

Education of Girls in Rural Areas

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Abstract: *To educate a woman is to educate a nation, they say. It is common knowledge that every child's education is of paramount importance to their future. Often within African nations, gender segregation is very strong in terms of education. Boys are more advantaged than girls. Through this study, we want to go through schools in rural areas, on the one hand, to discover and bring out the idea of the relationship that there would be between the rate of female learners admitted to 7th year and that of those reached the end of the cycle of the humanities, and on the other hand, discover the underlying causes of this situation and make suggestions. Study conducted in the Democratic Republic of Congo, in the province of Haut Katanga.*

Keywords : Education, Girls, African Nation

1. Introduction

School education is the means by which everyone develops their knowledge, their level of understanding ... to achieve effective social integration. It is common knowledge that education for all (girls and boys) is the fundamental option of any nation knowing that no one chooses their gender when coming into the world. To be born a boy or a girl is a coincidence. Since ancient times in many societies, the education of girls was limited to the task of housework, and future good wives. However, in this century, the value of educating girls is no longer to be demonstrated, every society knows that it is through this task that young girls and boys will become effective members of society and productive for the group. The productivity of each person, the mastery of social rules for a harmonious life with relatives are fruits of the training. The educated subject gains social autonomy. Traditionally uneducated societies had their own ways of educating, initiating young boys and girls into life. In this century, scientific development and the modernization of life are a game-changer.

We choose this subject because we are convinced that the lack of education is harmful, not just for girls, but for all of society, because to educate a woman is to educate a nation, they say. And that the high rate of infant mortality is due to the lack of education of their mothers. In addition, it is simple to see that children in a household where the mother is not educated, for the most part are unlikely to go far in education.

Chrysostome CIJKA KAYOMBO, (2014, p.48) attests that [...] *the general conception of men towards them (despite exceptions such as Comenius) does not change: liberals or conservatives, they only consider it as a preparation for their role of wife and mother. If from the 17th to the 18th century women's literacy progressed faster than that of men in France, it was simply that they started from a lower level. In the Renaissance as in the Middle Ages, school excluded girls.*

In the same context, Bernard JOLIBERT, (2009, p.165) attests that Montaigne, who is nevertheless a humanist, made remarks that showed little interest in the education of girls or their emancipation. [...] Taking into account the declarations made by this humanist, JOLIBERT asks himself the question by saying: "however, are women made to study"?

Because according to Montaigne, they retain from knowledge only what is purely formal and verbal

The same goes for our traditional societies, the education of young people was taken for granted, moreover it was a task for the whole clan. Girls and boys were educated but separately. They received an education appropriate to their nature. Even to this day, more in rural areas, girls are still trained to become just good wives and mothers. As a result, their school attendance may be stopped due to marriage. The boys on the other hand can, as far as possible continue theirs.

Today, the world is changing, the basic education that we received in the family must then be supplemented by instruction, without it, education remains incomplete and places the subject in marginalization and deep dependence. . To do this, everyone regardless of their gender must be educated. The instruction in question does not simply depend on learning to read and write, but through it, we develop the intelligence of the subjects to allow them to understand the nature of the facts, to arrive at the deduction, from an analysis to a synthesis. The instruction develops intelligence, leads to conceptual and rational knowledge, further facilitates understanding between members and promotes good management of property and members of the group.

Olivier REBOUL (2010, p. 16-17) attaches great importance to learning, *for him "to learn" is to acquire information, know-how, or understanding. [...], while we can learn many essential things outside of any teaching, we can only learn with certainty through an education organized to learn, which prepares to face life situations by simulating them ...*

In addition, the author points out *ibidem*, (2005, p.1) that [...] *to learn is to get rid of ignorance, uncertainty, clumsiness, incompetence, blindness is to achieve better understanding, better being.*

With regard to the above, if through education one frees oneself from ignorance, uncertainty,...; blindness, so every child girl or boy needs it. To do this, several African societies have adhered to this philosophy and have opened the way to school for both girls and boys. It is a way of leaving behind the gender discrimination that once corrupted the great ancient societies. As the author quoted above

points out, that: “*In antiquity women were not adults or at least not as much as their husbands and even according to the author, whatever her age the woman was infantilized, this sufficiently shows that even in the instruction she was not considered because she had to depend on her husband*”. (Idem, p.140).

In Africa and particularly in the Democratic Republic of Congo, as in several poor countries, the practice of marginalization of girls with regard to education has marked the countries in their history. Aware of this practice, international organizations have made (school) education a human right. In its article 26, the 1948 declaration of the Universal Declaration of Human Rights stipulates that: “*everyone has the right to education*” education must be free, [...] access to higher education must be open in full equality to all according to their merit.

There is no doubt that the higher the level of education of women or mothers, the more their babies are likely to live and the more hygienic conditions are observed. When the mother is educated, the children have the chance to learn under acceptable conditions. However, various researches carried out by international organizations, lead to the results according to which, the rate of uneducated women is higher. Efforts have been made to eradicate this scourge across several nations, results on the ground in Africa the curve has corrected theoretically and less practically.

All children in a family need an integral formation. Moreover, this is the option of each nation, and for the Democratic Republic of the Congo in particular, where the organizing power determines the purpose of this framework law n° 14/006 of 11/02/2014, which is to create the conditions necessary for:

- Access to school education by all and for all;
- The eradication of illiteracy.

In addition, the organizing authority stipulates by articles 32 and 33 of the same framework law that the State takes the necessary measures to eradicate the scourges of school loss and maladjustment and to fight against discrimination and inequalities in school education, aims to open access to education to vulnerable and disadvantaged groups in education. Framework law n° 14/006 of 02/11/2014

The purpose as well as the articles cited among many others show how much the authorities are aware of the importance of educational action for every citizen above all society. Education is a basic human right for all children. However, millions of children in Africa, especially girls, are still denied their right to education; to education that would allow them to be independent and play a more egalitarian role in society. This violation of fundamental rights is unjust. As well as being an intrinsic human right, research has consistently shown that education, especially girls' education, is one of the most effective means of development, not only for girls themselves. Themselves, but also for their families, communities and society in general. Girls' education helps improve maternal health, household nutritional status, and increase labor force potential and opportunities for economic growth.

One thing is true no African nation can yet claim to ignore the importance of educating girls, not just because they are also children and therefore have the same rights as boys, rather because they have an essential role to play within any country, in addition, the number of women is always higher than that of men in several countries. The basic cell is in their hands. The integral education of girls would be a priority for any society that wants rapid and secure development.

A subject is educated when he reaches the end of a cycle sanctioned by a piece according to the level. In rural areas, on the other hand, the number of girls entering secondary school is considerable, however, decreases as they progress in education. Beyond all these observations, a fundamental question remains, how many girls reach the end of secondary education in rural areas?

In response to this concern, we say in advance that in rural areas the good margin of girls does not reach the end of the cycle of humanities.

To verify this claim, we use the survey method, supported by documentary technique, supplemented by interview for data collection and percentage for logical interpretation.

2. Conceptual Framework

To enlighten the readers, we make it our duty to define some concepts that we have used in this dissertation. These are education, school wastage, instruction, rural education, illiteracy.

2.1 Education

Etymologically, this concept comes from the verb educate, from the Latin "e-ducere", which means, to change in a specific sense, is to lead from one state to another. This concept is one of the most publicized. Several pedagogues, sociologists each give it its meaning according to their understanding.

F. HOTYAT (1973, p.108) defines « *it as the set of means by which the child is helped in his personal development and in the acquisition of capacities, modes of behavior, values considered essential for the child. Human environment in which he is called to live* ».

For Kant, Durkheim and Dewey all cited by Françoise Raynal, Alain REIUNIER, (2005, p. 116-117) respectively; « *education must develop in each individual all the perfection of which he is capable. For Émile Durkheim, education is the action exerted by the adult generations on those who are not yet ready for social life. Its purpose is to arouse and develop in the child a certain number of physical, intellectual and moral states which are required of him by political society as a whole and the social environment for which he is particularly intended* ».

Education is not without a goal, it is an action that is not taken haphazardly. For this reason E. PLANCHARD (1966) said that: *education consists of a systematic activity carried*

out by adults on children and adolescents mainly, in order to prepare them for full life, in a specific environment.

In short, to educate is to make "man" more human by developing the virtues by and through which society gathers its energies for equity, cohesion, the support of each other. It is to make the young person loyal and productive for the common good. For a citizen to be said to be fully educated, the education received in the family is supplemented by instruction in order to dispel illiteracy.

2.2. Instruction

This concept comes from the term "instruere" which originally meant "to assemble, build, equip" and by analogy "to teach", in the French context, it took on a sense of imposition of knowledge.

This concept is polysemous, it can mean giving orders, a recommendation, a verdict, giving information. Didactically speaking, to instruct means to learn to read and write, it is the masterful action having for object: the teaching and the putting to the exercise of knowledge of the mental capacities and the practices, it is also the level reached by people who have been educated.

In fact, we are dealing with the education of girls because in many countries they are victims, deprived of school attendance for several reasons, including becoming a wife for the greed of men. However, there is no doubt that an uneducated mother fails in her responsibilities for lack of knowledge. Children are taught to fight illiteracy, which affects women more than men.

2.3. Illiteracy

Illiteracy is a complete inability to read or write, most often from lack of learning. It is distinguished from illiteracy, a term used when there has been learning to read and write but this learning has not led to their mastery or mastery has been lost. In rural areas there are several cases, some suffering from illiteracy and others from illiteracy. And in either case, it would be more women or girls who are most affected.

Illiteracy is a scourge and a considerable obstacle to the development of the city, of a country. This is the root cause of poor nutrition, infant deaths, and even non-attendance of learners. Statistics show that nearly 18 million Congolese are illiterate, that is, they cannot read or write. [www.congoopportunities.net / rdc](http://www.congoopportunities.net/rdc).

Every society strives for the literacy of the population, it is the acquisition of the basic knowledge and skills that everyone needs in a rapidly changing world. The opposite is suicidal. It constitutes a fundamental human right and is embodied by learning the written code "reading and writing", basic mathematics and elementary notions allowing access to information. Its primary objective is to enable all individuals to fully exercise their role as citizens, in all of their dimensions: access to the world of work, support for children in their education, participation in democratic life, social commitment, etc. Literacy enables

anyone to live in a sense of fulfillment by understanding what is happening in and around them.

2.4. Waste

Loss is gradual loss, a decrease that occurs gradually. (Dictionary of Petit Larousse 2009)

School dropout refers to stopping school attendance without reaching the end of the cycle regardless of the cause except in cases of transfer and death. The dropout may be due to poor performance, bad behavior, difficulty in paying various fees or the student himself decides to drop out of school. (cf. school dropout [online] www.gerer-sa-famille.com. accessed 07/04/2019)

Some authors in this case L. Pauli and M.A. Brimer (1971, p.9) oppose this name. They attest that the term "wastage" applied to education; has an unusual resonance and educators may criticize it for personalizing what is essentially an individual process of growth. It belongs to the language of economists and seems to equate education with industry, where capital is invested in factories, where raw materials are turned into finished products. It would be better to speak of "school failure"

However, this name "academic failure" is also multidimensional. We don't just talk about it when a learner has left the establishment, we don't talk about it in the case of repeating a class, in the case of poor orientation of the learners, in the case where the certified or the graduates do not. do not demonstrate the expected skills ... To do this, other thinkers, on the other hand, prefer to use "school dropout". In this context, a school dropout is any learner registered at the start of the school year and who is no longer the following year without having a high school diploma. ([http // fr.wikipedia.org / wiki / School dropout](http://fr.wikipedia.org/wiki/School_dropout). [online] accessed 07/05/2019.

The main causes of dropping out of students are threefold: the child itself, the social environment and the school.

a) The child himself:

The child is the main agent of his own training. As for girls, upon entering secondary school, they undergo a strong physical and physiological metamorphosis which leads to a strong behavioral change. (Loss of attention, inability to reread lessons ... conditions that encourage dropping out)

b) The child's social environment:

Within the child's environment there are several factors that put the girl at a disadvantage in school life, namely family, classmates, the media, revival churches ...

- The family: It is a major factor in a girl's success or dropping out of school. The socio-economic level of the family, the level of education of the parents, the value that the latter place on studies or on the future of the girl going through studies. Promotes or disadvantages dropping out.
- The comrades: "tell me who you haunt, I will say who you are. Say the French. The nature of the peers a girl sees has a huge influence on her school future. Added to this is the influence of the media, some girls are easily drawn to the lives of stars and subsequently neglect their training.

- The Churches: of course, the child should pray, but for the most part, revival churches discourage the intellectual training of girls. Pastors prophesy marriage to them and to do this, the girls stop their schooling or they simply drop out.

c) The atmosphere at school

Considering the nature of its operation, the school can promote or disadvantage the dropout of learners, especially in the case of girls. A school must prevail decent supervision, which gives life, which generates confidence in the learners. Schools without discipline, without individualized monitoring, without adequate equipment, without qualified personnel and less aware of the greatness of the teaching function, are often at the root of the dropout of learners.

Field of Investigation

Given that we were interested in educated girls in rural areas, we chose the Kambove territory, located in the north-west of the Haut Katanga province in the Democratic Republic of Congo, as our field of investigation, where we

consulted 11 schools in know the Lwambo Institute; Uzima; Wema wa bwana; Salama; Neema; Tujenge; Mangombo; Kyangalele; Nuru; Maïcha; Mwadingusha; and the Lufira Industrial Technical Institute. We present the data in the table below.

In these schools we were simply interested in the numbers of girls over two school years, to first see in each school the number of those who start a cohort without paying attention to the development of each. Then, see the rate of girls who reach the end of the cycle. Thus, working with the supervisors, parents and the whole community, we wanted to discover the causes of the loss of girls in the schools concerned. The research is exhaustive in nature, it takes into consideration all the subjects at the beginning of the cycle and those at the end of the cycle. In the table below, we present the attendance indices which directly constitute the data of our research.

3. Presentation of Data

Table 1 : Presentation of data

Locality	Schools	Number of girls in school			
		2016 – 2017		2018 – 2019	
		Cycle start	End of cycle	Cycle start	End of cycle
LWAMBO	INSTITUTE Lwambo2	63	11	50	15
	INSTITUTE Uzima	14	3	39	10
	INSTITUTE Wema wa Bwana	34	7	42	10
	INSTITUTE Salima	14	4	22	25
KAMBOVE	INSTITUTE Neema	94	41	82	49
	INSTITUTE Tujenge	31	23	49	25
KAPOLOWE GARE	INSTITUTE Mangombo	39	18	42	20
KAPOLOWE MISSION	INSTITUTE Kyangalele	52	35	54	9
	INSTITUTE Nuru	42	13	36	13
	INSTITUTE Maïcha	85	9	35	11
MWADINGUSHA	INSTITUTE Mwadingusha	69	20	67	7
	INSTITUTE Technique, Industriel Lufira	18	3	10	3
	TOTAL	554	184	522	175
	%		33,2%		33,5%

Comment

From reading the attendance table above, we can see that the rate of girls who reach the end of secondary school is not significant, taking into account the rate of those who enter seventh grade. During the 2016-2017 school year, we observed an enrollment of 554 girls taking into account the schools we attended, the same year at the end of the cycle the classes only received 184 girls, i.e. a proportion of 33.2 %. Similarly, in the analysis of attendance for the following school year, we inventoried 522 girls who entered seventh grade, however only 175 girls made it to the end of the cycle, ie a proportion of 33.5%.

4. Discussion

The results thus obtained are justified by several causes, in other words there are multiple causes to explain the situation at the base of this precariousness in the rate of visits by girls in this rural area. Interviews on the one hand with the teachers and with the parents we met on the other reveal that:

Girls stop their schooling on the one hand, out of financial precariousness by which parents prefer to support boys than girls in schooling, a form of injustice that is perpetuated in rural areas. On the other hand, as soon as the girl reaches adolescence, the parents direct her towards marriage because they fear the worst, an early pregnancy.

- As for the parents, the causes are diverse, some speak of insufficient financial means to take care of the children, especially when they are in their final year. Some parents are disappointed with their daughters, they got pregnant while they were on the learning bench, so they prefer to send them away as soon as they are able to write and read a little. Some parents still claim that a girl's education does not add much to parents, because once they are married it's all over.
- A number of young mothers report that as girls they are victims of their gender. The culture wants us to be wives, and the clan keeps giving advice in this direction. Even while in school, the end is to be married off. In addition, we do not receive information about our own body in time, we communicate with each other more, therefore wrong information often puts us in the wrong. In

addition, rural girls are convinced that a highly educated girl is unlikely to be taken into marriage, yet for them marriage is the culmination of their entire life, therefore they are not motivated to hold on even if they can.

Indeed, on the subject of the education of girls Bernard JOLIBERT (2009, p. 170) by exploiting the writings of Montaigne, the author attests that: "... it is no longer the feminine nature itself which is in question, but education which is superficial and which makes women inconsistent beings. "There is reason to say that the girl since the Persian, Athenian or Roman education, she has always been the victim of the greed of men in several aspects.

5. Conclusion

The question on the education of girls dates from antiquity, from the Spartan city and the Athenian city, the girl was less favored than the boy. This situation was also experienced in the Roman cities. Roger GAL (1966, p.24) attests to this that [...] there was very little room for intellectual culture and nothing for women. This education for the war of a poor and courageous people [...]

To date, nearly 62 million girls have no access to school worldwide. Although UNESCO highlights the great progress made in recent years, in Africa nearly 28 million girls between the ages of 6 and 15 are still deprived of formal education today. Said Cheldine TAZI <https://www.jeuneafrique.com> consulted on 02/12/2019.

However, in this century, developed countries have solved the equation, education is no longer the preserve of one sex to the detriment of another, girls have won a good part. Africa is lagging behind to overcome the oppression of the girl child. Although high schools in urban areas accommodate considerable numbers of girls, but in rural areas, the number of those who for one or another cause are deprived of the way to school is still considerable. As well as the number of those who begin secondary education and considerable, but very few achieve a diploma.

Indeed, through this article, our concern was to realize, the number of girl students who arrive at the end of the secondary education cycle in rural areas precisely in the territory of Kambove, in the province of Haut Katanga in rdongo. On average 30% succeed. This situation is worrying, it must involve more than one person, the organizing power, the supervisors in the schools, the parents.

Girls experience several forms of violence in their lives, from their youth until their adulthood. Easily they are deprived of their right to education, they suffer sexual violence in various forms, physical, verbal, psychological, economic and heritage, administrative, even violence against children for women who have it.

School design is frowned upon especially in rural areas, where the benefits of school are thought to be only temporary. As Roger GAL (1966, p.7) noted that "*we often only see the down to earth aspect of the educational function in society, the filling of spirits or the preparation for exams. In fact, education includes all the influences that can be exerted on the individual during his life*" [...]

The only chance a girl can have to claim her rights and those of others is education. Otherwise, it remains the footstool of men. Because, the girls who suffer from illiteracy, and living in rural areas, end up living like those who have not been on the school bench, because having left it very early, consequently, become incapable of managing themselves. Even or effectively manage their environment because they do not understand each other and have a limited degree of analysis, judgment ...

As the results of this study show, the majority of girls do not complete the training cycle in the humanities. It takes in-depth sensitization, so that parents understand that both girls and boys need to be supported for a good education, and the girl herself understands that life is about more than early marriage. That certain examples of girls who have succeeded and who exercise certain functions be presented to them to motivate them to go further in their training. In rural areas, we meet from time to time young mothers who obviously had difficulty in taking care of the first two babies. They constantly turn to their mother. This situation is at the root of the high rate of child mortality. In short, the question of education or education for all invites all nations to consider it. The development of any nation depends on it. Educating the girl in a family is not a gift, it is a right that should be recognized. In urban less than in rural areas, parents say they prefer to marry their daughters for fear that they conceive and that they miss everything (the dowry).

To do this, organize awareness campaigns to make parents understand, on the one hand, the merits of educating girls instead of rushing them into marriage where they live in poverty for the most part. On the other hand, sensitize girls, as concerned subjects, to understand that the value of a girl is not totally in marriage by excluding education. Being educated in school provides value to a woman even in her household. The instruction received facilitates the care of the whole family and makes a valid contribution to the development of the community.

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