</b>
People whose first sexual partner is a pupil	21	39,62%
People whose first sexual partner was a student	13	24,52%
People whose first sexual partner was a worker	09	16,98%
People whose first sexual partner was an unemployed person	02	03,77%
No answer	08	15,09%
<b>TOTAL</b>	<b>53</b>	<b>100%</b>
<b>Pregnancy contraction or pregnancy experience</b>		
Pregnant or previously pregnant people	25	22,32%
Non-pregnant people	87	77,68%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>

- According to the table, 58.49% of the female students surveyed had their first sexual intercourse with young men (31 subjects) and 33.96% with teenagers (18 subjects).
- The table also shows that 39.62% of the respondents had a student as their first sexual partner (21 subjects), 24.52% had a student as their first sexual partner (13 subjects) and 16.98% had a worker as their first sexual partner (09 subjects).
- It was also observed that 77.68% of the female students surveyed (87 subjects) were not pregnant, while 22.32% (25 subjects) were pregnant or had been pregnant at the time of the survey.

**Table 3.4:** Distribution of respondents by timing of pregnancy, tolerance of being a pregnant girl, and type of view of pregnant girls (n=112).

ANSWERS	FREQUENCIES	PERCENTAGES
<b>Period of taking pregnancy</b>		
Subjects who became pregnant during the school year	14	56%
Subjects who became pregnant during the school vacations	11	44%
<b>TOTAL</b>	<b>25</b>	<b>100%</b>
<b>The tolerance level of being a pregnant girl</b>		
Subjects who are relatively comfortable with being a pregnant girl	12	48%
Subjects who are not very comfortable with being a pregnant girl	08	32%
Subjects who are very uncomfortable with being a pregnant girl	05	20%
<b>TOTAL</b>	<b>25</b>	<b>100%</b>
<b>The type of perception that female students have of pregnant female students</b>		
Subjects with a compassionate view of pregnant girls	61	54,46%
Subjects with an indifferent view of pregnant girls	28	25%
Subjects who look at pregnant girls in a stern way	04	03,57%
No answer	19	16,96%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>

- The table opposite shows that 56% of the girls surveyed who became pregnant, got pregnant during the school year, i.e. 14 subjects, and 44% during the school vacations, i.e. 11 subjects.
- It is also observed that 48% of them, i.e. 12 subjects, bear the fact of being pregnant relatively well, 32%, i.e. 08 subjects, quite badly, and 20%, i.e. 05 subjects, very badly.
- This table also shows that 54.46% of the girls surveyed have a sympathetic look on the pregnant girls, that is 61 subjects, against 25% who have an indifferent look, that is 28 subjects, and 03.57%, a severe look, that is 04 subjects.

**Table 3.5:** Distribution of respondents by their personal reasons and motivations for contracting a pregnancy while a student and their feelings about having contracted a pregnancy as a student (n=112).

ANSWERS	FREQUENCIES	PERCENTAGES
<b>Personal reasons and motivations for getting pregnant while a student.</b>		
Those whose pregnancy was a personal choice	01	04%
Those whose pregnancy was unplanned (accidental)	24*	96%
Whose pregnancy was due to a lack of information about contraception	12*	48%
<b>Total girls who are or have been pregnant</b>	<b>25</b>	<b>100%</b>
<b>Feelings about getting pregnant while a student.</b>		
Subjects with regrets about their pregnancy as students	16	64%
Subjects with no regrets about their pregnancy as a student	08	32%
No answer	01	04%
<b>TOTAL</b>	<b>25</b>	<b>100%</b>
Regret because it is a shame, everyone talks about it, bad image, bad reputation	02	15,38%
Regret because they can't study and because their studies are in danger, threatened with permanent interruption	04	30,76%
Regret having lost a school year	01	07,69%
Regret for not having regarded the parents' advice and for not having honored it	02	15,38%
Regret for the simple fact of being pregnant, as school is not the appropriate setting for this	02	15,38%
Regret for having been rejected by a parent	01	07,69%
No answer	01	07,69%
<b>TOTAL</b>	<b>13</b>	<b>100%</b>
Do not regret, when the child is born	02	16,66%
Do not regret, because they have the support of the family	03	25%
Do not regret, because they have accepted the reality of the situation	01	08,33%
Do not regret, because they continue school	01	08,33%
Do not regret because they have freely decided to have a child	01	08,33%
Do not regret because the author recognized the pregnancy	01	08,33%
No answer	03	25%
<b>TOTAL</b>	<b>12</b>	<b>100%</b>

\* 5 double responses (accidental pregnancy + lack of information)

- According to the table above, 96% of pregnant respondents say that their pregnancies were not planned, they are accidental, i.e. 24 subjects, against 04% who say that their pregnancy was motivated by a personal choice, i.e. 01 subject. 48% of pregnant respondents, i.e. 12 subjects, also say that their pregnancy was due to a lack of information on contraception.
- According to the same table, 64% of pregnant students (16 subjects) had regrets about their pregnancy as students, and 32% (8 subjects) had no regrets.
- Regarding the pregnant respondents who regret their pregnancy, 30.76% of them, that is 04 subjects, said they regretted it because they could not study and because their studies were in danger of being interrupted permanently.
- 15.38% of those who have regrets, that is 02 subjects, regret because their state of pregnancy makes them feel ashamed, everyone talks about it around them and it gives them a bad image and a bad reputation.
- 15.38%, that is to say 02 subjects, regret, as far as they are concerned, not to have listened to their parents and not to have honoured them.
- For 15.38%, that is to say 02 other subjects, they regret for the simple fact of being pregnant students, because the school is not the appropriate framework for that.
- As for the girl students surveyed who had no regrets, 25% of them, i.e. 03 subjects, did not regret their pregnancy because they had the support of their families. For 16.66% of them, that is to say 02 subjects, they do not regret their pregnancy, while seeing the child.

**Table 3.6:** Distribution of respondents by having a boyfriend or sexual partner and knowledge of their menstrual cycle (n=112).

ANSWERS	FREQUENCIES	PERCENTAGES
<b>Existence of a boyfriend or sexual partner in the lives of girl students</b>		

Subjects with a boyfriend or sexual partner	50	44,64%
Subjects who do not have a boyfriend or sexual partner	59	52,67%
No response	03	02,67%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>
<b>Girls' knowledge of their menstrual cycle</b>		
Subjects who know their menstrual cycle	53	47,32%
Subjects who do not know their menstrual cycle	56	50%
No answer	03	02,67%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>

- According to the table opposite, 52.67% of the girls surveyed did not have a boyfriend or sexual partner, i.e. 59 subjects, while 44.64% said they had one, i.e. 50 subjects.
- The same table shows that 50% of the respondents did not know their menstrual cycle (56 subjects). On the other hand, 47.32% of them know their menstrual cycle, that is, 53 subjects.

**Table 3.7:** Distribution of respondents by contraceptive awareness, use, and frequency of use (n=112).

ANSWERS	FREQUENCIES	PERCENTAGES
<b>Knowledge of contraception among female students</b>		
Subjects who know about contraception	80	71,42%
Subjects who do not know about contraception	29	25,89%
No answer	03	02,69%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>
Have cited the condom (male)	54	67,50%
Cited the permanent pill	43	53,75%
Cited the morning-after pill	01	01,25%
Cited spermicides	03	03,75%
Cited implants	10	12,50%
Cited IUD	14	17,50%
Cited abstinence	01	01,25%
Cited diaphragm	03	03,75%



Cited coitus interruptus	01	01,25%
Cited contraceptive injections	02	02,50%
Cited ammonia deposit	02	02,50%
Cited vinegar	01	01,25%
Answered yes but did not mention anything	02	02,50%
<b>Subjects who said they were aware of contraceptive methods</b>	<b>80</b>	<b>100%</b>
<b>Contraceptive use</b>		
Ever used or used contraception	36	32,14%
Never used contraception	68	60,71%
No answer	08	07,14%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>
Subjects currently using contraception	22	19,64%
Subjects not currently using contraception	83	74,10%
No answer	07	06,25%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>
<b>Frequency of use of contraception that girls students report using</b>		
Rarely use the contraceptive methods they say they use	13	36,11%
Often use the contraceptive methods they say they use	07	19,44%
Always use the contraception they say they use	11	30,55%
No reply	05	13,88%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

- This table shows that 71.42% of the girls surveyed knew about contraceptive methods, i.e. 80 subjects, while 25.89% said they did not know about them, i.e. 29 subjects.
- Among the respondents who said they knew about contraceptive methods, 67.50%, or 54 subjects, mentioned the condom (male), 53.75%, or 43 subjects, mentioned the permanent pill, 17.50%, or 14 subjects, mentioned the IUD, and 12.50%, or 10 subjects, mentioned implants.
- The same table shows that 60.71% of the respondents have never used contraceptives or have never used them, i.e. 68 subjects, while 32.14% say they have used them or have used them, i.e. 36 subjects.

- 74.10% of the respondents (83) said they were not currently using contraception, while 19.64% (22) were currently using it.
- Among those who said they had used or were using contraception, 36.11% said they rarely used it (13 subjects), 30.55% said they always used it, i.e., in all circumstances (11 subjects), and 19.44% said they often used it (7 subjects).

### **3.1.3 Psychosocial factors likely to increase the risk of pregnancy**

**Table 3.8:** Distribution of respondents by social environment (n=112).

<b>ANSWERS</b>	<b>FREQUENCIES</b>	<b>PERCENTAGES</b>
<b>Living conditions as a student</b>		
Subjects housed in a personal studio	06	05,35%
Subjects living in a shared house with roommates	09	08,03%
Subjects living with parents	76	67,85%
Subjects living with tutors.	19	16,96%
Subjects living with boyfriend	02	01,79%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>
<b>Frequency of visits by parents who do not live in Bouaflé to their daughters</b>		
Subjects who received visits from their parents living outside Bouaflé very often	12	33,33%
Subjects who occasionally received visits from their parents living outside Bouaflé	18	50%
Subjects who do not receive visits from their parents living outside Bouaflé at all	05	13,88%
No answer	01	02,77%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>
<b>The size of the student's family</b>		
Subjects belonging to a large family (10 or more members)	23	20,53%
Subjects belonging to an average family (6 to 9 members)	53	47,32%
Subjects belonging to a small family (3 to 5 members)	35	31,25%
No answer	01	0,89%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>

- In the present table, we observe that 67.85% of the respondents, or 76 subjects, live with their parents and 16.96% live with tutors<sup>21</sup>, or 19 subjects. This corresponds to 84.81% of the respondents who live with their parents or guardians, that is to say 95 subjects.
- On the other hand, 15.17% of the girls surveyed live in a shared house with roommates, in a personal studio or with their boyfriend, i.e. 17 subjects.
- The table also reveals that 50% of the respondents whose parents do not live in the town of Bouaflé with them, receive visits from time to time, i.e. 18 subjects, 33.33% receive visits very often, i.e. 12 subjects, while 13.88% say they do not receive visits at all, i.e. 05 subjects.
- In terms of the size of the families of the girl students surveyed, 47.32% came from medium-sized families (6 to 9 members) and 31.25% from small families (3 to 5 members). Only 20.53% came from large families (10 or more members).

**Table 3.9 :** Distribution of respondents by economic and social status of their parents (n=112).

ANSWERS		FREQUENCIES	PERCENTAGES
<b>Parents' education level</b>			
Father	Illiterate	17	15,17%
	Elementary level	20	17,85%
	Secondary level	32	28,57%
	Higher education	37	33,03%
	No answer	06	05,35%
<b>TOTAL</b>		<b>112</b>	<b>100%</b>
Mother	Illiterate	40	35,71%
	Elementary level	29	25,89%
	Secondary level	21	18,75%
	Higher education	12	10,71%
	No answer	10	08,92%
<b>TOTAL</b>		<b>112</b>	<b>100%</b>

<sup>21</sup>In Côte d'Ivoire, families, individuals or couples who agree to host and lodge a student assigned by the State in their locality so that the latter can continue his or her studies. They may or may not be friends of the student's family.

<b>Parents' employment status</b>			
Father	Salaried worker	20	17,85%
	Civil	32	28,57%
	Unemployed	06	05,35%
	Self-employed (personal activities and agriculture)	47	41,96%
	No answer (Mentioned deceased father : 02 persons)	07	06,25%
<b>TOTAL</b>		<b>112</b>	<b>100%</b>
Mother	Salaried worker	11	09,82%
	Civil servant	08	07,14%
	Unemployed	26	23,21%
	Self-employed (personal activities and agriculture)	57	50,89%
	No answer (Mentioned deceased father : 02 persons)	10	08,92%
<b>TOTAL</b>		<b>112</b>	<b>100%</b>
<b>Parents' marital status</b>			
<b>Marital status</b>			
Legally or traditionally married		64	57,14%
Living in a common-law relationship		16	14,28%
Polygamists		12	10,71%
Single		14	12,50%
No answer (Mentioned deceased father and mother 01)		06	05,35%
<b>TOTAL</b>		<b>112</b>	<b>100%</b>
<b>Relationship status</b>			
Living together		76	67,85%
Separated		17	15,17%
Divorced		03	02,67%
Death of one parent		09	08,03%
Mentioned the death of both parents		01	0,89%
No answer		06	05,35%
<b>TOTAL</b>		<b>112</b>	<b>100%</b>

- According to the above table, 61.60% of the subjects, i.e. 69 female students surveyed, are from fathers with higher or secondary education and

33.02%, equivalent to 37 respondents, are from fathers who are illiterate or have primary education. Similarly, 61.60% of the respondents, i.e. 69 individuals, were from mothers who were illiterate or had a primary level of education, compared to 29.46%, i.e. 33 subjects, who were from mothers with a higher or secondary level of education.

- With regard to **the parents' professional situation**, the table shows that the fathers of 47.31% of the respondents, i.e. 53 subjects, are self-employed, have informal economic activities (personal activities and agriculture), or are unemployed, while those of 46.42%, i.e. 52 subjects, are salaried workers or civil servants of the State of Côte d'Ivoire.
- The mothers of 74.10% of the girls surveyed, i.e. 83 individuals, are self-employed, have informal economic activities (personal activities and agriculture), or are unemployed (they are generally housewives and homemakers), while the mothers of 16.96% of the girls surveyed, i.e. 19 individuals, are salaried workers and government employees.
- With regard to **marital status**, the table shows that 57.14% of the respondents, i.e. 64, were from a legally or traditionally married couple, 14.28% from a couple living together, i.e. 16 respondents, and 12.50% from single parents, i.e. 14 individuals. In addition, the parents of 67.85% of the girls surveyed, i.e. 76 subjects, live together, while those of 15.17%, i.e. 17 respondents, live separately and one of the parents of 08.03% is deceased, i.e. 09 respondents.

**Table 3.10:** Distribution of respondents by source of financial and livelihood resources (n=112).

ANSWERS	FREQUENCIES	PERCENTAGES
<b>Girl's financial and livelihood resources</b>		
<b>Source of the girl's financial and living resources</b>		
Parental budget (overall family support budget).	54	39,70%
Pocket money	38	27,94%
Financial support from boyfriend	30	22,05%
Social assistance	01	0,73%
<b>Other sources cited by the girls</b>		
Small trade, small personal business	06	04,41%
Field work, agricultural contracts	03	02,20%
Small business + field work	01	0,73%
No answer	03	02,20%
<b>TOTAL</b>	<b>136*</b>	<b>100%</b>
<b>Responsibility of parents about their girls students' clothing and daily care</b>		
Subjects dressed and supported by their parents	88	78,57%
Subjects not dressed and not supported by their parents	20	17,85%
No response	04	03,57%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>
Not dressed or supported by their parents but did not give reasons	03	15%
Not clothed or supported by their parents but say they don't personally know why	01	05%
Not dressed or supported by their parents because their parents say that they cannot afford it and that they will be able to afford what they want after school	01	05%
They were not clothed or cared for by their parents because they were considered to be grown-up girls who could get by on their own	04	20%
Not dressed and supported by their parents because they thought they were mean	01	05%
Not dressed and taken care of by their parents because they don't care about them and don't think about them	02	10%
Not dressed or taken care of by their parents because they are unhappy with the pregnancy they have contracted	01	05%
Not dressed or cared for by their parents because their pregnancies were taken care of by the authors	06	30%
Neither dressed nor cared for by their parents because they lack the means to do so	01	05%

<b>TOTAL</b>	<b>20</b>	<b>100%</b>
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\* Boyfriend's financial support + Parental budget: 04 people/ Parental budget + Pocket money: 03 people/ Pocket money + Boyfriend's financial support: 01 person.

- This table shows that the family budget (the family's domestic resources) accounts for 36.70% of the financial means and subsistence of girl students, and 54 respondents are concerned.
- Pocket money accounts for 27.94% of the financial means and subsistence of young girls, and 38 respondents said they received it. The financial support of a friend represents 22.05% of the financial means and 30 subjects receive it. As for the other sources of financial means mentioned by the girls themselves, small trade and personal business, field work and small agricultural contracts represent respectively 04.41% and 02.20% of the source of financial means and subsistence of the girl students; 06 and 03 respondents engage in these activities to meet their needs.
- Regarding the care of girls by their parents, 78.57% of our respondents (88 individuals) said that they were dressed and cared for by their parents. On the other hand, 17.85% of them said that they were neither dressed nor supported by their parents (20 individuals).
- 30% of the girl students who are neither dressed nor supported by their parents are in this situation, according to them, because their pregnancies have been taken care of by their parents, that is to say 06 subjects. 20% of the girls who were neither dressed nor supported by their parents said that they were in this situation because they were considered by their parents to be grown-up girls who could do it alone. As for 10% of them, they live this situation because, according to them, their parents do not give them any importance and do not think about them, that is to say 02 subjects.

**Table 3.11:** Distribution of respondents by knowledge of school pregnancy (n=112).

ANSWERS	FREQUENCIES	PERCENTAGES
Subjects who are aware that the fight against the phenomenon of pregnancy in schools is one of the biggest struggles led by the Ivorian state since 2013	79	70,53%
Subjects who do not know that the fight against the phenomenon of pregnancy in schools is one of the biggest struggles led by the Ivorian state since 2013	29	25,89%
No answer	04	03,57%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>
Subjects for whom the results of this struggle are positive and palpable	40	35,71%
Subjects for whom the results of this struggle are neither positive nor palpable	60	53,57%
No answer	12	10,71%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>
People who have heard of the phenomenon of school pregnancy	99	88,39%
Those who have not heard of the phenomenon of school pregnancy	05	04,46%
Those who have heard vaguely about the phenomenon of school pregnancy	08	07,14%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>
Subjects with many cases of pregnancy of student friends or sisters in their environment.	27	24,10%
Subjects with few cases of pregnancy of student friends or sisters in their environment.	67	59,82%
Subjects with no cases of pregnancy of student friends or sisters in their environment.	16	14,28%
No response.	02	01,78%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>

- This table shows that 70.53% of the girls surveyed know that the fight against school pregnancy is one of the major struggles conducted by the Ivorian government since 2013, i.e. 79 individuals. 25.89% say they do not know, i.e. 29 people.
- For 53.57% of the respondents, the results of this fight led by the State are neither positive nor tangible, i.e. 60 respondents. 35.71% think the contrary, i.e. 40 individuals; i.e. according to them, the results of this fight are positive and tangible.



- This table also shows that 88.39% of the girls surveyed, i.e. 99 individuals, said they had already heard of the phenomenon of pregnancy in schools, 07.14% had vaguely heard of it, i.e. 08 individuals, while 04.46% of the respondents said they had not heard of it, i.e. 05 individuals.
- In addition, 59.82% of the girls surveyed said that they had only a few cases of pregnancy among their friends or sisters (67 individuals), while 24.10% said that they had many cases of pregnancy among their friends or sisters (27 individuals).

**Table 3.12:** Distribution of respondents by their thoughts on the causes of school pregnancy (n=112).

ANSWERS	FREQUENCIES	PERCENTAGES
Subjects who identified poverty as a cause of school pregnancy	40	15,93%
Those who indicated fashion as a cause of school pregnancy	36	14,34%
Subjects who identified parental resignation as a cause of school pregnancy.	36	14,34%
Those who reported girls' frivolity as a cause of school pregnancy	34	13,54%
Subjects who indicated bad company as a cause of pregnancy in schools.	82	32,66%
Subjects who indicated poor school supervision as a cause of pregnancy in schools.	17	06,77%
<b>Other causes of pregnancy cited by the girl students</b>		
Subjects who indicated ignorance of the menstrual cycle and the search for money as causes of pregnancy in schools.	01	0,39%
Subjects who reported parental illiteracy as a cause of school pregnancy.	01	0,39%
Subjects who indicated curiosity as a cause of school pregnancy	01	0,39%
Those who indicated that elders talk about sex as a cause of school pregnancy.	01	0,39%
Those who indicated a desire to look good (phones, clothes, shoes, expensive bags) as a cause of school pregnancy	01	0,39%
No response	01	0,39%
<b>TOTAL</b>	<b>251*</b>	<b>100%</b>

\*46 people made a single choice, 13 people made two choices, 25 people made three choices, 11 people made four choices, 06 people made five choices and 05 people made six choices.

- According to the table above, 32.66% of the respondents cited **bad company** as a cause of pregnancy in schools (82 subjects), 15.93% cited **poverty** (40 subjects), 14.34% cited fashion (Fashion observation, impact and influence) (36 subjects), 14.34% cited **the resignation of parents** (36 subjects), and 13.54% cited **frivolity** on the part of girls (34 subjects).
- As for the other causes of pregnancy in schools cited by the girl students themselves, we have **ignorance of the menstrual cycle and the search for money** (0.39%, i.e., 1 subject), **parental illiteracy** (0.39%), **the curiosity of young girls who want to find out about sex** (0.39%), **the fact that their elders talk about sex** (0.39%), and the desire to look good, especially with **expensive telephones, clothes, shoes, and bags** (0.39%).

**Table 3.13:** Distribution of respondents according to their opinion on the level of information and training on contraception and the usefulness of abstinence practice (n=112).

ANSWERS	FREQUENCIES	PERCENTAGES
<b>Opinions on the level of information and training on contraception.</b>		
Subjects who think that girl students are informed and trained on how to use contraception to protect themselves.	72	64,28%
Subjects who think that girl students are neither informed nor trained in the use of contraception to protect them.	39	34,82%
No response.	01	0,89%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>
<b>Female students' level of information about contraception, according to the opinion of subjects who responded that female students are informed and trained about contraception.</b>		
Consider the level of information about contraception among female students to be high.	21	29,16%
Consider that the level of information about contraception among female students is average.	34	47,22%
Consider that the level of information about contraception among female students is low.	14	19,44%
No response.	03	04,16%
<b>TOTAL</b>	<b>72</b>	<b>100%</b>
<b>Usefulness of abstinence</b>		
People for whom it is helpful for the girl in school to practice abstinence.	73	65,17%

People for whom it may not be helpful for the girl in school to practice abstinence.	29	25,89%
People for whom it is clearly not helpful for the girl in school to practice abstinence.	04	03,57%
No response.	06	05,35%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>

- This table shows that 64.28% of the girl students surveyed, i.e. 72 subjects, think that the girl pupils are informed and trained on the means of contraception that can protect them.
- 34.82%, or 39 subjects, thought that they were not.
- 47.22% of the 72 respondents who answered that female students were informed and trained on the contraceptive methods that could protect them, i.e. 34 subjects, considered that the level of information of female students on contraceptive methods was **average**, 19.16% considered that their level of information was **high**, i.e. 21 subjects, and 19.44% considered it **low**, i.e. 14 subjects.
- In the light of this table, we also observe that for 65.17% of the girls surveyed, i.e. 73 subjects, it is useful for the schoolgirl to practice abstinence, for 25.89%, i.e. 29 subjects, it is not necessarily useful, and for 03.57%, i.e. 04 subjects, it is clearly not useful for the schoolgirl to practice abstinence.

**Table 3.14:** Distribution of respondents by pregnancy risk exposure (n=112).

ANSWERS	FREQUENCIES	PERCENTAGES
Subjects who believe they are at risk for pregnancy at their current level of education.	37	42,52%
Subjects who do not think they are at risk of pregnancy at their current level of education.	49	56,32%
No response.	01	01,14%
<b>TOTAL</b>	<b>87*</b>	<b>100%</b>
<b>Reasons and arguments of girls who say they are at risk of pregnancy.</b>		
Practice sex/ Have a boyfriend.	09	24,32%

Sex is common among high school students	02	05,40%
Their environment is filled with influential boys.	02	05,40%
Lack personal maturity.	01	02,70%
Are in bad company.	02	05,40%
Have gone through puberty.	01	02,70%
Are precocious girls today.	01	02,70%
Are in the company of older boys.	01	02,70%
Consider themselves ignorant about sexuality.	01	02,70%
No response.	17	45,94%
<b>TOTAL</b>	<b>37</b>	<b>100%</b>
<b>Reasons and arguments of girls who say they are not at risk of pregnancy</b>		
Take precautions, Use contraception.	05	10,20%
Observe abstinence and avoid bad company.	20	40,85%
Devote themselves exclusively to their studies.	02	04,08%
Have no interest in boys.	01	02,04%
Are obedient to their parents' advice.	01	02,04%
No answer.	20	40,85%
<b>TOTAL</b>	<b>49</b>	<b>100%</b>

\* Only non-pregnant girls. Pregnant girls are not concerned.

- This table shows that 56.32% of the 87 non-pregnant girls surveyed do not think that they are exposed to a risk of pregnancy at their current level of study, i.e. 49 individuals. On the other hand, 42.52% of them, or 37 individuals, said they were exposed to a risk of pregnancy.
- As for the reasons and arguments of the 37 girls who said they were exposed to a risk of pregnancy, 24.32% of them said they were exposed to a risk of pregnancy because **they had sex and had a boyfriend** (09 individuals), for 05.40% of them, they were exposed to a risk of pregnancy because **sexual practice was common among secondary school students** (02 individuals), for 05.40% of them, because **their entourage was full of influential boys** (02 individuals), and for 05.40% of them, because **they had bad company**.

- Other reasons given by the girls to explain the risk of pregnancy to which they are exposed are **the fact that they personally lack maturity** (02.70%, i.e., 1 individual), the fact that **they have reached puberty** (02.70%), the fact that **they are precocious girls nowadays** (02.70%), the fact that **they have lot of older boys as friends** (02.70%), and the fact that **they are ignorant about sexuality** (02.70%).
- As for the reasons and arguments of the 49 girls who said they were not exposed to a risk of pregnancy, 40.85% of them, i.e. 20 individuals, said they were not exposed to a risk of pregnancy because **they observed abstinence and avoided bad company**, 10.20% said **they took precautions and used contraception**, i.e. 05 individuals, and 04.08% said **they were exclusively devoted to their studies**, i.e. 02 individuals.
- Other reasons given by girls for not being at risk of pregnancy were that **they were not interested in boys** (02.04%, or 1 individual) and that **they were obedient to their parents' advice** (02.04%).

**Table 3.15:** Distribution of respondents according to their views on pregnancy contraction by girls in school (n=112).

ANSWERS	FREQUENCIES	PERCENTAGES
People for whom it is a problem for girls to get pregnant in the middle of their schooling.	76	67,85%
People for whom it is not necessarily a problem for girls to get pregnant in the middle of their schooling.	22	19,64%
People for whom it is not at all a problem for girls to get pregnant in the middle of their schooling.	10	08,92%
No response.	04	03,57%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>
<b>Reasons and arguments for why it is a problem for girls to get pregnant in the middle of their schooling</b>		
Pregnancy disrupts or interrupts studies.	44	57,89%
Pregnancy causes anger and disagreement among parents, family rejection, and rejection by others.	05	06,57%

Pregnancy involves health risks for young girls, endangers their lives as well as those of their unborn children because of difficult childbirths and has a negative social impact.	05	06,57%
Pregnancy compromises the future of girls.	01	01,31%
Pregnancy tarnishes their image and reputation.	02	02,63%
Pregnancy puts them and their families at risk because they are still under the responsibility of their parents and are not yet autonomous.	01	01,31%
Pregnancy exposes them to the risk of abandonment by both the author and their families.	03	03,94%
Pregnancy exposes them to the perils of clandestine abortions.	01	01,31%
Pregnancy exposes them to even more destitution because there are no financial resources to deal with it.	01	01,31%
No response.	13	17,10%
<b>TOTAL</b>	<b>76</b>	<b>100%</b>
<b>Reasons and arguments for why it is not necessarily or not at all a problem for girls to get pregnant in the middle of their schooling.</b>		
Some girls get through it without much damage, it's not dramatic.	01	03,12%
Pregnant girls have maternity leave and can come back.	01	03,12%
Girls are young, they still have their future ahead of them.	01	03,12%
Pregnancy could be their personal choice.	01	03,12%
If the partner recognizes and assumes the pregnancy, it is not a concern	02	06,25%
Say they continue to attend classes despite the pregnancy.	03	09,37%
Say they receive help from their families.	02	06,25%
No answer.	21	65,62%
<b>TOTAL</b>	<b>32</b>	<b>100%</b>

- According to the table opposite, for 67.85% of the girls surveyed, i.e. 76 subjects, it is a problem for girls to get pregnant in the middle of their schooling, while for 19.64%, i.e. 22 subjects, it is not necessarily a problem. On the other hand, for 08.92% of the respondents, i.e. 10 subjects, it is not a problem at all for girls to become pregnant in the middle of their schooling.

Regarding the reasons and arguments of the 76 respondents for which it is a problem for young girls to become pregnant in the middle of their schooling:

- 57.89% of them, i.e. 44 subjects, said that pregnancy disrupts or interrupts their studies.

- For 06.57%, pregnancy causes anger and disagreement from parents, family rejection and rejection from the entourage, that is 05 subjects.
- For another 06.57% of them, i.e. 05 other subjects, pregnancy entails risks for the health of young girls, it endangers their lives as well as those of their unborn children, because of difficult deliveries, and has a negative social impact.
- For 03.94%, i.e. 03 subjects, pregnancy exposes the girl students to the risk of being abandoned by both the author and their families.
- For 02.63% (02 subjects), pregnancy tarnishes their image and reputation.
- Finally, for 01.31% (i.e. 1 subject), pregnancy compromises the girls' future and for another 01.31% (i.e. 1 other subject), pregnancy exposes them to the perils of clandestine abortions.

As for the reasons and arguments of the 32 girl students surveyed for whom it is not necessarily or not at all a problem for young girls to become pregnant in the middle of their schooling:

- 09.37% of them, i.e. 03 subjects, say it is because they continue their studies despite their pregnancies.
- For 06.25% of them, i.e. 02 subjects, it is not a problem or a concern, if the partner recognises and assumes the pregnancy.
- For another 06.25% of them, i.e. 02 other subjects, having contracted a pregnancy in the middle of their schooling is not a problem because they receive help from their families.

**Table 3.16:** Distribution of respondents according to the family and relational impact of the pregnancy contracted in the school environment and the impact of the pregnancy on the course of study (n=25).

ANSWERS	FREQ.	PER.
Those who rate their life as positive overall since their pregnancy	05	20%
Subjects who rate their life as acceptable overall since their pregnancy	13	52%

Subjects who rate their life as negative overall since their pregnancy	07	28%
<b>TOTAL</b>	<b>25</b>	<b>100%</b>
Subjects whose families adopted an empathic stance when their pregnancy was announced	14	56%
Subjects whose families took an indifferent attitude to the announcement of their pregnancy	03	12%
Subjects whose families took a hostile attitude to the announcement of their pregnancy	08	32%
<b>TOTAL</b>	<b>25</b>	<b>100%</b>
Individuals whose pregnancy had a positive impact on their relationships with their families	05	20%
Subjects whose pregnancy had no impact on their relationships with their families.	12	48%
Subjects whose pregnancy had a negative impact on their relationships with their families.	07	28%
No response.	01	04%
<b>TOTAL</b>	<b>25</b>	<b>100%</b>
Subjects who were rejected by their families when their pregnancies were announced.	03	12%
Subjects who were not rejected by their families when their pregnancies were announced.	21	84%
No response.	01	04%
<b>TOTAL</b>	<b>25</b>	<b>100%</b>
Subjects whose pregnancies have been recognized and accepted by their authors.	23	92%
Subjects whose pregnancies were not recognized and accepted by their authors.	01	04%
No answer.	01	04%
<b>TOTAL</b>	<b>25</b>	<b>100%</b>
Subjects whose pregnancies were cared and supported by their authors.	21	84%
Subjects whose pregnancies were not cared and supported by their authors.	03	12%
No answer.	01	04%
<b>TOTAL</b>	<b>25</b>	<b>100%</b>
Subjects whose pregnancies had a positive impact on their relationship with the author.	08	32%
Subjects whose pregnancies had no impact on their relationship with the author.	13	52%
Subjects whose pregnancies had a negative impact on their relationship with the author.	03	12%
No response.	01	04%
<b>TOTAL</b>	<b>25</b>	<b>100%</b>



Subjects who consider their current relationship with the father of their pregnancies to be conflicting.	01	04%
Subjects who rate their current relationship with the author of their pregnancies as acceptable.	15	60%
Those who rate their current relationship with the father as peaceful.	08	32%
No response.	01	04%
<b>TOTAL</b>	<b>25</b>	<b>100%</b>
<b>Impact of the pregnancy on the course of study</b>		
Subjects whose pregnancy terminated their studies.	02	08%
Subjects whose pregnancy did not terminate their studies.	22	88%
No answer.	01	04%
<b>TOTAL</b>	<b>25</b>	<b>100%</b>
Pregnancy did not end their studies, they continued classes until the birth and after the birth.	09	40,90%
Pregnancy did not terminate their studies, they resumed classes the following school year.	10	45,45%
Pregnancy did not terminate their studies, they will resume classes in 2022 (next year).	01	04,54%
No response.	02	09,09%
<b>TOTAL</b>	<b>22</b>	<b>100%</b>

- This table shows that 52% of the 25 pregnant students surveyed, i.e. 13 subjects, consider their life as a whole to be acceptable since their pregnancy, 28% consider it to be negative, i.e. 07 subjects, and 20% consider it to be positive, i.e. 05 subjects.
- It can also be observed that the families of 56% of the pregnant girls adopted an empathic position when their pregnancy was announced, i.e. 14 individuals, the parents of 32% adopted an explicitly hostile position, i.e. 08 individuals, and those of 12% of them adopted an indifferent position, i.e. 03 subjects.
- For 48% of the girls surveyed who were pregnant, i.e. 12 subjects, the pregnancy had no impact on their relations with their families, for 28%, i.e. 07 subjects, the pregnancy had a negative impact on their relations with their families, and for 20% of them, i.e. 05 subjects, the pregnancy had a positive impact on their relations.

- The same table reveals that 84% of the girls surveyed who were pregnant, i.e. 21 individuals, were not rejected by their families when they announced their pregnancy, while 12% of them were rejected, i.e. 03 individuals.
- The pregnancies of 92% of the girls surveyed who were pregnant, i.e. 23 individuals, were accepted and assumed by their authors, while those of 04% of them were not, i.e. 01 person.
- The pregnancies of 84% of the girls surveyed who were pregnant, i.e. 21 individuals, were accepted by their perpetrators, while those of 12% of them, i.e. 03 individuals, were not.
- The pregnancies of 52% of the girls surveyed who were pregnant, i.e. 13 individuals, had no impact on their relationship with the perpetrator, those of 32% of them, i.e. 08 individuals, had a positive impact on their relationship with the perpetrator, while those of 12%, i.e. 03 individuals, had an outright negative impact on this relationship.
- It should also be noted that 60% of the pregnant girls surveyed, i.e. 15 subjects, judged their current relationship with the author of their pregnancies to be acceptable, 32% of them, i.e. 08 subjects, judged their current relationship with the author of their pregnancies to be peaceful, while 04% (i.e. 01 subject) judged these relationships to be conflictual.
- The table also shows that the pregnancy of 88% of the girls surveyed who were pregnant, i.e. 22 subjects, did not interrupt their studies.
- On the other hand, the pregnancy of 08% of them, i.e. 02 subjects, did indeed put an end to their studies.
- 45.45% of the 22 pregnant girls surveyed whose pregnancy did not terminate their studies, i.e. 10 subjects, resumed their studies the following school year after giving birth.

- As for 40.90% of them, i.e. 09 subjects, they continued their studies with their pregnancy until the childbirth and after the childbirth. 04.54% (i.e. 01 subject) will resume their studies next year, i.e. in 2022.

### **3.1.3 Suggestions made by young female students to struggle against pregnancies in the school environment**

**Table 3.17:** Distribution of respondents by legal and judicial dispositions to be taken against authors of student pregnancies (n=112).

<b>ANSWERS</b>	<b>FREQUENCIES</b>	<b>PERCENTAGES</b>
Subjects who think that legal and judicial measures should be taken against the authors of student pregnancies to better protect young people.	83	74,10%
Subjects who think that legal and judicial measures should not be taken against those who commit student pregnancies.	23	20,53%
No response.	06	05,35%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>
People who think that the law should impose a monetary fine on the authors of pregnancies.	25*	22,32%
People who think that the law should impose on the authors of the pregnancies a constraint for the management of the pregnancy.	88*	78,57%
People who think that the law should impose on the authors of the pregnancies the financing of the resumption of the lost school year.	71*	63,39%
People who think that the law should impose on the authors of the pregnancies an involvement of their parents if they are minors.	41*	36,60%
No taxation retained.	04	03,57%
<b>Number of respondents</b>	<b>112</b>	<b>100%</b>
Subjects who want adult authors to be tried and convicted by the courts for their responsibility in the pregnancies of young female students.	75	66,96%
Subjects who do not want adult perpetrators to be tried and convicted for their responsibility in the pregnancies of female students.	35	31,25%
No response.	02	01,78%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>
Subjects who believe that the reinstatement of boarding schools with strict disciplinary rules could help reduce the phenomenon of pregnancy in schools.	74	66,07%
Subjects did not believe that the reinstatement of boarding schools with strict disciplinary rules could help reduce the phenomenon of school pregnancy.	35	31,25%

No response.	03	02,67%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>

\*34 people made a single choice, 35 people made two choices, 19 people made three choices, 17 people made four choices.

- The table opposite shows that 74.10% of the girl students surveyed, i.e. 83 individuals, think that legal and judicial measures should be taken against the adult perpetrators of pregnancies of underage students in order to better protect young people, while 20.53%, i.e. 23 individuals, think that such measures should not be taken.
- 78.57% of the girls surveyed, i.e. 88 individuals, think that the law should impose a constraint on the perpetrators of pregnancies of girl students to pay for the pregnancy.
- 63.39% of them, i.e. 71 individuals, think that the law should require the perpetrators of the pregnancies to finance the resumption of the lost school year.
- 36.60%, or 41 individuals, think that the law should require the perpetrators of pregnancy to involve their parents if they are minors, and 22.32%, or 25 individuals, think that the law should require the perpetrators of pregnancy to pay a fine.
- In addition, 66.96% of the girls surveyed, i.e. 75 individuals, would like the adult perpetrators to be tried and sentenced by the courts for their responsibility in the pregnancies of young girls, but 31.25% of them, i.e. 35 individuals, do not want this.
- Finally, 66.07% of the girls surveyed, i.e. 74 individuals, think that the reinstatement of boarding schools (abolished by the state of Côte d'Ivoire in a difficult period of national economic situation several decades ago) with strict disciplinary rules could help reduce the phenomenon of pregnancy in schools. 31.25% of them, i.e. 35 individuals, do not think so.

## II. RESULTS OF THE INTERVIEWS

### 3.2.1 Results of the interview with the Regional Director of National Education and Literacy

The Regional Director of National Education and Literacy of Marahoué in Bouaflé received us for an interview as part of our investigation.

Like all Regional Directors in the 31 administrative regions of Côte d'Ivoire, he is the technical representative of the Minister of National Education and Literacy at the regional level and the exclusive authority with the prefectural authorities.

**For the presentation of the Regional Directorate of National Education and Literacy of Marahoué-Bouaflé**, it should be noted that the Regional Directorates of National Education and Literacy (RDNL) are structures to which the competences mentioned below have been transferred, as part of the deconcentration of the competences of the Central Directorates.

The RDNL are the real pillars and relays of the management of the education system with decision-making powers, and their functions are to

- Planning and Programming ;
- Education Management;
- Management of resources.

The Regional Directorates are responsible for:

- Data collection in schools;
- The control and processing of this data;
- The elaboration of National School card and the justification of requests for the creation, extension and closure of schools;
- Technical support for the holding of regional school card commissions;

- The updating of the locality files of the School Card;
- Management and updating of regional student files.

With regard to their responsibilities for the management of education, the regional directorates are responsible for:

- For exams and competitions, the management of applications, the regional management of exams and competitions;
- For guidance, the reception and diffusion of guidance information, the progressive implementation of guidance at the regional level;
- The improvement of the processing of inspection reports in order to improve pedagogical supervision.

In the context of human resources management, the RDNL are responsible for:

- Preparation of recruitment files;
- Preparation of Allowance files at regional level;
- Entering certificates of employment;
- Receipt of transfer requests;
- Regional movement of staff and participation in national transfers.

Under the management of financial resources and equipment, RDNL are responsible for:

- The identification and forecasting of material resources requirements;
- The animation and elaboration of regional budget projects and their transmission to the Directorate of Administrative and Financial Affairs (DAFA);
- The execution of the budget chapters for which they are delegated.

The managers and internal services of the Regional Directorate of National Education and Literacy of Marahoué, in Bouaflé, are:

**The Regional Director of National Education and Literacy (RDNEL)**, with the following departments directly attached to his office:

- The Departmental Directorate of National Education and Literacy of Sinfra (DDNEL Sinfra);
- The Information and Guidance Office (IGO);
- The Pedagogy and Continued Training Antenna (APFC);
- The Administrative and Accounting Assistance (AAA);
- The Commissary ;
- The Department in charge of the Inspections of Primary and Pre-school Education, High Schools and Colleges;
- The Communication Service.

**The Coordinating Secretary General, responsible for extracurricular activities (school and extracurricular activities):**

- The School Management Committee Service (SMCS);
- The Department of Mutuality and Social Works in the School Environment (DMSWSE);
- The School Canteen Service
- The Literacy Service;
- The Regional Antenna for School Life (RASL);
- The Service for the Promotion of Reading and School Libraries (SPRSL).

**The General Secretary for Administration and Human Resources:**

- The Archival Preservation Service;
- The Project, Monitoring and Evaluation Department
- The IT Department;
- The Mail Service;
- The Administrative Writing Service;
- The Human Resources Department.

## **The Head of Division of Education, Pedagogy, Statistics, School Exams, Pedagogical Exams and Competitions:**

- The Pedagogical Competitions Department ;
- The Pedagogical Exams Service;
- The School Exams Service;
- The Statistics, Planning and Strategy Service (SPSS);
- The Service for the Supervision of Private Schools (SSPS);
- The Schools, High Schools and Colleges Service (SHCS).

At the Regional Directorate of National Education and Literacy of Marahoué - Bouaflé, the service that deals with issues related to the phenomenon of pregnancy in schools, as in all the Regional Directorates of the Ministry of National Education and Literacy of Côte d'Ivoire, is The Mutual Aid and Social Works in Schools Department (MASW)

The Mutual Aid and Social Works in Schools Department (MASW) is the department within the Regional Directorate of National Education and Literacy whose mission is to improve the living and working conditions of the Ministry's decentralised staff and pupils.

### **Activities carried out:**

- **Psychosocial care of students**
  - Reception, listening and advice to pupils: Cases of illness, pregnancies, cases of illness, pregnancies, girl-mothers, pupils in the process of breaking with the school, lack of school performance, various problems.
  - Search for school fees for pupils whose parents are economically disadvantaged.
  - Reintegration of sick or pregnant pupils who are not repeating a year (with a certificate) and are excluded at the end of the year.



- Reintegration of sick or pregnant repeat pupils (with certificate) excluded at the end of the year in collaboration with the DSPS (Directorate of Strategies, Planning and Statistics).

- Reception, listening and advice for OVC (Orphans and Vulnerable Children due to HIV/AIDS).

- Seeking medical assistance (for seriously ill pupils) from public and para-public structures, partners and local authorities.

- Constitution and transmission of sickness files to the Directorate of Mutual Aid and Social Works in Schools (DMASW).

### **School monitoring of pupils**

- Home visit (HV) to pupils.

- Interviewing and sensitising parents of pupils if necessary depending on the problem

- Creation of a personal work schedule (home schedule).

- Creation of micro work groups for pupils in exam classes (CM2, Third grade, final grades).

- Psycho-pedagogical support for pupils with learning difficulties or who are failing at school.

### **Psychosocial care for staff of the Ministry of National Education**

- Setting up a sickness file

- Creation of a teacher over-indebtedness file

### **Receipt and transmission (to the Prefecture) of applications for maternity leave**

**Statistics on pregnancies in schools in the Bouaflé educational district, for  
the 2020-2021 school year**

<b>SCHOOL CYCLE</b>	<b>CLASS</b>	<b>NUMBER OF PREGNANCIES</b>
<b>PRIMARY EDUCATION</b>		
<b>Primary</b>	CP2	00
	CE1	00
	CE2	00
	CM1	00
	CM2	01
	TOTAL	01
<b>PUBLIC SECONDARY EDUCATION</b>		
<b>Public First Cycle</b>	6 <sup>th</sup>	21
	5 <sup>th</sup>	17
	4 <sup>th</sup>	29
	3 <sup>rd</sup>	51
	TOTAL PUBLIC FIRST CYCLE	117
<b>Public Second Cycle</b>	2 <sup>nd</sup>	12
	1 <sup>rd</sup>	04
	Final grade	10
	TOTAL PUBLIC SECOND CYCLE	26
<b>TOTAL PUBLIC SECONDARY</b>		<b>143</b>
<b>PRIVATE SECONDARY EDUCATION</b>		
<b>Private First Cycle</b>	6 <sup>th</sup>	04
	5 <sup>th</sup>	09
	4 <sup>th</sup>	31
	3 <sup>rd</sup>	45
	TOTAL PRIVATE FIRST CYCLE	89
<b>Private Second Cycle</b>	2 <sup>nd</sup>	18
	1 <sup>rd</sup>	17
	Final grade	27
	TOTAL PRIVATE SECOND CYCLE	62
<b>TOTAL PRIVATE SECONDARY</b>		<b>151</b>
<b>GRAND TOTAL FOR THE BOUAFLE DISTRICT</b>		<b>294</b>

**Source: The Mutual Aid and Social Works in Schools Department (MASW) of the Regional Directorate.**

This table from the Regional Directorate of National Education and Literacy of Marahoué-Bouaflé, reveals that for the 2020-2021 school year, the Bouaflé district has registered 294 student pregnancies, 143 of which are in Public Education and 151 in Private Education. Only one (01) case was reported in the primary school.

The most prolific classes in terms of pregnancies are the 4th and 3rd grades:

- 80 pregnancies out of 117 in public secondary schools, i.e. 68.37% of pregnancies.
- 76 pregnancies out of 89 in private secondary schools, i.e. 85.39% of pregnancies.
- 156 pregnancies out of 294 in all schools combined (primary and secondary), i.e. 53.06% of all pregnancies in the Bouaflé educational district, in these two classes alone.

The class that records the highest number of pregnancies in lower secondary school, all levels combined, is the 3rd grade, with 96 pregnancies. In upper secondary school, the class with the highest number of pregnancies is the final grade, with 37 pregnancies. The CM2, 3rd and final grade classes, which are exam classes, are the classes in which girls become pregnant the most in Bouaflé, according to RDNEL Marahoué statistics.

**Table of statistics on pregnancies of girl students recorded at the  
School and University Health Service (SUHS) of Bouaflé for the previous  
school year 2019-2020**

<b>MONTH</b>	<b>NUMBER OF PREGNANCY CASES</b>	<b>CUMUL</b>
<b>September</b>	19	19
<b>October</b>	29	48
<b>November</b>	21	69
<b>December</b>	22	91
<b>January</b>	42	133
<b>February</b>	20	153
<b>March</b>	32	185
<b>April</b>	05	190
<b>May</b>	13	203
<b>June</b>	26	229
<b>July</b>	15	244
<b>August</b>	06	250
<b>TOTAL</b>	<b>250</b>	<b>250</b>

Source: The Social Service of the School and University Health Service of Bouaflé (the midwife in charge of contraception and pregnancy).

This table shows us that the School and University Health Centre (SUHC) of Bouaflé, also known as the Bouaflé Medical-School Centre, recorded 250 pregnancies among female students in the previous school year 2019-2020. The figures of the Medical-school Centre are also those of the Regional Directorate of

National Education and Literacy, the two services working together to harmonise and strengthen their statistics.

We can therefore see from this table provided by the School and University Health Centre (SUHC) and the one provided by the Regional Directorate of National Education and Literacy, above, that the number of pregnancies for the two consecutive school years 2019-2020 and 2020-2021, is respectively 250 for the former and 294 for the latter, i.e. a total of 544 pregnancies in two years.

The number of pregnancies in the Bouaflé educational district is on the rise, with an increase of 8% compared to the previous school year.

We interviewed the Regional Director of National Education and Literacy of Marahoué - Bouaflé on **the activities carried out by his department in relation to the struggle against pregnancy in schools.**

According to the Regional Director, through its Mutual Aid and Social Works in Schools Department (MASW), the Regional Directorate of National Education and Literacy organises awareness-raising tours in schools and helps facilitate the implementation of AIMAS<sup>22</sup> (translated into French as Agence Ivoirienne de Marketing Social, with the "Youth, take control of your life" campaign) and SWEDD (Sahel Women's Empowerment and Demographic Dividend, the SWEDD initiative aims to accelerate the demographic dividend through the empowerment of women and girls).

For more details, it should be noted that, according to UNFPA<sup>23</sup> (United Nations Population Fund), « *in force since November 2015 in Burkina Faso, Côte d'Ivoire, Mali, Mauritania, Niger, Chad and Benin, SWEDD operates in areas and territories with multiple vulnerabilities, among others, **the high rate of child***

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<sup>22</sup> In English "Ivorian Agency for Social Marketing (IASM)"

<sup>23</sup> <https://cotedivoire.unfpa.org/fr/news/communiqu%C3%A9-de-presse-swedd-2-le-projet-swedd-passe-%C3%A0-l%C3%A9chelle>

*marriage, early pregnancies, and girls' dropout. These countries have implemented programmes targeting adolescent girls, aged 10-19, and women to improve life skills and knowledge of sexual and reproductive health; to keep girls in school; and to increase economic opportunities.*

*Religious and traditional leaders promote community dialogue for girls' secondary education, women's social and economic empowerment, birth spacing; and against child marriage, early pregnancy and female genital mutilation. Boys and men are engaged through community-based interventions for female empowerment. The project has helped to eliminate the bottlenecks in the public health system that were certainly impeding girls' access to health care and to develop a policy agenda that places population and gender at the centre of growth.*

*The regional initiative, based on a model of country ownership, emphasises a "make-do" approach and relies on national expertise. It is a partnership model where countries have full ownership of their resources, and collaborate with national academic institutions by establishing partnerships with local institutions and structures for the implementation of specific programmes.*

*“SWEDD has become a platform for policy makers, religious leaders and other opinion leaders to address issues considered delicate in the region”.*

*With financial support from the World Bank and joint technical support from the United Nations Population Fund (UNFPA) and the West African Health Organization for an initial period of four years, SWEDD member countries have made substantial progress. Despite the diversity of their needs, countries have appreciated the technical assistance model set up and coordinated by UNFPA. This assistance has allowed for the exchange of experiences, the mutualisation of skills and sub-regional integration. »*

Mutual Aid and Social Works in Schools Department (MASW) is also working on the creation of Health Clubs and Girls Clubs in schools.

**As for the Regional Director's opinion on the phenomenon of pregnancies in schools**, in general, he considers it to be a phenomenon that is growing in the Marahoué Region, despite all the work done to curb it. Parents and all the authorities should combine their efforts to deal with it.

**The reasons which, according to him, encrease this real Ivorian social scourge** are the lack of supervision at the level of young girls and the renting of houses in groups by students without guardians. He also emphasised the lack of information and sexual education among girl students, as well as the violence and sexual abuse of young girls.

With regard to **the actions and measures taken by the Marahoué Regional Directorate of National Education and Literacy** to curb this phenomenon and its consequences in the lives of young girls studying in schools in his area of competence, the Regional Director replied that his Directorate supports the sensitisation programmes of National Education partners (AIMAS, SWEDD). It is also implementing the "Zero pregnancy in schools" campaign.

As for **the solutions recommended by the Ministry of Education and Literacy** to fight against this phenomenon in schools in Côte d'Ivoire, the Regional Director said that his authority recommended better supervision of girls at all levels.

### **3.2.2 Results of the interview with the Inspector of Primary and Pre-school Education of North-Bouaflé**

The Inspector of Primary and Pre-school Education of North-Bouaflé granted us an interview, as part of our investigation into pregnancies in schools.

**Presenting his structure**, he indicated that he is the head of the Bouaflé-Nord district, at the primary level. He is assisted in his task by Counsellors of all grades: Pedagogical Counselors, Counselors in charge of Canteens, Counselors in

charge of Cooperatives, Counselors in charge of Extra-curricular activities, Counselors in charge of Literacy and Counselors in charge of School Management Committees (COSMC). They are all under the responsibility of a Principal Inspectorate Counselor (PIC), who is their general pedagogical coordinator.

The Inspectorate Counselor is the immediate collaborator of the Inspector, as is the Bursar, on whom the small household, cleaning and caretaking staff depend. The Counselors, on the other hand, are above the School Directors in the hierarchy, and the latter are responsible for the ordinary and assistant teachers.

The various services of the North-Bouaflé primary and pre-school education inspectorate are:

- The Inspector's Secretary;
- The bursar's office;
- The Senior Inspectorate Counselor;
- The counselors Services;
- The statistics service;
- Examinations and competitions service;
- The library;
- Mutual Aid and Social Works in Schools Department (MASW);
- The Mail Service.

**Regarding the activities carried out by the Inspectorate of Primary and Pre-school Education of North-Bouaflé, about the struggle against pregnancy** in schools, the Inspector indicated awareness as the activity carried out in his domain of competence. This is done through the screening of awareness-raising films, which show teachers and pupils themselves the consequences of precocious pregnancies, known as high-risk pregnancies, on the life of the child. This awareness is also carried out during back-to-school meetings and meetings with parents.



He emphasised the fact that the child's right to go to school must be respected, and that primary school pupils are minors aged between 5 and 15 years. Pregnancy at their level is not only a brake on their schooling but above all a danger, a violence done to them, given their physiological state.

According to the Inspector, this violence against under-age girls in primary schools was formerly perpetrated by teachers who touched their pupils. In order to avoid increasing the number of pregnancies, the Ministry used to punish teachers guilty of such acts without mercy, by suspending them from their functions, removing them from the workforce and imprisoning them. But for the past 5 to 6 or even 10 years, the age of primary school pupils has dropped (9 to 11 years old in CM2), and pregnancies are no longer as frequent as in the past, when a primary school pupil in an examination class could be as old as 18.

For him, the phenomenon is now more acute in secondary schools, in the 4th and 3rd grades, where girls, as they grow up, until they are around 17 years old, are physically attractive, and have sexual relations with their fellow students. This is what is increasingly observed, according to him.

The Inspector noted that at the primary school level, towns and residential areas are less affected by the scourge of pregnancy in schools. On the other hand, in the villages and camps (less developed than villages), the phenomenon is in full swing. On the other hand, in the villages and camps (less developed than the villages), the phenomenon is in full swing. However, these pregnancies are not officially declared to the authorities, in most cases, as the parents hide the facts.

**Regarding his opinion on the phenomenon of pregnancies in schools,** the Inspector of Primary Education of North-Bouaflé, replied that as a deconcentrated link of the Ministry of National Education and head of district, he feels sorry. The pain and disgust of a father who sees his child get pregnant at an age that carries risks, a feeling of frustration and anger. He therefore takes a

negative view of this phenomenon, for the eradication of which they are struggling, as those responsible for these children, after their parents.

Turning to **the psycho-social factors that he believes contribute to the risk of pregnancy in schools**, the Inspector said that there are many factors at play, including the situation of girls who have no tutors. When they are admitted to the sixth grade, they have no parents or tutors to look after them, and they rent rooms or houses on their own, without the cover or authority of an adult.

Thus, they become the prey of shameless men, who take advantage of their precarious situation to dangle things like food, little gifts, and seduce them. The girl, being weak and vulnerable in her situation, is unable to reason objectively, and becomes the victim of these people, who will take advantage of her current weakness to abuse her.

There is also **poverty**, he noted. Parents are often destitute and do not give their daughters pocket money for their needs. Even when she is with a tutor, she may need to make ends meet, to feed herself outside family meal times. She thus becomes an easy prey, often lacking the bare minimum. Teachers, people in small jobs, everyone takes advantage of this precarious situation of the student girl.

There is also bad company, said the Primary Education Inspector. According to him, it has been proved that out of 80 pregnancies, 25 to 30 come from the school environment, which is a little more than a third (31 to 37%). Pupils have sex with each other and the girls get pregnant. This is due to the fact that some children, being sexually precocious, corrupt their peers with their bad morals and drag them into their wake.

The Inspector also noted the fear that the girl pupil feels towards her teacher or master, whom she considers a little god whose advances she feels obliged to accept. She is a victim of his psychological ascendancy over her, she cannot think logically, and she is taken in.

As for **the actions and measures taken by his district to curb this phenomenon** and its consequences in the lives of young girls in his schools, the Inspector reaffirmed his recourse to awareness of his teachers and pupils of puberty age, through the actions carried out above.

As for **the solutions recommended by the Ministry of National Education to fight against the phenomenon of pregnancy in schools in Côte d'Ivoire**, the Inspector emphasised that the Ministry of National Education and Literacy has opted to bring pupils closer to their places of learning, by increasing the number of school infrastructures, building primary schools and local high schools. The school must be brought closer to the pupil's place of residence. In addition to this, the Ministry insists on raising awareness among its decentralised services, and also uses sanctions against the perpetrators of sexual violence against child pupils. The Ministry also works in conjunction with the Ministry of Social Affairs and the Ministry of Women, the Family and Children, through their local services.

### **3.2.3 Results of the interview with the Principal of High school I of Bouaflé**

The Modern High School I has **4158** students, including **2894** in the First Cycle and **1264** in the Second Cycle. There are **1381** girls in the First Cycle and **518** in the Second Cycle, making a total of **1899** girls. They therefore represent **45.67%** of the school's student body.

The Modern High School I is headed by a Principal, who is the hierarchical head of all administrative and teaching staff. He has four (04) deputies, the DHS (Deputy Head of School). He received us at his offices and granted us the interview we had requested from him, starting by **presenting his structure**.

The services of the Modern High School I are:

- Commissary;
- The Secretary's office;
- The IT department;
- The archives;
- The Social Service;
- The Counseling Service;
- The Supervision service, with two (02) Educational Inspectors and thirteen (13) educators;
- The School Life service.

As for the activities carried out by the administration of the High School I in relation to the fight against pregnancy in schools, the headmaster noted the youth campaigns organised by AIMAS (Ivorian Agency for Social Marketing) with the teachers.

According to one of the teachers we interviewed, 6 teachers are co-opted each year by the regional representation of AIMAS in Yamoussoukro (the political capital of Côte d'Ivoire, located 58 km from Bouaflé) and are trained to supervise and train students in sex education.

This is a programme of one (01) hour per class, held back each week in the pupils' timetable. This programme lasts for four (04) months of the year, with two classes per co-opted teacher, per month and per level (from 6th grade to the final year), i.e. a total of 8 classes per teacher for the chosen level, over the four (04) months.

These volunteer trainers, who are the teachers, receive a bonus of 2,500 FCFA (\$5) per hour and therefore a monthly salary of 20,000 FCFA, or \$40. In total, each selected class receives only one hour of outreach per year with AIMAS.

Not all classes are reached by this awareness, and the classes reached receive very little time. In addition, attendance at the programme is not compulsory. As a result, many pupils take advantage of the opportunity to be absent.

The Principal of Modern High school I also mentioned the SWEDD (Sahel Women's Empowerment and Demographic Dividend) project, which works with young girls through a committee made up of women from the town of Bouaflé, and which raises awareness about early pregnancy, child marriage and the sexual and reproductive health of young girls.

The head of the Modern High school I finally stated that lessons entitled "Zero pregnancy in schools" are taught by teachers. So many actions carried out by the Modern High school I of Bouaflé, with more or less success, to try to curb this problem.

**In the opinion of the Headmaster of the High School I**, the phenomenon of pregnancy in schools in the Bouaflé region is growing despite awareness-raising activities, leaving the education system somewhat helpless.

**On the psychosocial factors which, according to the Principal of the Modern High School I**, favour the risk of pregnancy in the school environment, he noted in first place poverty, then the curiosity of young girls, impatient to discover sex, and finally the situation of solitude of the pupils (especially the girls), left to their own devices and obliged to rent studios and flats on their own with their friends, with whom they live as flatmates.

**As for the actions and measures taken by the High School I Administration to curb this phenomenon and its consequences** in the lives of young girls studying at the school, the Headmaster stated that he initiated and encouraged the **distribution of condoms** to students and gave them advice through all the actions carried out for them within the school.

As for **the solutions recommended by the Ministry of Education to fight against the phenomenon of pregnancy in schools in Côte d'Ivoire**, the Headmaster told us that, to his knowledge, they consist of raising awareness among pupils and in the sanctions taken against the perpetrators of early pregnancies.

#### **3.2.4 Results of the interview with the Principal of High school II of Bouaflé**

The Modern High School II has **5411** students, including **4482** in the First Cycle and **929** in the Second Cycle. There are **2121** girls in the First Cycle and **331** in the Second Cycle, making a total of **2452** girls. They therefore represent **45.31%** of the school's student body.

The Modern High School II is also headed by a Principal, who is the hierarchical head of all administrative and teaching staff. He also has four (04) deputies, the DHS (Deputy Head of School). He also received us at his offices and granted us the interview for which we sent him a letter.

The services of the Modern High School II are:

- The Commissary
- The Principal's Secretary;
- The IT Department;
- The Archives;
- The Counseling Service;
- The Management Service, with one (01) Inspector of Education and fourteen (14) Educators.

Unlike Modern High School I, Modern High School II does not have a Social Service or a School Life Service.

Regarding **the activities carried out by the administration of the Modern High School II, about the fight against pregnancy in schools**, the Headmaster informed us of a pedagogical activity entitled "Life lessons", which consists of awareness-raising lessons given to students from 6th to final grades.

This system of lessons started in 2016 (so it's been 5 years, in this year 2021) and allows to inculcate in pupils of both genders an education based on the knowledge of one's body, of what puberty is, and on the awareness of contraception methods and their importance.

These 'life lessons' have the advantage of being taught by any teacher. This shows the responsibility of any educational leader, whatever his or her speciality and training, to educate and raise awareness pupils on sexuality.

Still on the subject of the activities carried out by the Modern High School II against the phenomenon of pregnancy in schools, the Principal informed us that AIMAS (Ivorian Agency for Social Marketing) is conducting a campaign in favour of sexual and reproductive health of students. This agency provides them with education on sexuality issues.

There is also the school's Health Club, which educates the girl to take care of her body in order to avoid early pregnancy.

A more discreet campaign is carried out through murals and posters posted around the school with messages for students in high traffic areas of the school.

Regarding **his opinion on the phenomenon of pregnancies in schools**, the Headmaster of the Modern High School II expressed his opposition to this scourge, which he considers unacceptable for the headmaster that he is. For him, this phenomenon can only be curbed if young girls really learn to know and take care of their bodies. This is the objective of the activities that the school carries out for them.

The Headmaster also informed us that, from the statistics, the Modern High School II has recorded **18 cases of student pregnancies for the 2020-2021 school year**. These are the declared cases, with the submission of a pregnancy certificate. In reality, there could be others, unofficial, because some girls hide their pregnancies or stop coming to classes without reporting.

**On the psychosocial factors likely to promote the phenomenon of pregnancy in schools**, the Principal of the High School II indicated that **poverty is the main cause**. Some girls from poor families and underprivileged backgrounds are attached to people with small jobs such as taxi drivers in the locality of Bouaflé, managers of telephone cabins, mechanics, carpenters and other craftsmen, to have some livelihood.

It is rare, he says, for girls whose parents take care of them, and who receive pocket money, to become pregnant. It's often girls whose parents are poor or can't afford it, parents from villages, camps, rural areas in general.

He also pointed out that the pupils, because of their bad behaviour, in most of the families that have taken them in, have made many families very reluctant to take them in. So much so that the parents of the pupils, no longer knowing what to do, are obliged to rent flats and studios for their children, in groups, thus provoking an unhealthy promiscuity among them. Thus we find girls and boys alone, housed without tutors, in the same houses or even the same bedrooms, without any barriers or supervision. Many pregnancies are the result of this.

He also noted **the desire and love of ease among young girls**. They want to be like others and have what others have (mobile phones, clothes, watches, shoes), while their resources or their parents' resources do not allow them to afford it.



We asked the Principal of Modern High School II about **the actions and measures taken by the Administration to curb this phenomenon** and its consequences in the lives of young girls studying at the school.

He answered that the means are the "**Life lessons**" classes, **the activities of AIMAS, the Health Club and the awareness-raising posters initially mentioned.**

But once the damage is done, the school asks pregnant girls to submit a pregnancy certificate to its services, so that by stopping classes, they can resume them after giving birth, and not compromise their future. They are also taken care of by the educators (since High School II no longer has a Social Worker), on a psychological level, to help them overcome this difficult stage in their lives, as they are often abandoned by their parents, laughed at by their peers and marginalised by their environment. This has a considerable impact on their studies, as well as on their mental state, and can lead them to drop out of school, i.e. to abandon their studies for good.

Finally, the Headmaster of the Modern High School II, on the question of **the solutions recommended by the Ministry of Education** to fight against the phenomenon of pregnancy in schools, replied that it is **Awareness-raising**, since the Ministry does not yet envisage sanctions against the perpetrators. A large part of this awareness-raising is done through the classes given for this purpose at school, and the activities of AIMAS.

### **3.2.5 Results of the structured interview with educational leaders and parents**

A structured interview was conducted with 16 education officials and parents, as follows: four (04) primary education officials, four (04) secondary education officials, eight (08) education officials and eight (08) parents.

With regard to the schools where education officials work, we interviewed one (01) from the Tenkodogo School Group, three (03) from the Biaka School Group, two (02) from the Modern High School I and two (02) from the Modern High School II.

For their jobs and functions in the above-mentioned schools, we have three (03) teachers, school directors, one (01) teacher, deputy school director, two (02) inspectors of education and counseling, in charge of classes and two (02) educators, in charge of classes.

### **1) On the relationship of girl students with sexuality and contraception**

**When asked if they had ever been aware of pregnancies in schools, they answered 100% in the affirmative.**

Concerning the number of reported cases of pregnancy among pupils of which they are aware in their schools (for the current school year), those of the Tenkodogo School Group mentioned one (01) pregnancy, those of the Biaka Boda School Group, zero (00) pregnancies (the girls there are younger, for the most part), and those of the Modern High School I and II, sixty-five (65) cases of pregnancies.

As to **whether contraceptive methods are taught to young girls in their schools**, one of the education officials interviewed answered in the negative (1 out of 8) and another did not answer (1/8).

The other six (6/8) answered in the affirmative and indicated (with two double answers) that this was done during Human Rights and Citizenship Education, HRCE (3/8), during Life and Earth Sciences, LES (1/8), during some science lessons in primary classes (1/8), during interviews with high school educators or the social unit, and during the lessons of some teachers (1/8), during conferences for students (1/8), and during some activities of the SWED project, Project for the Empowerment and Development of Women (1/8).

With regard to our concern about whether the educational leaders and parents of the pupils allowed their daughters to have boyfriends, fifteen (15) of them answered in the negative (15/16), i.e. 93.75% of the interviewees. The 16th person did not answer.

Regarding contraception, seven interviewees said they teach their children (7/16), while eight said they do not (8/16).

## **2) On the psychosocial factors likely to favour the risk of pregnancy**

To the question of whether **the living conditions (housing, means of subsistence) of young girl pupils in the town of Bouaflé can encourage the phenomenon of pregnancies in schools**, fifteen of the educational leaders and parents of pupils (15/16), i.e. 93.75% of those interviewed, replied in the affirmative. Eleven (11/16) of them (including one double response) added that many girls leave their parents in the village after primary school for secondary school or college in Bouaflé and once in town, they are left to their own devices, often living alone and without any real means, in total freedom, or with other pupils who are their roommates, so that their outings are no longer controlled by their parents or by an adult responsible for following them; their lack of resources ends up pushing them to give themselves up to men.

According to one of the interviewees (1/16), the living conditions of the girl pupils can encourage pregnancy in the school environment because of the lack of resources of the parents who live in the village and who are generally quite poor; for two others (2/16), the girl pupils are exposed to the risk of pregnancy because of their living conditions, because they receive their monthly pocket money often late and this situation means that they are beset by financial problems. For another (1/16), this situation is possible because some parents, because of their upbringing, do not pay much attention to their children, they care little for them.

Pour un autre interviewé ayant encore répondu par l'affirmative (1/16), dans les quartiers où les filles élèves vivent en groupe, sans tuteurs, elles sont des proies faciles pour les individus qui raffolent de jeunes filles. Elles ont besoin d'argent et ce sont les travailleurs qui se substituent aux parents pour leur en donner, en échange du sexe.

As for one of the interviewees (1/16), the living conditions of young girls studying in the town of Bouaflé cannot encourage the phenomenon of pregnancy in schools, because they have enough to live on, with their parents.

When asked whether they thought that **the economic and social situation of the parents or family contributed to the risk of pregnancy among young girls**, nine of the interviewees (9/16), i.e. 56.25% of the individuals, answered in the affirmative. Four (4/16) argued that the girl has her own needs and that she should be taken care of and given pocket money; failure to do so exposes her, and many parents do not have the resources to provide for these needs, leaving their daughters with no choice but to give themselves over to men or to be constantly tempted.

Two interviewees (2/16) answered in the affirmative and argued that, for the most part, the parents of the pupils in the region are farmers and therefore have very low incomes, so they do not always have the means to provide for their daughters. For two others (2/16), the economic and social situation of the parents leads the girls to prostitution, faced with the need for money that the parents find difficult to give them.

On the same question of whether, in their opinion, the economic and social situation of the parents or family contributes to exposing young girls to pregnancy, seven interviewees (7/16), i.e. 43.75% of the individuals, replied in the negative or with "not necessarily". For one of them (1/16), it depends on the girl's perception of life, for another (1/16), parents can be of modest conditions and have conscientious daughters, for yet another (1/16), parents should just teach

their children to be content with the minimum they provide, it is just a question of education, according to them.

During the interview, we also asked the education officials what they thought might lead these girls to engage in active and unprotected sex, exposing them to pregnancy. We mentioned three likely causes, to structure our question and give them the possibility of choice: following fashion (followership), lack of education on contraception and poverty. But they answered much more than that.

Nine of the interviewees (9/16), i.e. 56.25%, cited the fashion effect and following fashion (careless following of young girls, who copy their friends), seven (7/16) cited poverty and lack of means, four (4/16), lack of education on contraception, three (3/16), envy of the situation and possessions of other girls, three (3/16) others bad company and dubious company, one (1/16), the abundance of bistros (called "Maquis" in Côte d'Ivoire) and nightclubs, one (1/16), the love of "Show"<sup>24</sup> because some girls like to party, another (1/16), the easy money offered by clandestine gold diggers in the Bouaflé gold mines and finally one (1/16), the curiosity and search for sexual experiences by young girls.

In reply to our question as to **how they explain the precocity of sexual relations practised by the girl pupils**, nine of the educational leaders and parents of pupils (9/16), i.e. 56.25%, indicated the influence of the media (television, internet and social networks), four (4/16) indicated ignorance of contraception and lack of sexual education, four others (4/16), bad company because the environments and people frequented by the girl corrupt her, and four again (4/16), the poverty of the parents, two (2/16), the desire for discovery and the curiosity of the girl pupils.

One (1/16) indicated the influence of parents' indecent way of dressing on children, one (1/16) indicated the fact that girls do not apply advice given to them,

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<sup>24</sup> Name for "parties".

one (1/16), the minimisation of the consequences of sexual intercourse by girls due to their carelessness and ignorance, one (1/16), early possession of mobile phones (smartphones, iPhones, tablet phones) by girls, one (1/16), the desire to look good among other girls, another (1/16), the resignation of parents, and finally another (1/16), the seduction of material goods (mobile phones, clothes, shoes, bags and fashionable outfits).

According to our interviewees, the following factors in the family environment of the girl student are a contributing factor or factors lack of resources (4 out of 16 respondents), poverty (4/16), lack of care, lack of financial support and unmet needs of young girls (3/16), carelessness in the family, lack of monitoring of children and lack of rigour and responsibility on the part of parents (3/16), lack of communication between parents and the young girl on sexuality issues (2/16) the maintenance of taboos in matters of sexuality (1/16), the bad company of a person at home who has a harmful influence (1/16), the absence of parents in the girl's education or lack of education (1/16), the adolescent crisis which causes the questioning of parental authority, (1/16) the type of education received, such as permissive and lax education, where the girl can do what she wants (1/16).

**As for the school's share of responsibility for the phenomenon of pregnancy in schools**, four of the educational leaders and parents interviewed (4/16) did not consider it responsible. **They said that the school does its part, which is to raise awareness among pupils.**

On the other hand, the other twelve (12/16) put a lot of responsibility on the school. For them, the school is partly responsible for this phenomenon of pregnancy, because of the lack of teaching and education on sexuality (3/16), because abstinence is not taught to girls at school (2/16), because the school does not speak sufficiently to girls about contraception and the disadvantages of early pregnancy (2/16), because lessons on sexuality produce the opposite effects,

contrary to those desired (1/16), because the school has changed, it no longer plays a role, there is no education and the responsibility of teachers is engaged (1/16).

For these educational leaders and parents, the school is also responsible for the phenomenon of pregnancies, because of the mixed school population, which means that girls and boys are obliged to live side by side at all times (1/16), because some teachers are ashamed or embarrassed to talk to their pupils about sexuality (1/16), because of the absence of Mother-Child (girl) clubs in schools (1/16), because of the inadequacy of supervision of young girls, which should be done through personalised follow-up (1/16), the school assumes part of the responsibility because of the closure of boarding schools (1/16), because of the inadequacy of girls' colleges (1/16) and because of the inadequacy or absence of health or HIV/AIDS clubs in schools (1/16).

With regard to the parents' share of responsibility in this phenomenon, the education officials and parents interviewed denounced the fact that some parents do not take care of their children, and particularly their daughters, with regard to their needs and their upkeep; some of them have even given up on their daughters (6/16). They denounce the parents' lack of authority over their children and deplore their carelessness and failure in the specific education of young girls (4/16). They denounce the lack of monitoring of children by their parents in their education (3/16), they emphasise the fact that parents should advise their children, be open to them and exchange with them, which they do not often do (2/16). They incriminate parents who do not give their daughters sex education (2/16), they point out that some parents have divorced and can no longer properly supervise their children, while noting that others have even died and their daughters are abandoned (1/16).

They reproach the parents of the girl students with several other things. According to them, the parents fail to put their daughters on contraception (1/16), the children have no pocket money, they receive nothing from their parents for

their needs (1/16), the parents are strangers to their children, they do not communicate with them (1/16), parents do not give their daughters sex education (1/16), some parents do not try to find tutors for their children and prefer to rent them a studio or a house with roommates (1/16) and they maintain taboos about sex with their children (1/16).

Only one of the educational leaders and parents gave a different opinion (1/16), answering that the parents have done their part, and that it is the girls themselves who have chosen their path.

### **3) On measures to combat pregnancy in schools**

The education officials and parents surveyed suggested measures that parents of girls should take or observe at home to protect their children. They recommend (with several double replies) that they :

Take care of their children by meeting their needs, providing them with food and allowing them to have the minimum (7/16), give their children a good education and a lot of advice (5/16), talk to them about contraceptive methods, provide them with sexual education, establish regular communication with them on these issues (5/16), communicate with their children, talk with them so that they can get to know them (2/16), provide specific care for young girls (1/16), tell girls about life's experiences to make them aware (1/16), continually talk to them about the disadvantages of being sexually active at their age and as students (1/16), regularly visit their children who are with tutors or renting a house on their own or with roommates (1/16), teach the children satisfaction, they should know how to be satisfied with what their parents give them (1/16), collaborate with their children's teachers for better monitoring at home (1/16), know their children's timetable to better monitor them (1/16), limit the number of times their children go out (1/16) and entrust female pupils to foster families (1/16).



As for the measures recommended or currently taken in their schools to combat school pregnancy, the education officials (only them) indicated the following:

Provide girls with education on sexuality, stressing the disadvantages of early pregnancy and pregnancy in school, give lectures on reproductive health and teach contraceptive methods (4/8), i.e. 50% of individuals, reinforce the awareness-raising that is already done (1/8), create Mother-Child (girl) clubs to discuss reproduction with girls and raise their awareness of early sexuality issues (1/8), reinforce courses on contraceptive methods (1/8), ensure personalised follow-up for girl pupils (1/8), reactivate the AIMAS (Ivorian Social Marketing Agency) awareness-raising projects in schools, revitalise the Health or HIV/AIDS clubs, maintain the SWEDD project (Project for the Empowerment of Women).

Concerning the decisions or measures they expect the State of Côte d'Ivoire to take against this phenomenon, the educational leaders and parents of pupils make the following proposals:

Build schools just for girls, with boarding facilities, bring back boarding schools where they have been abolished and create some where there are none, with strict disciplinary rules (5/16), punish the perpetrators of pregnancies criminally, and even if necessary, with great severity (4/16), cash crops (cocoa, coffee, rubber, etc.) should be well paid to allow peasant parents to have the financial resources to look after their children (2/16), carry out more awareness-raising among pupils and parents (2/16), the state should pass laws on this phenomenon (2/16), sanction pregnant girls at school by excluding them from classes, to serve as a lesson (2/16), sanction teachers and educators who have sexual relations with pupils (1/16), revitalise non-governmental organization such as the Ivorian Agency for Family Welfare (IAFW), to organise awareness campaigns for young girls (1/16), remove pornographic films from television programmes (1/16), publicise and

popularise contraceptive methods (1/16) and finally, organise awareness days in schools with health workers (1/16).

When asked if **they knew of any national policy to combat the phenomenon of pregnancy in schools**, seven of the educational leaders and parents surveyed (7/16), i.e. 43.75% of individuals, gave no answer, they knew nothing about it, and one (1/16) replied that, to his knowledge, there were no measures taken by the state.

The other eight (8/16) answered in the affirmative and were able to cite, without much detail, some actions by the State, including awareness-raising among girls (1/16), seminars with teachers on this issue (1/16), the teaching of sexuality in schools (1/16), the awareness-raising campaign "Zero pregnancy in schools" (1/16), posters in schools and broadcasts on TV and radio (1/16), the construction of a dozen girls' high schools, with boarding facilities, envisaged by the State of Côte d'Ivoire (1/16).

We also sought the views of school leaders and parents on the legal and judicial arrangements to be made in relation to this problem. We sought to find out first whether such provisions could help to curb the phenomenon, and secondly, which ones they thought should be made.

One of them answered in the negative (1/16).

Six (6/16) answered in the affirmative, without making any proposal. Five (5/16) proposed that the perpetrators of pregnancies be arrested and punished, one (1/16) proposed that the law be extended to cover all perpetrators of pregnancies of girl students, one (1/16) asked that young boys be deterred by sanctions, another (1/16), another (1/16), that the perpetrator and her parents be required to take charge of the pregnancy and that the perpetrators of pregnancies of schoolgirls be made to bear a heavy responsibility, and yet another (1/16), that the

perpetrators of pregnancies be given the choice between imprisonment and taking full charge of the girl, by means of a judicial constraint.

When asked whether they thought that the reinstatement of boarding schools, with strict disciplinary rules, could be recommended in the fight against pregnancy in schools, one of the educational leaders and parents (1/16) replied that the opening of boarding schools would not solve this problem, and another (1/16), "Not necessarily".

The fourteen others (14/16) answered in the affirmative. Two even answered that it is imperative, an emergency, to reduce this phenomenon (2/16), and another, that it is especially important for the peasant parents of the village, who cannot cope with their numerous expenses and limited resources (1/16).

### **III. SUMMARY OF RESULTS**

Our study was based on 112 respondents. Once the data collected has been processed, we proceed here to summarise it.

In reviewing them, we note that the majority of female respondents, representing 83.93% of all respondents (and 84.84% of our sample), are in the 13 to 20 age group. 46.42% are students at Modern High School I, while 44.64% are students at Modern High School II. Moreover, 93.75% of this majority are of Ivorian nationality.

In terms of **the status of sexually active and contraceptively informed female students (relationship of young female students with sexuality and contraception)**, 52.67% of the respondents have not yet had sexual intercourse; of those who have already had sexual intercourse, 28.30% are 16 years old and 45.28% are 16 and 17 years old. 60.37% of those who have already had sexual intercourse have rarely had it.

In addition, 58.49% of the girls surveyed had their first sexual intercourse with young people and 33.96% with teenagers; for 39.62% their first sexual partner was a pupil, and for 24.52% a student. At the time of the survey, 77.68% of the respondents were not pregnant, while 22.32% were or had been pregnant.

On the other hand, 56% of the respondents who got pregnant contracted their pregnancy during the school year and 48% of them are relatively comfortable with the fact that they are pregnant girls and 54.46% have a sympathetic view of pregnant girls.

The majority of pregnant respondents (96%) say that their pregnancies were not planned, they were accidental, 48% of the girls who became pregnant admit that their pregnancy was due to a lack of information on contraception. 64% regretted their pregnancy as students and 30.76% of them said they regretted it because they were unable to study and because their studies were in danger of being terminated. As for the girls who have no regrets, 25% of them say they do not regret it because they have the support of their families.

52.67% of respondents do not have a boyfriend or sexual partner, while 44.64% say they do. 50% of the girls surveyed do not know their menstrual cycle.

Regarding knowledge of contraceptive methods, their use and frequency of use, 71.42% said they knew the methods of contraception. Of the respondents who said they knew about contraception, 67.50% cited the (male) condom and 53.75% the permanent pill. 60.71% of the respondents had never used contraception. On the other hand, 32.14% had already used it. 74.10% of the respondents who have already used them say they do not currently use them, 36.11% of those who do use them say they rarely use them and 30.55% say they always use them, under all circumstances.

It should also be pointed out that in the search for **psychosocial factors that may favour the risk of pregnancy**, we found that 67.85% of respondents live with their parents and 16.96% with their tutors. This corresponds to 84.81% of respondents living with their parents or tutors, and therefore under the care of a family or adult. In contrast, 15.17% of the respondents live in a shared house with roommates, in a private studio or with their boyfriend. 50% of the respondents whose parents do not live in the town of Bouaflé with them receive visits from time to time and 33.33% very often. In total, although some girls do not receive any visits from their parents, 83.33% of the girls surveyed whose parents do not live in Bouaflé receive their visits, either very often or from time to time. Regarding the size of their families, 47.32% of the respondents were from medium-sized families (6 to 9 members).

61.60% of the subjects have fathers with higher or secondary education. Similarly, 61.60% of the subjects' mothers are illiterate or have a primary education.

With regard to the professional situation of the parents, the fathers of 47.31% are self-employed, have informal economic activities (personal activities and agriculture), or are unemployed. The mothers of 74.10% of the girls surveyed were self-employed, engaged in informal economic activities (personal activities and agriculture), or unemployed (they were generally housewives and homemakers).

Speaking of the marital status of the parents, 57.14% of the respondents are from a legally or traditionally (customarily) married couple, and the parents of 67.85% live together.

With regard to the financial aspect of their lives, the family budget (the family's domestic resources) accounts for 36.70% of the financial resources and livelihoods of the young girls. As for their care by their parents, 78.57% of our respondents are dressed and cared for by their parents. 30% of those who are

neither clothed nor looked after by their parents are in this situation, according to them, because their pregnancies were taken care of by their parents.

70.53% of the girls surveyed know that the fight against pregnancy in schools is one of the major struggles undertaken by the Ivorian state since 2013. However, for 53.57%, the results of this fight led by the state are neither positive nor tangible. 88.39% of the respondents said they had already heard of the phenomenon of pregnancy in schools and 59.82% said they had only heard of a few cases of pregnancy among their friends or sisters who were students.

On the causes of school pregnancies, 32.66% of the respondents cited **bad company** as the first cause of school pregnancies, 15.93% cited **poverty** as the second cause and 14.34% cited **fashion** (the effect, influence and observation of fashion) as the third cause.

64.28% of the girls surveyed thought that young students were informed and trained on the contraceptive methods that could protect them, and 47.22% of them considered that the level of information on contraceptive methods among young students was average. For 65.17% of the girls surveyed, it is useful for young girls in school to practice abstinence.

Regarding the risk of pregnancy, 56.32% of the girls surveyed who were not pregnant did not think that they were exposed to a risk of pregnancy at their current level of study, and for 40.85% of these girls, it was because they were abstinent and avoided bad company. But as for the reasons and arguments of the girls who say they are exposed to a risk of pregnancy, 24.32% of them say it is because they have sex and have a boyfriend.

For 67.85% of the respondents, it is a problem for young female students to get pregnant during their schooling because, in the opinion of 57.89% of them, pregnancy disrupts or interrupts their studies. As for the reasons and arguments

of those for whom it is not necessarily or not at all a problem for young girls to get pregnant during their schooling, 09.37% of them say it is because they continue their studies despite their pregnancies.

Regarding the family and relational impact of the pregnancy contracted in the school environment, 52% of the pregnant girls surveyed considered their life as a whole acceptable since their pregnancy. The families of 56% of the pregnant girls surveyed adopted an understanding attitude when their pregnancy was announced, and for 48% of them, the pregnancy had no impact on their relations with their families. 84% of the pregnant girls surveyed were not rejected by their families when their pregnancy was announced, 92% of the pregnancies were recognised and accepted by their perpetrators, 84% were taken care of by their perpetrators and 52% had no impact on their relationship with the perpetrator.

We note that 60% of the girls surveyed who were pregnant considered their current relationship with the author of their pregnancies to be acceptable, while 88% of the girls whose pregnancies did not end their studies resumed classes the following school year after giving birth. On the other hand, for 40.90% of them, they continued their studies with their pregnancy until the birth and after the birth.

Concerning the suggestions made by the girls to fight against pregnancy in schools, 74.10% of the girls surveyed thought that legal and judicial measures should be taken against the perpetrators of pregnancy to better protect young people, 78.57% thought that the law should impose on the perpetrators of pregnancy of girls a constraint to take care of the pregnancy, 63.39% think that the law should require the perpetrators of pregnancy to finance the resumption of the lost school year, 36.60% think that the law should require the perpetrators of pregnancy to involve their parents if they are underaged, and 22.32% think that the law should require the perpetrators of pregnancy to pay a fine.

## **CHAPTER IV: DISCUSSION AND INTERPRETATION OF THE DATA**

In this chapter, we analyse and interpret the survey results.

To this end, the discussion and interpretation of the results will be based on the following variables, which guided us in the development of the survey instruments:

- 1) The relationship of young female students with sexuality and contraception or the status of sexually active and contraceptively informed female students,
- 2) Psychosocial factors that may increase the risk of pregnancy,
- 3) Suggestions made by the girls to combat school pregnancy.

### **I. DISCUSSION AND INTERPRETATION OF THE DATA FROM THE QUESTIONNAIRE FOR GIRL STUDENTS**

#### **4.1.1 On the relationship of young girl students with sexuality and contraception or their status as sexually active and contraceptively informed girl students**

The practice of sex by young female students is a reality that is no longer demonstrated. Although our study shows that the majority of them (52%) do not have sex, almost half of the remaining girls surveyed (47%) do have sex (Table 3.2), which is a considerable percentage for girls who attend school.

They have their first sexual experience with young people (teenagers and young men), the majority of whom are pupils and students (Table 3.3), but for the majority of them this is rare or occasional. Only a few had regular sex. Their status



as students and their youth may explain the fact that they have sex only rarely or occasionally.

More than half of the girl students who became pregnant after having sex did so in the middle of the school year (Table 3.4), which helps us to understand why the majority of them have their first sexual intercourse with their fellow students. Moreover, those who have become pregnant are relatively comfortable with the fact that they are pregnant students. The carelessness of their youth could partly explain this. Nevertheless, the majority of girl students feel sympathy for their pregnant peers (Table 3.4), indicating that they are aware that this is not a desirable situation for a student.

Most of the pregnant girls admitted that they were surprised by their pregnancy. It was not planned, it was an accident. Some of them admitted that they became pregnant because they did not have accurate information and education on contraceptive methods (Table 3.5). Despite the activities initiated by their administrations and their line ministries to raise them awareness on the subject. The majority of them regret having become pregnant, and these regrets are based on the fact that they find it difficult to study and that pregnancy poses a threat to their studies. These studies could be permanently interrupted by this new and unwanted situation. However, many of the pregnant girls say that they do not regret their pregnancy when they see the child (Table 3.5).

A significant number (about 45%) of respondents have a boyfriend or sexual partner, although most (about 53%) do not. Worryingly, however, half of all girls surveyed do not know their menstrual cycle (Table 3.6). This fact poses a considerable risk of pregnancy for young girls.

A significant number of our respondents said they knew about contraceptive methods, and the main ones they mentioned were the male condom and the permanent pill (Table 3.7). Despite this knowledge, a large majority of

them admit that they have never used contraception and another large majority do not currently use it. For those who have used them, they say they rarely use them (Table 3.7).

#### **4.1.2 In regard to psychosocial factors that may increase the risk of pregnancy**

With regard to the psychosocial factors that can influence girl students and lead them to contract pregnancies. With regard to their social environment, the majority of the girl students who were our respondents live with their parents. Just over a quarter, however, lived with guardians, and another quarter lived in rented houses with flatmates, in personal studios or with boyfriends (Table 3.8). The living conditions of this last quarter of our interviewees demonstrate all the difficulties faced by female students in Ivorian cities during the school year.

These facts were recurrently noted and attested to during the various interviews we conducted with the Regional Director of National Education and Literacy of Marahoué, the Inspector of Primary and Preschool Education of North-Bouaflé, the Principals of Modern High Schools I and II, Educational Officials and parents of pupils, and also during our visit to the School and University Health Service of Bouaflé (SSSU), where the Head Doctor and the midwife of the service underlined to us, with force, this social reality of the girl pupils, which gives a great acuteness to the problem of pregnancies in school.

According to our study, most of the parents of the girl students, who do not live in Bouaflé, visit them regularly or from time to time. Nevertheless, about a quarter of them receive no visits at all from their parents. This fact greatly weakens the girl students who have no tutors; it leaves them to the predation of adults who love the girls and puts them at the mercy of people in small jobs (taxi drivers, small mechanics, carpenters, masons, etc.), opportunistic and occasional

money providers, who take advantage of the situation, as the officials we interviewed acknowledged.

The majority of our respondents belong to medium-sized families of 6 to 9 members and large families of 10 or more members (Table 3.8). The burdens of families of such sizes are, in general, heavy. This does not make it easy for parents to meet the needs of girl students and does not encourage them to take full responsibility for them. This situation constitutes a social weakness for young girls, a factor of poverty, and can expose them to multiple temptations, as noted by the officials we interviewed and the other studies cited in the theoretical part of this survey.

The girls we surveyed are not in a state of family, social or economic deprivation, but we can see that their parents are from rather modest backgrounds because, in relation to the economic and social situation of their parents, the majority of the fathers of the respondents have a secondary or higher level of education, and professionally they are generally self-employed, have informal economic activities (personal activities and agriculture), or are unemployed (Table 3.9).

The fathers also include a good number of employees and civil servants of the State of Côte d'Ivoire. For just under half of the girls.

As for the mothers of the majority of respondents, they are illiterate or have a primary level of education, and are generally, like the fathers, self-employed, with informal economic activities (personal activities and agriculture), or unemployed, who are generally housewives and housewives.

The parents of the girl students surveyed are not without income-generating activities, in their majority, but their financial means seem limited and their social level relatively low. Most of them are legally or customarily married and currently live together. They are therefore not in family, social or economic decline, as we

said above. They just come from fairly modest families, socially, intellectually and economically, conditions which are indicators of poverty and factors favourable to the phenomenon of pregnancy in schools.

Indeed, as school officials, parents of pupils interviewed, school and university health officials interviewed and some of the authors of the studies cited attest, poverty is one of the main causes of the emergence and aggravation of the phenomenon of pregnancy in schools in Côte d'Ivoire.

In terms of the financial means of the girls surveyed, it is noted that they depend in their majority on their parents' budget and the pocket money they receive from them. Most of them are dressed and cared for by their parents. Unfortunately, about one tenth of them have been abandoned by their parents in terms of their needs and care (Table 3.10), making them the core group that will be most exposed to the scourge of pregnancy in schools. As a result, some of these girls are forced to engage in small business, do odd jobs in the fields on their own account, or negotiate small agricultural contracts with landowners on plantations, in parallel with their studies, to support themselves. And the resigning parents of these girls argue that they are old enough to look after themselves. For those who are pregnant, these parents simply leave them in the care of their boyfriends, who are responsible for their pregnancies (Table 3.10). For them, this is good riddance. Such resignation and disengagement from parents constitute a risk or even a danger for girl students, who are more vulnerable in this respect, as they are exposed to the sexual appetites of the other sex and to pregnancy.

The vast majority of respondents know that the fight against the phenomenon of pregnancy in schools is one of the biggest fights undertaken by the Ivorian state since 2013. However, more than a quarter of them know nothing about it. This is surprising, given all the initiatives undertaken by schools to raise awareness. Unless these initiatives are not sufficiently institutionalised to be able to reach a sufficiently large number of students, especially girls.

For the majority of these girls, the results of this fight are neither positive nor tangible. This says a lot about its effectiveness and impact on the lives of young girls. Most of them nevertheless say that they have already heard of this phenomenon, and the overwhelming majority have cases of pregnancy of friends or student sisters in their social circle (Table 3.11).

The largest number of girls surveyed indicated **bad company as the main cause of pregnancy in schools among their fellow pupils**; they ranked poverty in second place, followed by the influence of fashion and the resignation of parents (Table 3.12). For them, and this must be taken into consideration in the programmes initiated for them, the risks and perils of pregnancy in the school environment lie in the negative influence that certain girls have on their other classmates. According to them, it is first and foremost a problem of morals, values and education grafted on to that of poverty, which is a fertile breeding ground for this phenomenon.

Young female students are informed and trained on the contraceptive methods that can protect them, but on average, this is what the majority of them think. One-third think the complete opposite: they are neither informed nor trained (Table 3.13). This shows the somewhat disparate opinions of the respondents, which demonstrate that the awareness-raising activities carried out by the school for them are not perceived as such and even that a fringe of these girls are excluded from all these activities.

The majority of the girls surveyed believe that it is useful for the young girl in school to practice abstinence. A little more than a quarter of them were of the opposite or very opposite opinion, suggesting that they were in favour of an active sexual life for the girl student (Table 3.13). **This state of mind tells us a lot about the mentality of these girls and their exposure to the risks of pregnancy.**

More than half of the non-pregnant girls interviewed do not think they are at risk of pregnancy at their current level of education, mainly because they observe abstinence and avoid bad company, take precautions and use contraception (Table 3.14). As for the others, they say they are exposed to the risk of pregnancy because they have sex, have a boyfriend, have bad company and are surrounded by boys who do not leave them indifferent.

The majority of the respondents were aware that it is a problem for young girls to get pregnant in the middle of their schooling, due to the fact that, for them, pregnancy disrupts their studies and can interrupt them (Table 3.15). This awareness is commendable and should be encouraged among young female students. Nevertheless, a minority of them find that this is not a problem, because they say they continue their studies despite the pregnancy. **This shows that the girls are somewhat disconnected from the seriousness of the situation and that they do not care or that the phenomenon is trivialised.** All these things are not done to help combat school pregnancy.

For the majority of the girls surveyed who are pregnant, their lives have been acceptable overall since their pregnancy, **their families have adopted an understanding attitude towards them**, the pregnancy has not had an impact on their relationship with their families and they have not been rejected by their families when they learn of their pregnancy (Table 3.16). For the majority, their pregnancies were accepted and supported by their perpetrators and did not impact on their relationships with the perpetrator. These respondents considered their current relationship with the perpetrator to be acceptable, their pregnancy did not end their studies and they returned to school the following school year, for those who had already given birth to their child.

**It is clear that, on the whole, the girls surveyed are doing quite well after getting pregnant during their school year, on the family, emotional, relational and academic levels**, except in the case of a few who were rejected by

their families, the case of those whose parents did not recognise and take charge of the pregnancy, and the case of those who had to stop their studies for good.

#### **4.1.3 On the suggestions made by young girls to combat school pregnancy**

The vast majority of the girls surveyed believe that legal and judicial measures should be taken against the perpetrators of student pregnancies in order to better protect young people, and that the law should impose a legal constraint on the perpetrators of pregnancies to take charge of the pregnancy. They also wanted adult perpetrators to be tried and sentenced by the courts for their responsibility in the pregnancies of young female students, and thought that the reinstatement of boarding schools with strict disciplinary rules could help reduce the phenomenon of pregnancy in schools. They are therefore in favour of this (Table 3.17).

## **II. DISCUSSION AND INTERPRETATION OF INTERVIEW DATA**

### **4.2.1 The interview with the Regional Director of National Education and Literacy**

The Regional Directorate of National Education and Literacy (RDNEL) of Marahoué-Bouaflé has the following functions: planning and programming, management of education and management of resources in the Marahoué educational region.

As such, it has a service called the Mutual Aid and Social Works in Schools Department (MASW). The Regional Director has defined the responsibilities of this service at four levels, two of which are important for the local management of the phenomenon of pregnancy in schools:

- **Psychosocial care for pupils, by welcoming them**, listening to them and advising them, particularly in cases of illness, pregnancy, for girl mothers, pupils in the process of breaking away from school, lack of school performance and various other problems.

This allocation also applies to the search for school fees for pupils whose parents are economically weak, the reintegration of pupils who are ill or pregnant but not repeating a year (with a certificate) and who are excluded at the end of the year, and the reintegration of pupils who are ill or pregnant but repeating a year (with a certificate) and who are excluded at the end of the year, in collaboration with the DSPS (Directorate of Strategies, Planning and Statistics).

- **School follow-up of pupils, through home visits (HV) to pupils**, interviewing and raise awareness of pupils' parents if necessary, depending on the problem, psycho-pedagogical support to pupils with learning difficulties or in a situation of school failure.

The Marahoué Regional Directorate of National Education and Literacy has recorded **294 pregnancies** among girl students for the 2020-2021 school year. **The 4th and 3rd grades were the most prolific, with 156 pregnancies. These two classes are included in the 13 to 18 age group**, which proved to be the most prolific in our survey. The correspondence is perfect.

RDNEL's activities are carried out mainly in partnership with Ivorian Agency for Social Marketing (AIMAS) and the SWEDD (Sahel Women's Empowerment and Demographic Dividend) Project. They consist of awareness-raising sessions on the issues of sexual and reproductive health of pupils, contraception, child marriage, early pregnancy and the dropping out of school of girls. In the school setting, these partners target adolescent girls and boys (AIMAS) and adolescent girls, aged 10 to 19.



The SWEDD programme also aims to improve girls' life skills, keep them in school, and increase women's economic opportunities in general.

These partners provide valuable support to RDNEL, in addition to its own awareness-raising activities among students. But in the opinion of the Regional Director, the phenomenon is growing despite all the actions taken.

This is the same finding we made in our survey: most of the respondents are aware of the phenomenon of pregnancy in schools, they know about contraception but do not use it, those who do use it rarely do so, they are aware of the importance of abstinence for them, they know the danger that pregnancy poses for them and for their studies, and despite all this, the phenomenon is increasing. **Perhaps the causes of this phenomenon should be re-examined and the strategies used to curb it reconsidered. This is what we will try to do at the end of our study.**

For the Regional Director, the renting of houses in common by students is a considerable factor in the risk of pregnancy and the aggravation of the phenomenon.

The actions of RDNEL consist mainly in supporting the activities of AIMAS and the SWEDD Programme, and in conducting the "Zero Pregnancy in Schools" campaign. The Regional Directorate is fully in line with the Ministry's instruction to provide better supervision of girls at all levels.

#### **4.2.2 Interview with the Inspector of Primary and Pre-school Education of North-Bouaflé**

The Inspector of Primary and Pre-school Education of North-Bouaflé underlined that the activities carried out in his area of competence, in relation to the fight against pregnancy in schools, are awareness raising. **This is done**

**through the screening of awareness-raising films, aimed at teachers and pupils, and relating to the consequences of early pregnancy.** This awareness-raising is also done at the time of the first day of school and at meetings with parents, i.e. once or twice a year. The major disadvantage here is that this awareness-raising is just occasional and is not planned over the school year.

For the Inspector, the problem of pregnancies is most acute in secondary schools, particularly in the 4th and 3rd grades. This is what our survey also reveals. In primary education, it is in the camps and villages that the phenomenon is most acute. The residential areas are hardly affected, according to him.

We made exactly the same observation. Indeed, the Education Officials interviewed at the Biaka Boda School Group reported absolutely no cases of pregnancy in their schools, which receive a large number of pupils from the neighbouring area, called the “Millionaire district”, which is one of the residential districts of the Bouaflé Municipality. On the other hand, several cases of pregnancy, including one (01) recorded for the current school year, have been reported in the Tenkodogo School Group, which is a rural school surrounded by villages and camps. This can be explained by the fact that pupils in the countryside are often older than those in the city.

The Inspector takes a negative view of this phenomenon, which he qualifies as distressing and irritating, and for the eradication of which they are mobilising within the schools.

For the Inspector, the psychosocial factors that encourage this phenomenon are the **renting of houses in groups by pupils, the poverty of parents, bad company, which corrupts the children, and the fear of the teacher, to whose advances the girls give in.** These psychosocial factors largely correspond to those identified by most of our respondents.

The methods used to struggle against this problem in its area of competence are still **Awareness-raising**, which the Ministry of National Education and Literacy recommends as a solution to the problem, in addition to **disciplinary sanctions against teachers at fault** and **bringing the school closer to the pupil's place of residence by building school infrastructures in towns, villages and camps**, as well as **collaborating with the local representatives of the Ivorian ministries in charge of the family, children and social affairs**. However, all these actions are proving ineffective in slowing the growth of this phenomenon.

#### **4.2.3 Interview with the headmasters of High schools I**

The headmaster of the Modern High School I informed us that his school had **4158 students**, of which **1899 were girls**.

**Concerning the activities carried out by his administration in relation to the fight against pregnancy in schools**, the Principal mentioned those carried out for pupils by AIMAS, with the help of teachers: one hour of awareness-raising per year and per class. This is very insufficient in terms of duration, and unfortunately not enough in terms of the number of classes reached. Moreover, as this programme is not compulsory, many students do not attend, which is a major setback in the conduct of AIMAS activities at High School I.

The Principal of High School I also mentioned the SWEDD programme, but we were given little information on the organisation of the activities of this structure, which raises awareness about early pregnancy, child marriage and the sexual and reproductive health of young girls. This left us with the impression that the fight against this phenomenon is not really planned and coordinated.

In his opinion, pregnancies in schools are on the increase in the region, despite the awareness-raising that is being done.

The psychosocial factors that encourage this phenomenon, according to him, are **poverty, the curiosity of young girls to discover sex and the renting of shared houses by students**. These are consistent with the psychosocial factors cited by the respondents and other interviewees in our study.

**The distribution of condoms to the students and advice** through the actions carried out for them at school are the means used by the administration of the Modern High School I to deal with this phenomenon.

As far as the solutions of the Ministry of Education and Literacy are concerned, awareness-raising among students and sanctions against the perpetrators of early pregnancies remain the options in force, according to the Principal.

#### **4.2.4 Interview with the headmasters of High schools II**

The headmaster of the Modern High School II informed us that his school had **5411 students, 2452 of whom were girls**.

The "**lessons of life**", which are awareness-raising lessons given to students from the 6th to the final grades by the teachers, **the awareness-raising activities of AIMAS on sexual and reproductive health, the Health Club of High School II, the posters and wall paintings are the activities carried out by the Administration of the High School II**, about to the struggle against pregnancy in schools. Despite these activities, the operational details of which were not given to us, the phenomenon is taking on greater proportions.

In the opinion of the Headmaster of the Modern High School II, this phenomenon is unacceptable and can only be reduced if young girls start to know and take care of their bodies. This could happen if the girls really took into account the campaigns that are being conducted for them. Unfortunately, the current

results fall far short of expectations. A new reflection should be carried out on the fight against this phenomenon. We want to contribute to this with our study.

For the headmaster, poverty, envy of others and the love of ease are the psychosocial factors that encourage the phenomenon of pregnancy in the school environment, agreeing with the other speakers and respondents in our survey on the first point.

According to him, the "Life lessons" classes, the AIMAS activities, the Health Club and the awareness-raising posters mentioned above remain the means made available to the High School II to struggle against this phenomenon.

For him, awareness-raising remains the weapon recommended by the Ministry of National Education and Literacy against pregnancy in schools. But this tool seems to have shown its limits in its implementation and would benefit from being rethought.

#### **4.2.5 Structured interview with education officials and parents**

**With regard to the relationship of girl students with sexuality and contraception,** the educational leaders and parents interviewed are all aware of the phenomenon of pregnancy in the school environment. They reported one pregnancy in the Tenkodogo School Group and 65 pregnancies in the Modern High Schools I and II during the current school year.

They claim that contraception is taught to young girls in their schools, through EHRC (Education for Human Rights and Citizenship) classes, LES (Life and Earth Sciences) classes and during some Science lessons in primary school. Most of them do not allow their daughters to have boyfriends and do not teach them about contraception.

**As for the psychosocial factors favouring the risk of pregnancy in the school environment,** most of them said that the living conditions (housing, means of subsistence) of young girl pupils in the town of Bouaflé can favour it. They mentioned in particular the renting of shared houses by pupils without tutors, the lack of means of girl pupils coming from the villages and the poverty of their parents.

The majority of those interviewed said that the economic and social situation of the parents or family can contribute to exposing young girls to pregnancy. This is particularly true when the parents cannot provide pocket money, as some of them are peasants from the villages and camps, with little means to meet their daughters' needs.

According to more than half of the Education Officials and parents surveyed, the main reason why these girls engage in an active and unprotected sex life, exposing them to pregnancy, is fashion and fashion compliance. They then cited poverty and lack of means, lack of education on contraception, envy of other girls' status and possessions, bad company and bad company.

They explain the precocity of sexual relations practised by girl students by the influence of the media (television, internet and social networks) and the lack of sex education for girl students.

For our interviewees, what constitutes a factor or factors in the family environment of the girl student are: lack of means, poverty, lack of care, lack of financial support and unmet needs of young girls, carelessness in the family, lack of follow-up of children and lack of rigour and responsibility of parents.

**Regarding the school's share of responsibility for the phenomenon of pregnancy in schools,** most of the education officials and parents interviewed said that **the school is partially responsible** for the phenomenon of pregnancy, because of **the lack of teaching and education on sexuality, because abstinence**

**is not taught to girls at school and because the school does not talk enough about contraception and the disadvantages of early pregnancy to girls.**

As for the parents' share of responsibility in this phenomenon, the education officials and parents of pupils surveyed denounce the fact that some parents do not take care of their children, and particularly their daughters, in terms of their needs and their care; some of them have even given up on their daughters; they denounce the lack of authority of parents over their children and deplore their carelessness and failure in the specific education of young girls; they denounce the lack of monitoring of children by their parents in their education.

**On the measures to be taken in the struggle against pregnancy in schools,** the educational leaders and parents of the pupils interviewed proposed that parents should take care of their children by meeting their needs, providing them with food and allowing them to have the minimum, give their children a good education and a lot of advice, talk to them about contraception, provide them with sex education, establish regular communication with them on these issues and communicate with their children, talk with them so that they can get to know them.

As for **the measures recommended or currently taken in their schools to deal with school pregnancy,** half of the education officials (only them) say that their schools are working to provide girls with education on sexuality, stressing the disadvantages of early and school-age pregnancy, giving lectures on reproductive health and teaching them contraceptive methods.

With regard to **the decisions or measures they expect the state of Côte d'Ivoire to take against this phenomenon,** the educational leaders and parents of pupils propose that the state of Côte d'Ivoire build schools only for young girls, with boarding facilities, bring back boarding schools where they have been abolished and create some where there are none, with strict disciplinary rules,

punish the perpetrators of pregnancies criminally, and even if necessary, with great severity.

They also want cash crops (coffee, cocoa, cashew nuts, rubber, cotton, etc.) to be well paid so that peasant parents can afford to look after their children.

Almost half of education officials and parents do not know whether **there is a national policy to struggle the phenomenon of pregnancy in schools**. Half of them say that a policy does exist, particularly through awareness-raising among girls, seminars with teachers on this issue, the teaching of sexuality in schools, the "Zero Pregnancy in Schools" awareness-raising campaign, posters in schools and broadcasts on TV and radio, and the project to build around ten high schools for girls, with boarding facilities, envisaged by the State of Côte d'Ivoire.

**On the legal and judicial measures to be taken about this problem**, the majority of education officials and parents of pupils agreed that such measures should be taken. They wanted the perpetrators of pregnancies to be arrested and punished, they proposed that the law should be extended to cover all perpetrators of pregnancies of girl pupils, they asked that young boys be dissuaded by sanctions, that the perpetrator and his parents be made to bear the cost of the pregnancy caused, and that the perpetrators of pregnancies of girl pupils be made to bear a heavy responsibility.

The overwhelming majority of educational leaders and parents believe that **the reinstatement of boarding schools, with strict disciplinary rules, could help combat school pregnancy**. Some even considered this to be an emergency.

All these opinions, proposals and statements of our respondents, both educational leaders and parents, were also noted by our previous speakers and respondents. They will help us in formulating our suggestions for a more efficient struggle against this phenomenon which is hitting the Ivorian school environment hard.



### **III. THE IMPORTANCE OF THE RESULTS**

The analysis of the results gave us a better perception of the phenomenon of pregnancy in schools in the Municipality of Bouaflé, through the profile and responses of our respondents.

The girls most concerned are between 13 and 20 years old. They come from average families (6 to 9 members), with legally or customarily married parents, living together, fathers with a higher or secondary level of education and mothers who are illiterate or have a primary level of education. Their parents have informal economic activities (personal activities and agriculture), mainly, or are unemployed. This reflects their low social status.

Most of them have not yet had sex, but the majority of those who have already had sex are 16 or 17 years old and come from the 4th and 9th grades. However, their sex life is neither permanent nor unbridled. It is usually infrequent or occasional sex.

In addition, they have had their first sexual intercourse with young men (18 years and older) and teenagers, who are pupils like themselves or students. They get pregnant more during the school year than during the school holidays, and according to themselves, this is due to a lack of information about contraception.

They have clear regrets about their pregnancy as students, because they are unable to study and their studies are at risk.

For the most part, they do not have a boyfriend or sexual partner, but they do not know their menstrual cycle.

On the other hand, they are aware of contraceptive methods, particularly the male condom and the permanent pill, but the majority have never used them. Those who do use them rarely do so.

The vast majority live with their parents or tutors. They therefore benefit from the protection of a family or adult, although some live in a shared house with flatmates, in a personal studio or simply with their boyfriends, representing the core group most exposed and vulnerable to the risk of pregnancy among girl students. Although some girls do not receive any visits from their parents throughout the school year, which is emotionally and socially damaging for them, those whose parents do not live in Bouaflé receive their visits, either very often or from time to time.

Financially, they depend on the family budget, i.e. the family's domestic resources, and the pocket money they receive. Most of them are supported by their parents in terms of clothing and care.

They know that the fight against the phenomenon of pregnancy in schools is one of the biggest struggles led by the Ivorian state since 2013, but they believe that the results of this fight led by the state are neither positive nor tangible.

For them, **bad company** comes first among all the causes of pregnancy in schools, followed by poverty and fashion (the effect, influence and fashion compliance). They consider that girls are moderately informed about contraception, which is very insufficient, and that it is useful for the young girl in school to practice abstinence.

In general, they consider that they are not at risk of pregnancy at their current level of study, due to the fact that they observe abstinence and avoid bad company. Many, on the other hand, consider themselves at risk because they have sex and have a boyfriend.

The majority of them believe that it is a problem for young female students to get pregnant while schooling, because pregnancy disrupts or interrupts their

studies. But for some, it is not a problem, as they continue their studies despite their pregnancy.

Their families generally take an understanding stance towards them when they announce their pregnancy, they are not rejected by them, and their pregnancies do not visibly impact on their relationships with their families. Their pregnancies have been recognised and accepted by the perpetrators, for the most part. Some, however, have experienced hostility from their parents, have been rejected and are at a break with their families or with the perpetrator of their pregnancy, which is a very significant and impactful emotional upheaval for them at their age.

For the majority, the pregnancy did not end their studies, and they resumed classes the following school year after giving birth. Some, on the other hand, continued to attend school with their pregnancy until and after the birth, while others left school for good.

The vast majority of them believe that, in view of the consequences of this phenomenon, legal and judicial measures should be taken against the perpetrators of student pregnancies in order to better protect young people, in particular a constraint to take charge of the pregnancy, the financing of the resumption of the lost school year, the involvement of their parents if they are minors, and a financial fine.

Finally, they want adult perpetrators to be tried and sentenced by the courts if their responsibility for the pregnancies of young girls is established, and believe that the reinstatement of boarding schools with strict disciplinary rules can help reduce the thorny phenomenon of pregnancies in schools.

In addition, these results showed us the insufficient impact of the actions carried out by the authorities of the State of Côte d'Ivoire, despite the projects initiated to combat this phenomenon.

Overall, these results are of great importance for our study because their analysis has given us a clearer picture of the phenomenon of pregnancy in schools in the Municipality of Bouaflé. On this basis, in the following chapter we shall make suggestions for reducing the scale of the phenomenon in Côte d'Ivoire.

#### **IV. SUGGESTIONS**

With a view to contributing to the struggle against the phenomenon of pregnancy in schools, we refer to our **three variables and their indicators**, and on the basis of the results of our investigations, we make the following proposals, addressed to the State of Côte d'Ivoire, the Ministry of National Education and Literacy, the parents of pupils and the girl pupils themselves:

##### **4.4.1 Suggestions to the state**

The results of our survey having shown that the struggle against pregnancy in schools is not supported by a legal corpus and that it is rather disparate and is carried out according to the wishes of the actors, that it lacks planning and coordination, appropriate measures must be taken to make it more institutional and permanent, in particular that:

- The State shall enact legislation establishing the criminal responsibility of the perpetrators of pregnancies of girl students, in order to protect them;
- The state adopts texts that also engage the civil responsibility of the perpetrators of pregnancies;
- The state institutionalises the fight at school level, by setting up an inter-ministerial platform for the fight with all the ministries that deal with children, youth, family, health and social affairs, for the monitoring of indicators and the taking of corrective measures and assistance;
- The State provides financial support to the Ministry of Education and Literacy for the interest of teachers, who give their availability for this

cause, by teaching sensitisation subjects that their supervisory ministry must establish;

- The State should guarantee a remunerative price to farmers for cash crops (coffee, cocoa, cashew nuts, rubber, cotton, etc., as current prices are very low), to reduce poverty in rural areas, so as to enable peasant parents to have the means to look after their children who are studying;

- The State officially take the decision to reopen boarding schools, which were closed in the 1990s, and to create them in new schools, with strict texts and disciplinary measures;

- The state to implement an emergency plan for the creation of girls' high schools with boarding facilities in all 31 regions of the country, supported by international partners and donors;

- The state is stepping up the creation of local secondary schools in the villages, either by financing them itself or by encouraging village communities and private businessmen to do so, in order to avoid systematically sending pupils from the villages to the towns, far from their parents;

- The state sets up television and radio programmes for girl pupils and their parents, supported by international partners and donors, to ensure their sustainability.

More generally, we suggest that the State should:

- Adopt, through the National Assembly or by ordinance of the President of the Republic, legal texts specific to the phenomenon of pregnancy in schools and rigorously monitor their application (in particular, a constraint imposed on the perpetrator to take charge of the pregnancy, the financing of the resumption of the school year lost by the young girl, the involvement of the parents of the perpetrator if he or she is a minor, a retaliatory pecuniary fine and firm prison sentences);

#### **4.4.2 Suggestions for the ministry of national education and literacy**

Our survey having revealed that the fight against the phenomenon of pregnancy in schools is rather disparate, ineffective, occasional or even rare, and is carried out at the whim of the actors, and that it lacks real planning and coordination, appropriate measures must be taken to make it institutional and permanent. Therefore, we suggest that the ministry in charge of education should:

- Formally introduce sex education into school curricula, given the seriousness of the problem;
- Create a new subject for all levels (primary, lower and upper secondary) to be called "Health and Life", or integrate it into a former subject such as the Education for Human Rights and Citizenship, to fully and completely integrate awareness of sexual and reproductive health, the dangers of early pregnancy and child marriage, into the school curriculum;
- Create a new Pedagogical Unit (P.U), which will be responsible for monitoring and supervising it within the schools;
- Motivate the teachers assigned to this task by the payment of an attendance bonus, in order to encourage them and retain them, given the urgency of the results to be obtained;
- Encourage and subsidise the creation of boys' and girls' boarding schools by non-governmental organisations, private entrepreneurs and religious denominations, with strict disciplinary specifications, monitored by the services of the Regional Directorates of National Education and Literacy;
- Carry out large-scale awareness-raising activities in the municipalities, in collaboration with schools, religious denominations, unions, organisations, movements and school and youth associations, aimed at young people and parents;
- Organise inter-school slam (a kind of rap) competitions, art competitions, slogans, awareness-raising songs, cracking competitions on information

about the fight against pregnancy in schools and on sexual and reproductive health.

#### **4.4.3 Suggestions for parents**

Having been indexed several times in our survey for their responsibility in this phenomenon of school pregnancies, we recommend to the parents of students to:

- Endeavour to find tutors for their daughters who are students away from their families in the localities where they attend school;
- Avoid, with the utmost determination, their daughters renting shared houses with other students, especially of the opposite sex;
- Give pocket money to their daughters and support them with the means they have, without shirking or resigning;
  - To visit their daughters who attend school away from them as often as possible;
  - Give a good spiritual and religious education to their children, for those who are believers;
  - To give their daughters sexual education, based on their customary and spiritual values, and to teach them about their bodies.

#### **4.4.4 Suggestions for young girl students**

Our study showed that the majority of young girls do not know their menstrual cycle, do not use the contraceptive methods that most of them do know, while many of them are having or have had sexual relations. This leads us to make the following suggestions:

- Contact the midwife at the School and University Health Centre to learn how to establish their menstrual cycle and calculate their fertile period;

- Observe abstinence so as not to compromise their studies by getting pregnant, because they are still students, they must devote themselves entirely to their studies;
- Avoid bad company, which has the disadvantage of corrupting acquired values, and dubious company, which can be compromising for them.
- Always protect themselves during sex, by asking their partners to wear a condom;
- Avoid renting shared houses with other students, especially with students of the opposite sex;
- Learn contentment when one's parents are from modest social conditions, and not to envy other girls;
- Cultivating moral and spiritual values that will preserve them from early sex, which carries many risks for their young age.

## CONCLUSION

The phenomenon of pregnancy in schools, a growing social problem, appears to be one of the major phenomena in our country and threatens the studies of girl students. If left unchecked, it can compromise the future of thousands of young girls, who may have been promoted to good studies, and reduce them to social misery. In Côte d'Ivoire, it is growing every year and has become a national concern.

In undertaking this study, the theme of which is **“Contribution to the fight against the phenomenon of pregnancy in schools in the Municipality of Bouaflé, the case of the Modern High Schools I and II and the Tenkodogo School Group”**, we were struck by its acuteness and recurrent nature, and above all by the fact that it has a direct impact on young people, who are supposed to be the foundation of all our nations' hopes.



The study was conducted around the research question: **"How to fight more effectively against the phenomenon of pregnancy in schools in Côte d'Ivoire?"**

To answer this question, we identified the relationship of girl students with sexuality and contraception (or their status as sexually active and informed about contraception), the psychosocial factors likely to increase the risk of pregnancy, and the suggestions made by the girls to prevent pregnancy in schools.

We designed our questionnaire around four variables. The survey data were collected from 132 subjects using the questionnaire and five interview guides. From the discussion and interpretation of the results, it emerges that the girls most concerned are between 13 and 20 years of age, as we have noted in our study. They come from medium-sized families (6 to 9 members), with parents who are legally or customarily married, living together, fathers with a higher or secondary education and mothers who are illiterate or have a primary education.

Their parents have informal economic activities (personal activities and agriculture), mainly, or are unemployed. This reflects their low social status.

Most of them have not yet had sexual intercourse, but most of those who have already had sex are 16 or 17 years old and are in the 4th and 3rd grades. However, their sex life is neither permanent nor unbridled. It is usually infrequent or occasional sex.

In addition, they have had their first sexual intercourse with young men (18 years and older) and teenagers, who are pupils like themselves or students. They get pregnant more during the school year than during the school holidays, and according to themselves, because of a lack of information about contraception.

About the fight, it is clear from our study that it must be carried out on several fronts at once: at the level of the girls themselves by raising their awareness, at the level of educational officials and parents by involving them, and

at the level of the state, as well as the ministry in charge, which must adopt texts and provisions for a more efficient fight.

Finally, we have made suggestions to the State of Côte d'Ivoire, the Ministry of National Education and Literacy, parents of pupils and the girls themselves, in the hope that their application can contribute a little to this fight.