

DEPARTMENT OF FRENCH

UNIVERSITY OF GHANA, LEGON

**A STUDY OF COLLOCATIONS IN FRENCH AND ENGLISH TRANSLATION:
A TRANSLATION OF “EDUCATION ET INSERTION SUR LE MARCHE DU
TRAVAIL A ABIDJAN: UNE ANALYSE DU GENRE”**

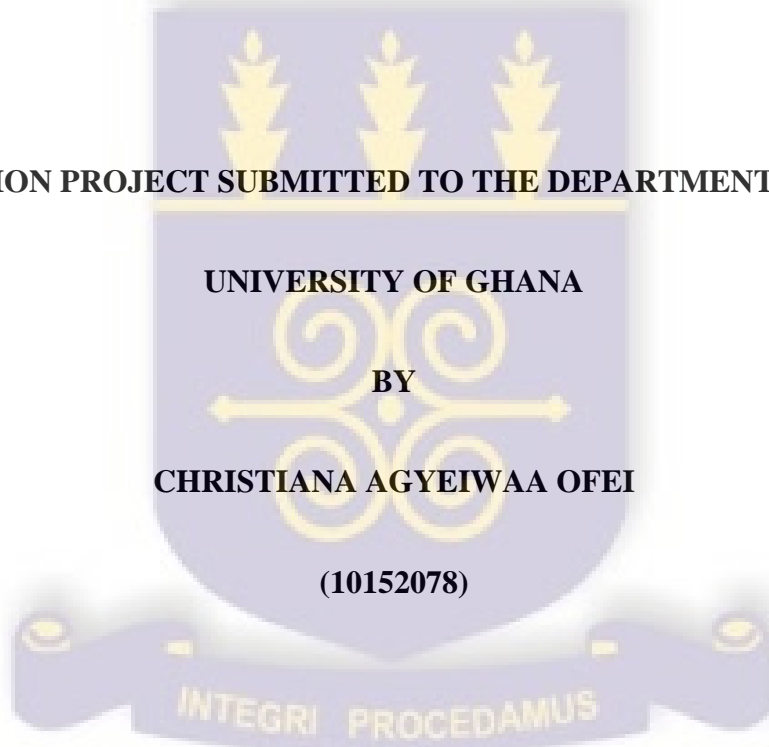
TRANSLATION PROJECT SUBMITTED TO THE DEPARTMENT OF FRENCH

UNIVERSITY OF GHANA

BY

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**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
MASTER OF ARTS DEGREE IN TRANSLATION**

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DECLARATION

I, Christiana Agyeiwaa Ofei, hereby declare that this project work is the result of my own research and practical work done in the Department of French and submitted to the University of Ghana, Legon, in line with the requirements for the award of the Master of Arts degree in translation. Contributions, ideas of others and quotations used in this research work have been duly cited. This work has not been previously submitted, in part or whole, to the University of Ghana or to any other university for the award of a degree and I remain responsible for any of its shortcomings.

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DEDICATION

This project work is dedicated to my wonderful parents. I thank you infinitely for your constant support, unconditional love and encouragement.

To my beloved husband Mr. Castro Antwi – Danso, whose unmatched support, love, counsel, care and hard work saw me through to the completion of this programme.

May the Lord God Almighty continue to reward you all in immeasurable ways.



ACKNOWLEDGMENTS

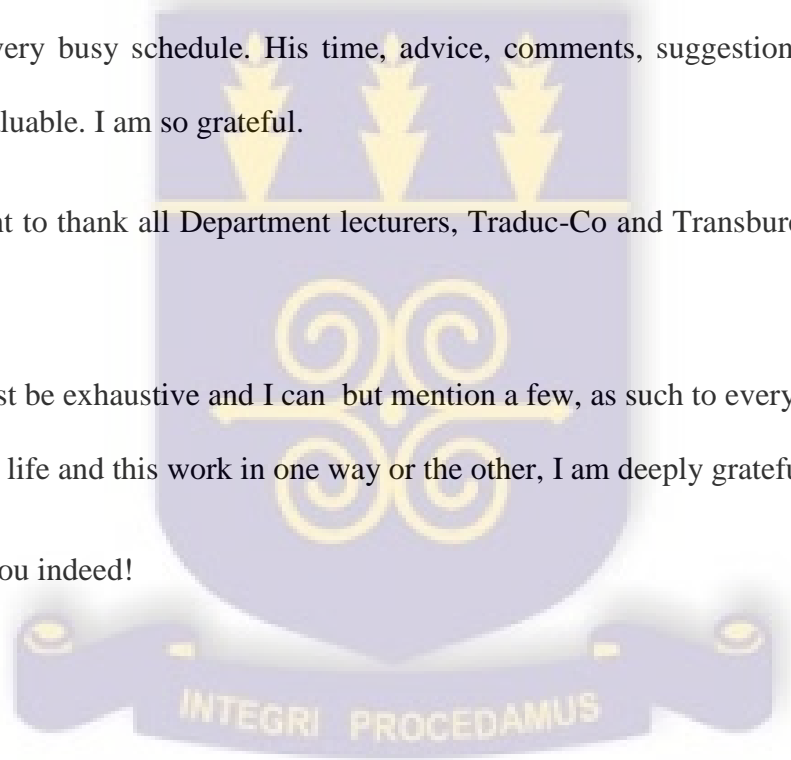
My first and foremost gratitude goes to God Almighty. I would like to thank my parents Mr. and Mrs. Daniel R. Ofei for their immense support, their advice and prayers and for graciously taking care of the kids whilst I was in school. I would also want to express my deep appreciation and gratitude to my dearest husband, Mr. Castro Antwi-Danso for being a pillar behind me and for providing all the moral and financial support I needed.

My next gratitude goes to my supervisor Mr. Emmanuel Kuto for being there anytime I called on him despite his very busy schedule. His time, advice, comments, suggestions and corrections have been so invaluable. I am so grateful.

I would also want to thank all Department lecturers, Traduc-Co and Transbureau Staff for their diverse support.

The list cannot just be exhaustive and I can but mention a few, as such to everyone who has ever contributed to my life and this work in one way or the other, I am deeply grateful to you.

May God bless you indeed!



ABSTRACT

Every translation comes with its peculiar challenges as such no translation is without problems. Regardless of how gifted, skilled and experienced a translator may be he /she might still be faced with translation challenges. The purpose of this study is to examine some of the problems translators face in the course of their work. Specifically, the work examines the phenomenon of collocations and their place in translation. A text translated from French into English serves as corpus for examining the various types of collocations. The analysis is done from two perspectives, namely, a linguistic perspective using the work of Gledhill (2000) and Firth (1957) and other linguists. It is also done from a translation perspective using the works of Baker (1992, 1998) and Larson (1984) among others thereby presenting a hybrid theoretical framework. Using a main corpus and three control corpora, the study demonstrates the centrality of the phenomenon of collocation in translation and concludes that inadequate mastery of collocations constitutes a major flaw or a weakness for any translator. The study follows up with a recommendation that collocations must be taught early on the educational ladder to all language students and especially translators and communicators.

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ACRONYMS AND ABBREVIATIONS

FRENCH	ENGLISH
1. AGEFOP - Agence Nationale de la Formation Professionnelle	AGEFOP - National Agency for Professional Training
2. AGEPE – Agence d’Etudes et de Promotion de l’Emploi	AGEPE - Agency for Study and Promotion of Employment
3. BNC - Corpus National Britannique	BNC - British National Corpus
4. BTS - Brevet de Technicien Supérieur	HND - Higher National Diploma
5. CIFIP - Cabinet de Recrutement, Formation et Conseil en Ressources Humaines	CIFIP -Office for Recruitment, Training and Human Resource Consultancy
6. COCA – Corpus Contemporain de l’Anglais Américain	COCA - Corpus of Contemporary American English
7. DESS - Diplômes d’Etudes Supérieures Spécialisés	DHSS - Diploma of Higher Specialized Studies
8. DSRP - Document de Stratégie de Relance du Développement et de Réduction de la Pauvreté	PRSP - Development Relaunch and Poverty reduction Strategic Paper
9. ENV - Enquête sur le niveau de vie des ménages	HLS - Household Living Standards
10. FAWE – Forum des Educatrices Africaines	FAWE - Forum for African Women Educationalists
11. FSNI - Femmes Scolarisées et Non Insérées	FSNI - Educated and Unemployed women
12. FNSI - Femmes Non Scolarisées et Insérées	FNSI - Uneducated and Employed Women
13. FNSNI - Femmes Non Scolarisées et Non Insérées	FNSNI - Uneducated and Unemployed Women
14. FSI - Femmes Scolarisées et Insérées	FSI - Educated and Employed Women

15. IFEF - Institutions de Formations et d'Education Féminine	FETI - Female Education and Training Institutions
16. ISU - Institut de la Statistique de l'UNESCO	ISU - UNESCO Institute of Statistics
17. OMD - Objectif Millénaire pour le Développement	MDG - Millenium Development Goals
18. PIB - Produit Intérieur Brut	GDP - Gross Domestic Product
19. UNESCO - Organisation des Nations Unies pour l'Education, la Science et la Culture	UNESCO - United Nations Educational Scientific and Cultural Organisation



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CHAPTER ONE

1.0 INTRODUCTION

Translation is one of the oldest professions in existence. It is of such enormous importance that human beings all over the world resort to this facet of communication to remove language barriers. It has over the years provided solutions to many miscommunication and misunderstanding within many languages, communities and society at large. In recognition of this fact, and to underscore the importance of the translator in today's world, Bell states that: "In a rapidly changing world in which knowledge is expanding at an unprecedented rate, information transfer is coming to depend more and more on efficient and effective translation".¹

But how does one become an efficient and effective translator without knowing what translation entails? Various authors have defined translation in diverse ways with each one reflecting a different perspective. Some have also formulated various theories on different aspects of translation. According to Bell, "Translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language"². For Larson "Translation consists of studying the lexicon, grammatical structure, communication situation and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using the lexicon and grammatical structure which

¹ Bell, Roger T. (1991: xvi). *Translation and translating: Theory and practice*. New York: Longman

² Bell (ibid: 6)

are appropriate in the Receptor Language and its cultural context”³. Agreeing with the definition above Nida & Taber posit that “Translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style”⁴. On his part, Newmark (1981:7) states that translating is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. An analysis of the above definitions shows that the same message is being communicated with different words. The differences and similarities in the definitions of translation provided by the various authors simply reflect their area of focus in the field of translation.

In the course of their work, translators are confronted with a myriad of challenges at various levels such as meaning, grammar and lexis. This dissertation focuses on the study of collocations in translation. What then is a collocation and what is its place in translation? Is it the same as a set phrase, an idiom, proverb or fixed expressions? These are the questions we will attempt to answer.

To borrow the words of Baker, “words do rarely occur on their own, they almost always occur in the company of other words. However, they are not strung together at random in any language; there are always restrictions on the way they can be combined to convey meaning”⁵. In every

³ Larson, Mildred L. (1984:3). *Meaning-Based Translation: A Guide to Cross- Language Equivalence*. United States of America: University Press of America.

⁴ Nida, Eugene A. and Charles R. Taber.(1969:16).*The Theory and Practice of Translation*. Leiden: E.J. Brill.

⁵ Baker, Mona. (1992:46). *In Other Words: A Course book on Translation*. London: Routledge.

language there are rules governing the use of words. Are there rules or restrictions governing the co-occurrence of words or are there rather recurrent collocational patterns in every language? Now the question is how then do we know whether this word or that word should occur with this or that? Bollinger and Sears (1968:55) seemed to be concerned about the collocability of words when they posed the question “Why do builders not *produce* a building or authors not *invent* a novel, since they do invent stories and plots? No reason as far as dictionary definition is concerned. We don’t say it because we don’t say it” (cited in Baker)⁶. We attempt to provide answers to this question by analysing the collocational patterns in the source text as well as the translation problems they caused during the translation of a report titled “*Education et insertion sur le marché du travail à Abidjan: une analyse de genre*” which serves as our corpus. This study is an important step as its findings and recommendations will sensitize translation students and even professional translators to minimize translation errors resulting from incorrect combination of words.

1.1 Statement of problem

All languages are different in terms of structure, grammar, vocabulary and lexicon. As such, dealing with issues related to these notions makes translation an activity that is intellectually stimulating, demanding, and stressful. The phenomenon of collocations which falls under the lexicon category represents a significant area of study since some of the challenges encountered by translators are as a result of the differences in the collocational patterns of the source and

⁶ Baker (ibid:47)

receptor languages. What then is a collocation and what are the implications of collocation for translation?

Larson states that “Collocation is concerned with how words go together, i.e. which words may occur in constructions with which other words”⁷. She is of the view that some words occur together often, other words may occur together occasionally, and some combinations of words are not likely to occur. Baker indicates that “Another way of looking at collocation would be to think of it in terms of the tendency of certain words to co-occur regularly in a given language”⁸. In French and English, as in all languages, there are groups of words that collocate, for instance “faire faillite” in French is translated as “to go bankrupt” in English and it can be misleading in meaning when one views the individual lexical items separately. Should the translator fail to identify this group of words as a collocation, one may be misled to translate the two words separately and might come up with a translation such as “do bankrupt/do failure” and “aller faillite” respectively which sound unnatural and nonsensical. This is the challenge translators’ face when combining nouns with nouns, verbs with nouns, adjective/adverbs with nouns. How then should collocations be translated? What strategies do we have to employ to ensure the semantic values of collocations are not lost in the translation process? Do those strategies help bring out the exact meaning of the source text?

⁷ Larson, Mildred L. (1984:141). *Meaning-Based Translation: A Guide to Cross- Language Equivalence*. United States of America: University Press of America.

⁸ Baker, Mona. (1992: 47). *In Other Words: A Course book on Translation*. London: Routledge.

Even though collocations constitute an integral part of any language, their usage should not be considered as the preserve of native speakers. The main focus of this study is to identify the different collocational patterns in the French – English translation (Chapter 3), demonstrate how these difficulties were resolved and create awareness on the importance of translators and language students in general learning collocations. It is worth mentioning that failure to identify and translate collocations correctly may lead to incoherence in the target text, making it sound unnatural and difficult to understand.

1.2 Research Objectives

Just like in all academic research, the objectives of the research are of paramount importance.

The General objective of the study is to examine the collocational patterns in the French- English translation using “*Education et insertion sur le marché du travail à Abidjan: une analyse de genre*” as corpus.

Specifically the study seeks:

1. To identify the different types of collocations and classify them accordingly;
2. To demonstrate how (inadequate mastery of) collocations constitute a translation problem;
3. To analyze and proffer solutions on the best ways of translating collocations from French to English and;
4. To draw conclusions from the study and make recommendations.

1.3 Relevance of the study

The choice of this topic stems from the errors I made in class as a translation student, during my internship and during the initial stage of this translation project with regard to translating collocations from French into English.

Additionally, the study seeks to unearth some of the challenges faced in the task of identifying and translating collocations. This is with the view to making suggestions to address such issues, as the concept of collocations and its importance to the translator cannot be overemphasized.

There are problems related to the translation of collocation in all types of texts ranging from literary, specialized, semi – specialized, economic, legal, administrative and social, hence the need to study these problems and fashion out ways to overcome them.

Furthermore, this study will help us appreciate the challenges involved in transferring meaning whilst translating collocations from one language to another. Also, better ways of translating collocations may emerge from this study which might even guide translators translating collocations in other languages. Lastly, this study will help translation students appreciate the importance of learning collocations in both source and target languages and help them realize that collocational patterns are language and culture specific; this knowledge will help them reduce translation errors to the barest minimum.

1.4 Limitations

It is important to indicate that this translation project is a requirement for the award of a Master of Arts degree in Translation. Understandably, time and resource constraints do not permit a much more detailed work as could have been expected. The scope of this work is therefore

limited to a specific text and involves a study of the challenges the translator faces when translating collocations in a French – English translation. It is worth noting that the challenges and difficulties identified and analyzed may not provide all the necessary and sufficient information or grounds for addressing all the problems related to the translation of collocations throughout this work. The limitations notwithstanding, there is ample opportunity for further research into the topic in future. Therefore, it is hoped that further research would be undertaken to build on this work, as an in-depth investigation on the issue of collocation is undoubtedly significant.

1.5 Literature Review

Although definitions of the notion of collocation abound, there is no consensus on what collocations are. Nonetheless, a few of the definitions are reviewed. Collocation is defined by Sinclair as "the concept of word co-occurrence, where certain words appear predictably next to or within a certain number of words"⁹. For Firth "the collocation of a word or a 'piece' is not to be regarded as mere juxtaposition, it is an order of mutual expectancy. The words are mutually expectant and mutually apprehended"¹⁰. On his part, Fawcett posits that "the paradigmatic and the syntagmatic come together in the concept of 'collocation' a technical term for what some people call a *set phrase*"¹¹. He argues that except in special circumstances, we can't take

⁹ Sinclair, John. (1991:121). *Corpus, concordance, collocation*. Oxford: Oxford University Press.

¹⁰ Firth (1957:181)

¹¹Fawcett, Peter. (1997:7). *Translation and Language: Linguistic Theories Explained*. United Kingdom: St. Jerome Publishing.

anything out of our language bag and stick it next to any other old thing. He believes that in dealing with collocations we are subjected to what he calls ‘selective restrictions’. These may be quite rigid as for example we say *bats in the belfry* not *bats in the steeple* to say that somebody is mad. According to him, some collocations are quite arbitrary. He further asks what possible link can there be between ‘rain’, ‘cats’ and ‘dogs’? And yet in English we say ‘*It’s raining cats and dogs*’. The question is what will be the translation of this idiomatic expression in French? Should we have ‘*Il pleut des chats et des chiens*’? Would it sound natural to the native French speaker? And would it convey the same meaning? The equivalent French expression is ‘*Il pleut comme une vache qui pisse*’ literally ‘*it’s raining like a cow urinating*’.

It is obvious that the expressions in both French and English and their respective translations do not ‘match’.

It is believed that some translators who translate into their mother tongue can sometimes get the collocation wrong. Fawcett (1997:8) indicates that collocations are not necessarily always right or wrong, but often simply more or less acceptable as there are degrees of acceptability. For him because collocations are judged on a sliding scales of acceptability rather than just right or wrong, not all speakers of a language agree on what is or not a collocation. He cites the example of the Canadian theorists Vinay and Darbelnet who translated the French words *Echappe à l’analyse* as *baffles analysis*. This translation baffles quite a number of English people because they do not accept *baffles analysis* as an English expression.

Additionally, Baker cites Newman (1988) as stating that, “we do not speak of *grilling bread* even though we put it under the grill”¹². English speakers typically speak of *baking bread*. To

¹² Baker, Mona. (1992:47). *In Other Words: A Course book on Translation*. London: Routledge.

emphasize the point, she again cites Palmer (1976) as saying that “when butter or eggs go bad they are described in English as *rancid* and *addled*, respectively. Both *rancid* and *addled* mean ‘stale/ rotten’ but *addled butter* and *rancid eggs* are unacceptable or at least unlikely collocations in English”¹³.

From the foregoing, collocations do play a vital role in language. Could its importance account for the difficulty in finding a one- size-fits-all definition? Besides the difficulty in finding a common definition, its classification is equally problematic. Some schools of thought believe that idioms, fixed expressions and proverbs must all be grouped under the umbrella of collocations whilst others argue that they are different and must therefore not be grouped together. According to Baker (1992:63-64), “collocations are fairly flexible patterns of language which allow several variations in forms”¹⁴. She cites the example of *deliver a letter*, *delivery of letter*, *a letter has been delivered*, and *having delivered a letter* are all acceptable collocations. However, with regards to idioms and fixed expressions, she argues that “they are at the extreme end of the scale from collocations in one or both of these areas: flexibility of patterning and transparency of meaning. To buttress her point, *bury the hatchet* and *the long and the short of it* are examples of idiom whilst *having said that*, *as a matter of fact* are fixed expressions. However, Larson (1984:141-142) discusses fixed combinations and idioms under the heading of special collocations. This presupposes that, for her the two are part of the collocations family, hence her statement “Idioms are special collocations or fixed combinations which have a meaning as a whole, but the meaning of the combination is not the same as the meaning of the

¹³ Baker (ibid:47)

¹⁴ Baker (ibid:63-64)

individual words”¹⁵. According to her, there are certain combinations of words which are **fixed combinations**. They always occur in a certain way or always occur together. For example, *spick and span, hale and hearty, to and fro, now and then....etc.* She indicates that in such fixed collocations it is difficult to identify the meaning of the parts of these expressions as these combinations occur in a fixed order so that for example we say *ladies and gentlemen* rather than *gentlemen and ladies*.

Additionally, further distinction has been made in respect of collocations. They have been classified in two main categories known as **Bound collocations** (lexical phrases, locutions, etc) for instance ‘Au fur et à mesure’/ As you go along; **Free collocations** (also known as lexical patterns, etc) for example ‘une pluie diluvienne/ torrential rain. According to Gledhill (2000:5), “free collocations are more productive than bound collocations, and it is usually possible to list several possible variant collocates for any one construction (such as *ask + a favour, a question, the way, make + love, peace, sense, set + free, sail, store, etc.*). Bound collocations are those sequences which co-occur so predictably that they have become a fixed or ‘lexicalised’ as a single highly predictable unit (such as, nowadays, so to speak, curry favour etc.)”¹⁶. He further explains that with regards to bound collocations, the meanings of the different words often complement each other, with one word being the main point of reference or ‘base’ (thus in auburn hair, rancid butter, torrential rain: *hair, butter* and *rain* are the ‘bases’.)

¹⁵ Larson, Mildred L. (1984:141-142). *Meaning-Based Translation: A Guide to Cross- Language Equivalence*. United States of America: University Press of America.

¹⁶ Gledhill, Christopher (2000:5). *Collocations in Science Writing*. Tübingen: Narr

To get an overview of the different types of collocations as identified by various authors, Gledhill (2000:11) adapted the table on the next page put together by Gonzalez-Rey.

Table 1: Types of collocations by various authors

Lexical collocation	Firth	strong tea / powerful car prendre un café, prendre une habitude
Bound collocation	Benson et al.	auburn hair pierre d'achoppement
Lexical phrase	Nattinger & DeCarrico	I kid you not / Je t'explique pas in fact, indeed / au fait, en fait, en effet
Lexicalisation / Delexicalisation	Hunston & Francis, Brinton & Traugott	take / make a decision mettre une gifle / avoir faim m'as-tu vu / aujourd'hui
Frameworks	Sinclair & Renouf	not only ... but also..., a {time period} ago...
Semantic prosody	Louw	{rot, gangrene, fog} sets in essuyer {un affront, une défaite, une crise}
Lexical function	Mel'čuk	sheer _ lunacy, utter _ foolishness fieffé _ menteur, sacré _ veinard
Colligation	Firth	The idea that / L'idée que... (+) fact, certainty, conviction, demonstration, hypothesis, idea, notion, possibility, proof (-) case, evidence, grounds, lesson, news, point, principle, requirement, rule, theory, thought...

Source: Gledhill (2000:11)

The classification in the table on the previous page summarizes the types of collocations that exist. This confirms the fact that there is no consensus on the definition of collocation or on its classification as stated earlier. Despite the apparent differences in the definitions and classifications provided, in my opinion, these are not really “differences” but varying perspectives of the same reality. The differences also reflect the universality and subjectivity of collocations. Indeed, every language has collocations and every speaker of a language can create or at least use a collocation. In discussing collocations, one needs to take note of semantic prosody, which according to Hunston and Francis cited by Zhang (2009:3), can be used to convey irony, insincerity, or humor “if a collocation is chosen which is at odds with the usual semantic set”. When writers/speakers consciously diverge from normal collocational patterns, ironic intent will be achieved, as shown in the following discourse:

“The modern conference resembles the pilgrimage of medieval Christendom in that it allows the participants to indulge themselves in all the pleasures and diversions of travel while appearing to be austere bent on self-improvement.” (Louw cited in Zhang)¹⁷

According to Hunston and Francis, the use of *bent on self-improvement*, in the sentence above points to an ironic intention because of the semantic prosodic clash between *bent on* (which generally has a negative prosody) and *self-improvement* (which has a positive prosody). In another study, Wang and Wang (2005) observed that inadequate mastery of language leads to incorrect use of collocations especially among second language users and cited the case of Chinese EFL (English as a foreign language) learners’ who misuse the semantic prosody of the word *cause*. Their work further shows that Chinese EFL learners’ use of *cause* tends to be with a

¹⁷ Zhang Wiemin.(2009:3). *Perspectives-Semantic Prosody and ESL/EFL Vocabulary Pedagogy*. *TESOL Canada journal/revue TESOL du Canada* 1. Vol. 26, no 2, Spring

positive semantic prosody whilst for native English speakers, *cause* tends to have a negative semantic prosody. The following are some examples of Chinese EFL learners' misuse of the semantic prosody of the word *cause*.

1. The other *cause* is the change of medical condition. The doctors now can cure many diseases which was incurable in the past.
2. The most important reason which *caused* these changes was the development of economy in developing countries.
3. Infant mortality was 100 deaths per 10000 births in developing countries of the world. What *caused* these great changes? (Wang & Wang, 2005: 300-304)

Works by other researchers confirmed the finding of Wang and showed that Chinese learners often collocate *cause* with words like *development*, *progress*, and *improvement*. These researchers further argue that native speakers' conscious use of unusual collocations with a lexical item is generally for a special communicative effect (e.g., to develop an ironic intention), whereas non-native speakers' use usually reflects pragmatic errors. These interlinguistic studies may suggest that inappropriate word choice arising from ignorance of semantic prosody is not uncommon in ESL/EFL learners Zhang 2009:8¹⁸.

This work will therefore make use of all the various definitions of collocation thereby adopting a hybrid theoretical framework as they complement each other and all are therefore relevant to this present study. The focus however, will be on the categories that have been identified in the French- English translation of our corpus "*Education et insertion sur le marché du travail à Abidjan: une analyse genre*".

¹⁸ Zhang W., (2009:8). *Perspectives, Semantic Prosody and ESL/EFL Vocabulary Pedagogy*. *Tesl Canada journal/revue Tesl du Canada* 1. Vol. 26, no 2

1.6 Methodology

In this study, which is corpus- based, a variety of methods are used. Data drawn from our corpus serves as the empirical basis of our argumentation in the general theoretical framework of Contrastive Analysis. According to Johansson, cited by Baker, corpora are the “bodies of text assembled in a principled way”¹⁹. The methodology includes amongst others, documentary research in libraries and on the internet in addition to conducting interviews with professional translators, translation scholars and linguists. According to Michael Hoey and Diane Houghton “Contrastive Analysis (CA) is a linguistic study of two languages, aiming to identify differences between them in general or in selected areas”²⁰ (cited in Baker, 1998:49). As stated in the definition, CA involves a study of two languages (and in this study the two languages are French and English), aiming to identify the differences between the two languages in general, or in a selected area such as collocations. Contrastive Analysis is deemed to be useful in identifying areas where direct translation of a term or phrase will not accurately transmit the intended meaning in the second language. Also, for a given type of text, CA examines whether the structure of the discourse is the same in both languages. In spite of its wide usage, Hoey and Houghton (supra) also indicate that, CA has a number of practical and theoretical limitations in its application in terms of identifying a common ground for comparison, comparing descriptions of different languages, taking account of psycholinguistic and sociocultural factors and also taking account of extratextual and intertextual factors.

¹⁹ Baker, Mona.(1998: 50). *Routledge Encyclopedia of Translation Studies*. New York: Routledge.

²⁰ Baker, (ibid:49)

Translation and CA are said to be interrelated in the sense that, translation acts as a source data for CA and CA on the other hand also provides explanations for problems encountered in translation. This relationship is what would be utilised in analysing the data in this project work. Additionally, concordancing based on comparable corpora allows for contrastive analysis of the collocational properties of semantically related lexis from the source and target texts.

We proceed by first of all identifying and classifying the various categories of collocations in the source text as per the grammatical groupings of word classes as they are used in daily language. Data collected from the corpus is controlled in the British National Corpus (BNC), Corpus of Contemporary American English (COCA) and Corpus Français de Leipzig. This grammatical classification of the collocations facilitates comparison and understanding of the structure of collocations in both languages.

1.7 Source Text

Studies in different parts of the world have underscored the plight of women so far as education and job opportunities are concerned. In Africa, the fight against poverty remains the greatest challenge confronting nations. What factors account for this challenge and how has it been resolved? Development experts have argued that education is key and forms the basis of a country's social and economic development but several studies have revealed that there is an educational gap so far as women and men are concerned and this has an effect on employment opportunities.

To establish what the case is in Abidjan labour market, a research was undertaken by Federation of African Women Educationists (FAWE) in August 2012 to analyse from a gender perspective,

the impact of women's level of education on their participation in the various segments of the labour market (public, formal and informal private sectors).

This report is informative and quite educative. Its diction is current and appropriate and it is patterned after the common research formats which have headings and sub-headings. Generally the content of the report is devoid of winding and overbearing sentences, in spite of some technical words interspaced therein. Reading and comprehension is relatively easy to the target readership. The report borders mainly on gender related issues in education and the labour market. It also tackles socio-cultural issues, policies and politics.

The source text contains exactly eight thousand and twenty eight words (8028). The entire report titled 'Education et Insertion sur le marché du travail à Abidjan: une analyse du Genre', is divided into seven (7) main headings including several sub-headings. The research starts with an executive summary and continues with an introduction, objectives of the study, literature review, methodology, findings, conclusion and recommendations.

1.8 Organisation of the work

This translation project is divided into four (4) main Chapters:

Chapter one introduces the reader to the study thus providing him/ her with the background to the project work, the general objectives from which flow the specific objectives of the research. The relevance of the study, limitations of the study, then the literature review which gives an insight on other researchers' ideas about the subject matter of collocations. This is followed by the methodology which is the road map, an analysis of the source text and lastly the organisation of the translation project work. Chapter two contains the actual translation of the Source Text

(French) into the Target Language (English) juxtaposed i.e. in corpora alignment to allow for easy reading, comparison and analysis. Chapter three deals with the commentary and analysis of both the Source and the Target texts. Chapter four contains the findings, conclusions and recommendations.

CHAPTER TWO

CORPORA ALIGNMENT

SOURCE TEXT (French)

Education et Insertion sur le marché du travail à Abidjan : une analyse du genre

Résumé

L'éducation est au centre de tout processus de développement économique et social. A partir d'une méthodologie à la fois quantitative et qualitative, cette étude analyse l'impact du niveau d'éducation sur l'insertion sur le marché du travail en Côte d'Ivoire, et plus précisément dans la ville d'Abidjan. Une attention particulière est portée à la question de genre afin de mieux apprécier les inégalités entre hommes et femmes dans les domaines de l'éducation et de l'emploi ainsi que les facteurs socio-économiques à la base de ces inégalités.

Dans le domaine de l'éducation, les résultats

TRANSLATED TEXT (English)

A gender analysis of Education and Employment in Abidjan

Executive Summary

Education is central to every economic and social development process. Using both quantitative and qualitative methods, this study aims to analyse the impact of the level of education on employment in Côte d'Ivoire, particularly in Abidjan. Special attention is focused on gender in order to have an understanding of the inequalities between men and women in the areas of education and employment, as well as the underlying socio-economic factors.

With regards to education, the findings show

montrent une forte disparité entre hommes et femmes, en particulier pour les niveaux d'éducation plus élevés (secondaire, supérieur). L'étude révèle aussi des disparités sur le marché de l'emploi ; l'insertion des femmes étant faible par rapport à celle des hommes sur tous les segments du marché du travail (public, privé formel et privé informel). Les analyses économétriques et sociologiques établissent un lien étroit entre le niveau d'éducation des femmes et leur insertion sur le marché du travail et montrent que le fait d'avoir un niveau d'éducation supérieur, accroît la probabilité pour une femme d'exercer un emploi dans le secteur privé.

Pour les femmes ayant un niveau d'éducation faible, le secteur informel constitue la principale opportunité d'insertion. En outre, les facteurs idéologiques concernant la place et le rôle de la femme dans la société ainsi que les politiques étatiques influencent fortement l'orientation sectorielle de la femme sur le

strong differences between men and women, especially at higher education levels (secondary and tertiary). This study also uncovers disparities in the labour market, with women having lesser employment opportunities as compared to those of men in all sectors of the labour market (public, private both formal and informal). Econometrical and sociological analyses show a close link between women's educational level and their employment opportunities and further indicate that the higher a woman's educational level, the higher her chances of working in the private sector.

With regards to women with lower educational levels, the informal sector constitutes their main entry point into the job market. Additionally, ideological factors regarding women's role and place in society as well as government policies largely influence, where women are most likely to get

marché de l'emploi.

employment.

1. Introduction

1. Introduction

1.1. Contexte et justification

1.1. Context and justification

Dans toutes les sociétés modernes, l'éducation est au centre du processus de développement économique et social. Le droit à l'éducation est unique et nécessaire puisqu'il donne aux individus les moyens d'exercer tous leurs autres droits - civiques, politiques, économiques, sociaux ou culturels -, et ce, en leur donnant la possibilité d'avoir une vie digne, tout en assurant à tous un avenir meilleur (UNESCO, 2004). Toutefois, il apparaît que face à l'éducation, les hommes et les femmes ne sont pas égaux: à titre d'exemple, en 2008, le taux d'alphabétisme des adultes (15 ans et plus) en Afrique Subsaharienne était de 71,2% pour les hommes et seulement 53,3% pour les femmes (ISU, 2008). Cette disparité de genre vis-à-vis de l'accès à l'éducation peut être le résultat de

In all modern societies, education is the kernel of economic and social development process. The right to education is exceptionally necessary since it offers individuals the means to exercise all other rights (i.e. civil, political, economic, social or cultural), by offering them the chance to live in dignity whilst ensuring a better future for all (UNESCO, 2004). However, everything points to the fact that, men and women are not on equal footing when it comes to education: for example, the adult literacy rate (ages 15 and above) in sub-Saharan Africa was 71.2% for men and only 53.3% for women (ISU, 2008). This gender disparity vis-à-vis access to education could result from various factors such as customs and traditions (which make parents more inclined to educate their male children than

divers facteurs tels que les coutumes et pratiques traditionnelles (qui font que les parents sont plus enclins à favoriser l'éducation des garçons que des filles), et divers obstacles que peuvent rencontrer les petites filles à l'école (agressions sexuelles, violences, grossesses précoces, etc.).

Les répercussions du faible niveau d'éducation des femmes sont multiples : tout d'abord cela auto entretient le clivage déjà préexistant entre les hommes et les femmes. En outre, cela limite le niveau de participation des femmes à la vie politique et pourrait inexorablement conduire à une augmentation notable de l'indice de la pauvreté. En effet, un niveau d'éducation faible contribue à faire baisser la probabilité pour une femme de participer au marché du travail; ce qui conduit à une baisse du revenu agrégé du ménage et par conséquent à l'accroissement du niveau de pauvreté au sein du ménage. Ceci permet de soulever ici la question de l'égalité de genre

their female counterparts), as well as other challenges that may confront the girl child at school (sexual harassment, violence, teenage pregnancy, etc.)

The consequences of the low level of women's education are numerous. First of all, this automatically widens the already pre-existing gap between men and women. Additionally, it limits women's level of involvement in politics and could inexorably lead to a significant increase in the poverty index. As a matter of fact, women's low educational level contributes to decreasing their chances of getting employed, thus leading to a low aggregated household income, and consequently increasing household poverty levels. This gives room to raise the issue of gender equality as the underlying factor to poverty reduction in sub-

comme mécanisme sous-jacent à la réduction de la pauvreté en Afrique Sub-saharienne. En effet, la réalisation de l'égalité entre les hommes et les femmes en matière d'éducation permettra non seulement de promouvoir une plus grande égalité entre les sexes en termes d'opportunités d'emploi mais elle contribuera à réduire les mariages précoces, les taux de mortalité infantile et à améliorer l'état de santé et le niveau d'instruction des générations futures.

1.2. Problématique de l'étude

La lutte contre la pauvreté demeure le défi majeur qui continue d'interpeller les nations. Relever ce défi, qui constitue l'objectif central des Objectifs du Millénaire pour le Développement requiert de façon impérieuse la valorisation des ressources humaines. Autrement dit, le développement économique et social d'une nation est fonction de la qualité de son élite.

Saharan Africa. Indeed, the achievement of gender equality in the area of education will not only promote greater gender equality in terms of employment opportunities but will also contribute to the reduction of early marriages, child mortality rate and improve the health and educational levels of future generations.

1.2. Leading argument of the study

The fight against poverty remains the greatest challenge confronting nations. Meeting this challenge, which is the main objective of the Millennium Development Goals, urgently calls for the development of human resources. In other words, a country's social and economic development is dependent upon the quality of its elite.

Si l'accès à l'éducation est un droit universel dans la Déclaration Universelle des Droits de l'Homme permettant aux filles et aux garçons de s'émanciper, en Côte d'Ivoire, les inégalités de genre dans le domaine de l'éducation persistent à plusieurs niveaux. Selon le Document de Stratégie de Relance du Développement et de Réduction de la Pauvreté (DSRP, 2009), le taux d'analphabétisme en Côte d'Ivoire est de 39% chez les hommes contre 54% chez les femmes. En 2006, la proportion de filles inscrites en première année du cycle primaire estimée à 44%, est largement inférieure à celle des garçons qui est de 56%.

Le clivage déjà existant entre les garçons et les filles en matière d'éducation pourrait être un des facteurs explicatifs des disparités enregistrées entre les hommes et les femmes dans l'accès à l'emploi en Côte d'Ivoire. En effet, sur le marché du travail, les femmes sont également moins présentes. Le chômage

While according to the Universal Declaration of Human Rights, access to education is a universal right by which the youth is empowered, in Côte d'Ivoire, gender inequality in the area of education persists at several levels. According to the Development Relaunch and Poverty Reduction Strategy Paper (PRSP, 2009), illiteracy rate in Côte d'Ivoire is 39% for men as against 54% amongst women. In 2006, the percentage of girls enrolled in the first year at the primary level estimated at 44%, is far below 56% recorded for boys.

The already existing educational gap between boys and girls could be one of the factors underlying the gender disparities, so far as access to employment in Côte d'Ivoire is concerned. As a matter of fact, the presence of women on the job market is also minimal. In 2008, more women were unemployed as

touchant plus les femmes que les hommes, avec un taux de 19,8% pour les femmes contre 12,1% pour les hommes en 2008. En outre, sur le marché de l'emploi moderne, seulement 12,71% des emplois modernes étaient occupés par les femmes en 2005. Cette faible représentation des femmes sur le marché du travail, est perçue par bon nombre d'observateurs comme une des principales raisons de la vulnérabilité socio-économique des femmes. Il apparaît alors important, dans le cadre de cette étude, de s'intéresser aux facteurs explicatifs de l'insertion des femmes sur le marché de l'emploi à Abidjan, tout en mettant un accent particulier sur le rôle de l'éducation.

Pour ce faire, la présente étude se propose, d'explorer les liens pouvant exister entre éducation et participation au marché du travail dans une approche genre. Sur la base d'une analyse à la fois quantitative et qualitative, elle vise à apporter des éléments de réponse

compared with men with a rate of 19.8% recorded for women as against 12.1 % for men. However, in 2005, only 12.71% of the newly created jobs went to women. This low representation of women on the job market is considered by many observers as one of the main reasons behind the social and economic vulnerability of women. Whilst emphasizing the role of education, it appears important, within the context of this study, to be concerned with the underlying factors of women's employment in Abidjan.

To this end, this study aims to explore the correlation that could exist between education and employment, from a gender perspective. Through a quantitative and qualitative analytical approach, this study seeks to provide answers to the following questions:

aux questions suivantes :

- ✓ Quelle est la situation réelle de l'égalité de genre dans le secteur de l'éducation et de l'emploi?
- ✓ Quelles sont les fondements sociologiques des inégalités entre hommes et femmes en matière d'éducation et d'insertion sur le marché du travail ;
- ✓ Le niveau d'éducation des femmes influence-t-il leurs choix d'orientations face à l'emploi ?
- ✓ What is the reality on the ground with regard to gender equality in the education and employment arenas?
- ✓ What are the sociological bases for the inequalities between men and women with regard to education and employment?
- ✓ Does the level of women's education dictate their choice of employment?

2. Objectifs de l'étude

L'objectif principal de cette étude est d'analyser l'impact du niveau d'éducation des femmes sur leur participation aux différents segments du marché du travail (public, privé formel et privé informel) à Abidjan. De cet objectif général découle une série d'objectifs secondaires à savoir :

- ✓ Présenter le tableau de la parité hommes-femmes à tous les niveaux de l'éducation;

2. Objectives of the study

The main objective of this study is to analyse the impact of women's level of education on their participation in the various segments of the labour market (public, formal and informal private sectors) in Abidjan. Flowing from this general objective are secondary objectives, namely:

- ✓ Provide an overview of gender parity at all levels of education;

- ✓ Examiner l'insertion des femmes sur le marché du travail et comparer leur situation avec celle des hommes ayant le même niveau d'éducation ;
 - ✓ Analyser les fondements sociologiques des disparités hommes-femmes en matière et d'insertion sur le marché du travail ;
 - ✓ Etudier le lien entre éducation des femmes et participation au marché du travail ;
 - ✓ Faire des suggestions en vue de promouvoir l'éducation de la femme et son insertion sur le marché du travail; éléments déterminants pour la réduction de la pauvreté chez la femme.
- ✓ Examine women's employment opportunities and compare their situation with that of men with the same educational level;
 - ✓ Analyse the sociological basis for gender disparity in education and employment
 - ✓ Study the relationship between women's education and employment opportunities;
 - ✓ Make recommendations to promote women's education and employment which are the determining factors for poverty reduction amongst women;

3. Revue de la littérature

3. Literature review

3.1. Genre et éducation

3.1. Gender and education

Dans toutes les cultures, le sexe détermine le pouvoir et les ressources pour les femmes et

In every culture, sex determines the power and the resources available to men and women.

les hommes. C'est pourquoi pour Kabeer (1995), les normes sociales sont « genrées ». En effet, malgré le rôle clé que les femmes jouent dans le processus du développement socio-économique, elles restent toujours confrontées aux difficultés d'accès à l'éducation, aux droits, aux ressources et biens, conduisant ainsi à une féminisation de la pauvreté (Moser, 1993; Firebaugh, 1994; Chant, 1997). Dans son étude relative à cinq capitales d'Afrique subsaharienne francophones (Ouagadougou, 1992 ; Yaoundé, 1990-91 ; Abidjan, 1986-87 ; Conakry, 1991-92 ; Bamako, 1991), Lachaud (1996) a montré que les écarts de taux de scolarisation en faveur des hommes croissent avec le niveau d'instruction. De même, la proportion de femmes ayant accédé à l'enseignement supérieur est trois fois moins importante que celle des hommes.

L'accès à l'éducation revêt une importance spécifique, dans la mesure où l'approche du

This explains the position of Kabeer (1995), when he states that social norms are “gendered”. As a matter of fact, despite the key role women play in the socio-economic development process, they are always confronted with difficulties such as access to education, legal rights, resources and properties, rendering poverty as the bane of only women. (Moser, 1993; Firebaugh, 1994; Chant, 1997). Lachaud (1996) conducted a study in five francophone sub-Saharan African capitals (Ouagadougou, 1992; Yaoundé, 1990-91; Abidjan, 1986-87; Conakry, 1991-92; Bamako, 1991), which revealed that school enrolment gaps in favor of male increase with their level of education. In addition, the percentage of females who have gained access to tertiary institutions is one third of that of males.

According to Lachaud (1997), access to education is particularly important in as much

capital humain suggère que le meilleur moyen d'assurer une plus grande égalité entre hommes/femmes et garçons/filles ou entre les différents groupes sociaux est d'égaliser les dotations individuelles en connaissances, aptitudes, qualifications, expériences (Lachaud, 1997). Bon nombre d'études ont montré que l'amélioration du statut socio-économique des femmes passe nécessairement par le renforcement de sa capacité et de son pouvoir de décision, objectif qui ne peut être réalisé que si on assure aux filles et aux garçons les mêmes conditions d'éducation (Ravallion et Wodon, 2000 ; Lee et Barro, 2000). Pour Paul Schultz (2001), l'investissement dans l'éducation des femmes est d'une importance capitale et un impératif de développement. Schultz (2001) reste convaincu que l'éducation des femmes a un impact économique et social, dans la mesure où les femmes éduquées travailleraient plus en termes d'heures consacrées au travail que les

as the approach to human capital suggests that the best way to ensure greater equality between men/women and boys/girls or among the various social groups is to equalize their individual capabilities in knowledge, aptitude, qualification and experiences. Many studies have revealed that in order to improve the socio-economic status of women, their capacities and their decision-making powers must be strengthened; an objective which may be achieved if only girls and boys could be guaranteed the same educational facilities (Ravallion and Wodon, 2000 ; Lee and Barro, 2000). For Paul Schultz (2001), investing in women's education is of paramount importance and is a *sine qua non* of development. Schultz (2001) is therefore convinced that women's education has socio-economic impact, in so far as educated women would work for longer hours more than men and thus contribute more to economic development by paying more taxes and levies.

hommes, et donc contribueraient plus au développement économique en contribution à l'amélioration des taxes et impôts.

3.2. Genre et accès à l'emploi

Le rapport genre et accès à l'emploi est étroitement lié à celui développé dans la section précédente. En effet, dans sociale la division travail, certaines idéologies traditionnalistes en rapport avec la domination de l'homme sur la femme confèrent à cette dernière une place secondaire avec des rôles qu'elle doit remplir tant dans la vie familiale que dans la vie au travail. Ainsi pour certains auteurs, la femme traduit en Afrique, l'image d'une personne opprimée, soumise et réduite dans sa mobilité par ses fonctions reproductrice et éducatrice.

Elle est à cet effet, confinée à des tâches domestiques qui sont ses attributs naturels. Contrairement « à l'époux, dont la mobilité est grande, l'homme fort, qui peut se reposer et se

3.2. Gender and access to employment

The relationship between gender and access to employment is closely linked to the one discussed in the preceding section. Indeed, in the social division of labour, some traditional beliefs relative to men's dominion over women relegate the latter to the background with tasks to undertake both at home and at the work place. Thus, for some authors, women in Africa portray the image of an oppressed person, who is subjected and restricted in her movement by her reproductive and educative roles.

She is therefore confined to her domestic chores which form part of her nature. Contrary to "*the husband whose movement is by far unrestricted, the strong man, who could relax*

donner du bon temps après avoir gagné le pain de la famille, la femme, elle, peut travailler pour gagner ce pain, mais il faudra qu'elle apprête le repas ».

and have good a good time after providing food for his family, the woman on her part, could as well work and bring in this income but has to be in the kitchen preparing meals”.

Il existe donc de très nombreuses situations discriminatoires entre hommes et femmes sur le marché du travail. L'étude réalisée par Woubou (2006) a montré qu'il existe une discrimination à l'encontre des femmes dans l'emploi occupé à la sortie des individus du système éducatif au Cameroun. Aka et Taméko (2000) expliquent que la faible participation des femmes à l'activité économique est due au fait que beaucoup parmi elles choisissent d'abord de jouer de leurs rôles de mère et d'épouse en sacrifiant ainsi leur vie professionnelle. Ainsi, il existe le plus souvent un faible taux de participation à l'activité économique chez les femmes que chez les hommes dans le secteur moderne ou formel. Les femmes préfèrent s'orienter vers le secteur informel. Ils montrent également

On the labour market, there are several discriminatory instances among men and women. The study conducted by Woubou (2006) showed that, in Cameroun, women at end of their studies are discriminated against in their job position. According to Aka and Taméko (2000) the low participation of women in economic activities is due to the fact that many of them put a higher premium on their roles as mothers and wives, and forego their professional careers. Thus, in the modern or formal sector, it is often noted that the rate of women's participation in economic ventures is far below that of men. Women prefer to engage in economic activities in the informal sector. They also indicate that the discrimination women are subjected to in the labour market also has to do with the kind of

que la discrimination que subissent les femmes sur le marché du travail concerne aussi la nature des postes qu'elles occupent ; celles-ci ayant une position défavorable par rapport aux hommes. En outre, Siaka (2001) a montré qu'en Côte d'Ivoire le salariat concerne principalement les hommes (80% des salariés). En ce qui concerne le secteur informel, selon les mêmes sources, 85% des femmes y sont installées contre 65% chez les hommes bien que ces derniers aient des moyens d'insertion supérieurs à ceux des femmes.

Par ailleurs, les critiques adressées à la théorie du capital humain portent principalement sur la spécificité du marché du travail.

Doeringer et Piore (1971) mettent en évidence l'influence de la situation sur le marché du travail dans la détermination des salaires individuels. Dans une étude relative à la France en 1980 et 2000, Magali et Lameta (2006) ont montré qu'il existe une

position they occupy, as these women occupy inferior positions as compared to the men. Furthermore, Siaka (2001) showed that in Côte d'Ivoire 80% of salaried workers are men. According to the same source, 85% of women as against 65% of men find themselves in the informal sector, even though men have greater employment opportunities than women.

Furthermore, the criticism levelled against the human resource theory focuses essentially on the peculiarities of labour market.

Doeringer and Piore (1971) highlighted the influence of such a situation in determining individuals' salaries on the labour market. In a study on France, conducted in 1980 and in 2000, Magali and Lameta (2006) showed that a relationship exists between one's

correspondance entre le diplôme et la fonction occupée (ce qui montre que la structure du marché du travail dépend des qualifications possédées par les travailleurs) et de deux segments de marché ; un marché primaire associé à des emplois stables à haute rémunération et un marché secondaire nécessitant peu de qualifications et associé à des niveaux peu élevés de rémunération.

4. Méthodologie utilisée

Deux approches ont été utilisées pour atteindre les objectifs de cette étude : une approche quantitative (analyse statistique et économétrique) et une autre qualitative (méthodologie sociologique).

4.1. Analyse statistique

Les données secondaires utilisées dans cette étude sont issues de l'Enquête sur le Niveau de Vie des ménages (ENV) réalisée par l'Institut National de la Statistique de Côte d'Ivoire en 2008. Cette enquête a porté sur les

qualifications and the position held (this indicates that the labour market's structure depended on the qualifications of the workers) and two market segments; a primary market associated with secured jobs with high remuneration and a secondary market requiring little qualification and associated with low levels of remuneration.

4. Methodology

Two methods were used to achieve the objectives of this study. A quantitative approach (statistical and econometric analysis) and a qualitative method (sociological methodology).

4.1. Statistical analysis

The secondary data used in this study was taken from a Survey on Households Living Standards (HLS) conducted in 2008 by l'Institut National de la Statistique de Côte d'Ivoire (National Institute of Statistics of

strates du pays à savoir Abidjan, les autres villes, la forêt rurale Est, la forêt rurale Ouest et la Savane rurale. L'ENV 2008 qui concernait 59 699 ménages pour tout le pays et 10 504 pour le département d'Abidjan s'est intéressée aux domaines suivants: éducation, santé, emploi, agriculture, pauvreté, impact de la guerre etc. La présente étude s'intéresse particulièrement à la dimension et aux différences entre les hommes et les femmes en matière d'éducation et d'insertion sur le marché de l'emploi.

L'analyse statistique s'attèlera à présenter et à analyser les tableaux de parité entre hommes et femmes dans ces deux domaines.

4.2. Méthodologie économétrique

Etant donné que la présente recherche porte sur la rentabilité de l'éducation, nous partirons de ce que le marché du travail est segmenté

Côte d'Ivoire). This survey covered the country's strata namely Abidjan, the other cities, the Eastern and Western rural forests, and the rural Savannah. The 2008 HLS survey, which covered 59,699 households in the entire country and 10,504 for the District of Abidjan, focused on the following areas: Education, Health, Employment, Agriculture, Poverty and impact of the war etc. This study focuses essentially on the dimension relating to men and women and the differences between them in terms of education and employment.

The statistical analysis will focus on presenting and analysing the parity tables/charts between men and women in these two areas.

4.2. Econometric approach

Granted that this study focuses on the usefulness of education, we shall take into account the fact that the labour market is

pour envisager une analyse des choix occupationnels dans les différentes alternatives qui s'offrent aux individus (ne pas participer au marché du travail - chômeurs et inactifs, participer dans le secteur public, le secteur privé formel, le secteur privé informel). En principe, l'individu doit choisir entre les alternatives suivantes : (1) non-participation au marché du travail, (2) emploi public, (3) emploi privé formel et (4) emploi privé informel. Il devra notamment retenir l'alternative qui maximise son utilité en termes de gain. Mais, étant donné les multiples contraintes inhérentes à la capacité du marché du travail à pouvoir accueillir un individu dans le secteur souhaité, il est indispensable de tenir compte de la probabilité de l'individu à choisir tel ou tel secteur. L'estimation de l'équation réduite de participation au marché du travail se fait généralement par l'utilisation du modèle Logit Multinomial. Afin de capter l'effet individuel

segmented in order to undertake an analysis of the employment choices available to individuals (i.e. non-participants in the job market - unemployed and inactive, public sector, formal private sector, informal private sector workers). In principle, one has to choose among the following options: (1) non-participation in the labour market, (2) public employment, (3) formal private employment and (4) informal private employment. Notably, one must choose the option that brings in the maximum benefits. But given the many inherent challenges facing the job market to absorb each individual into their preferred sector, it is necessary to take into account the probability of an individual choosing this or that sector. The estimation of the reduced equation of participation in the job market is generally done with the Multinomial logit model. To capture the single effect of the various levels of education on the various sectors of the job market, the *Education*

des différents niveaux d'éducation sur les différents segments du marché du travail, la variable *Education* sera subdivisée pour obtenir 4 niveaux (analphabète, primaire, secondaire et supérieur).

4.3. Méthodologie sociologique

Au plan sociologique, l'étude a adopté la méthode exploratoire de collecte de données, qui donne la possibilité d'évaluer, de comparer, et de valider l'information. Cette méthodologie permet de faire la triangulation en utilisant des méthodes telles que l'interview. L'étude a privilégié la compilation de données secondaires collectées dans la recherche documentaire, suivi de la collecte de données primaires de base avec l'enquête terrain.

4.3.1. La recherche documentaire

Elle a porté sur les politiques du genre, de l'éducation, de l'emploi, et plus particulièrement la question de la femme

variable would be subdivided into 4 levels (illiterate, primary, secondary and tertiary).

4.3. Sociological approach

From a sociological standpoint, the study used the exploratory data collection method, which makes it possible to evaluate, compare and validate the information. This methodology allows for a triangulation through the use of methods such as interviews. The study put a premium on the compilation of secondary data gathered during the documentary research process, followed by the collection of primary data from the field.

4.3.1. Documentary research

It focused on gender, education, employment policies and particularly on the issue of the Ivorian woman in the national development

ivoirienne dans le processus de développement national. Pour mieux cerner ces questions essentielles, les ouvrages, articles scientifiques, rapports et documents administratifs, les journaux et sites internet ont été explorés.

4.3.2. Le cadre méthodologique

Il s'agit ici de rendre compte du choix des zones d'enquête ainsi que de la procédure d'échantillonnage et de collecte de données sur le terrain.

➤ Zone d'enquête

L'enquête a été réalisée dans le Département d'Abidjan, capitale économique de la Côte d'Ivoire. Le district d'Abidjan compte 6 783 906 habitants dont 4 351 086 habitants pour la ville elle-même, soit 20 % de la population totale du pays. La ville d'Abidjan, en plus de regrouper les différentes caractéristiques de la population ivoirienne, a un poids économique largement dominant sur les autres villes de la

process. To have a better understanding of these important issues, books, research papers, reports and administrative documents, journals and internet sites were explored.

4.3.2. Methodological framework

In this section, an account is given of the choice of the survey areas, as well as the sampling and data collection procedures on the field.

➤ Area of survey

The survey was conducted in the District of Abidjan, the economic capital of Côte d'Ivoire. Out of the 6,783,906 inhabitants living in Abidjan's district, 4,351,086 inhabitants that is 20% of the population of the country reside in the city itself. Apart from reflecting the various characteristics of the Ivorian population, Abidjan is the economic giant among the other cities of Côte d'Ivoire,

Côte d'Ivoire. 40% du PIB de la Côte d'Ivoire ;
soit 9,52 milliards de dollars.

contributing 40% of the country's GDP which
is 9.52 billion US dollars.

➤ **Populations cibles**

Dans le souci de fournir des données fiables sur les facteurs liés à la faible participation des femmes au marché du travail et d'identifier les représentations sociales des femmes, nous avons opté pour la technique de collecte de données qualitatives qu'est l'entretien individuel et semi directif. Les données qualitatives ont été ainsi recueillies auprès des femmes, des hommes, des décideurs publics et des pourvoyeurs d'emploi dans le secteur formel et informel.

Pour déterminer les catégories de femmes à enquêter, une matrice mettant en relation les différents secteurs d'activités (formel public et privé et le secteur informel) et le niveau de scolarisation des femmes a été construite. Quatre catégories de femmes ont de ce fait été enquêtées à savoir :

➤ **Target Population**

In order to provide reliable data on factors linking the low level of employment among women and to identify women's social representation, we chose the qualitative data collection technique which refers to one-on-one and semi-structured interviews. Qualitative data was thus collected from women, men, public authorities and from employers in the formal and informal sectors.

To determine which categories of women to interview, a matrix linking the various activity sectors (public and private formal sector and the informal sector) and women's educational level was drawn up. The four categories of women below were therefore interviewed:

- | | |
|--|---|
| - Les femmes scolarisées et insérées (FSI) ; | - Educated and employed women (FSI) |
| - Les femmes non scolarisées et insérées (FNSI) ; | - Uneducated and employed women (FNSI) |
| - Les femmes non scolarisées et non insérées (FNSNI) ; | - Uneducated and unemployed women (FNSNI) |
| - Les femmes scolarisées et non insérées (FSNI). | - Educated and unemployed women (FSNI) |

Nous définissons les femmes scolarisées comme celles qui ont bénéficié de l'enseignement conventionnel et qui aux sorties de leur cursus scolaire savent lire et écrire. Les femmes insérées sont celles qui exercent une activité, dans le secteur formel ou informel et dont cette activité représente leur principale source de revenu.

We define educated women as those who have benefited from formal education and are able to read and write after their schooling. Women in employment are those working and earning their living in the formal or informal sectors, which work constitutes their main source of income.

Nous entendons par femmes non scolarisées et femmes non insérées celles qui ne répondent pas aux critères de définition ci-dessus énoncés.

By uneducated and unemployed women we mean those women who do not fall under any of the above mentioned definitions.

Nous avons identifié comme Décideurs

We identified as public policy-makers and

Publics et Pourvoyeurs d'emploi, les Responsables des Ministères suivants :

- Le Ministère de l'emploi ;
- Le Ministère de la Fonction Publique ;
- Le Ministère de la Femme ;
- Le Ministère de l'enseignement supérieur
- Le Ministère de L'Education Nationale.

Au titre des Pourvoyeurs d'emploi, les Gestionnaires d'Entreprises et des Institutions de Placement et de Gestion de la main d'œuvre (AGEPE, CIFIP, AGEFOP) sont identifiés.

➤ **Procédure d'échantillonnage et taille de l'échantillon**

L'enquête s'est limitée à cinq communes de la ville d'Abidjan. Dans une première approche, nous avons opéré les choix des communes sur la base géo spatiale. En effet, afin de tenir compte de la représentation spatiale de la ville, un découpage en zone Nord, Sud, Est et Ouest a été opéré en retenant la commune du

employers, the directors of the following Ministries:

- The Ministry for Employment;
- The Ministry of Public service;
- The Ministry of Women affairs;
- The Ministry of Higher education;
- The Ministry of Education.

With regard to Employers, we identified company managers, recruitment and workforce management centres (AGEPE, CIFIP and AGEFOP).

➤ **Sampling procedure and sample size**

The survey covered five suburbs in Abidjan. In the first instance, the choice of the suburbs was based on their geographical locations. In fact, to take cognisance of its geographical position, the city was divided into Northern, Southern, Eastern and Western zones, with the Plateau suburb as the centre.

Plateau comme le centre.

En outre, pour faire ressortir la pertinence des concepts que mobilise le thème de l'étude, nous avons dans une seconde approche, déterminé ces communes sur la base de la division fonctionnelle de la ville d'Abidjan marquée par une concentration d'activités professionnelles et de population scolarisée. A cet effet l'enquête s'est déroulée dans les communes de : Plateau (Centre), Yopougon (Ouest), Cocody (Est), Treichville (Sud) et Abobo (Nord).

Les entretiens individuels ont été réalisés auprès de quarante (40) femmes, dix (10) hommes, huit (8) décideurs publics et pourvoyeurs d'emploi et deux (2) personnes publiques dont le cas illustre le rapport entre insertion professionnelle des femmes et éducation. Au total, les entretiens devraient être menés auprès de soixante (60) personnes.

Furthermore, in order to emphasize the relevance of the concepts within the scope of this study, in the second instance, a selection was done based on Abidjan's division of labour marked by its concentrated areas of professional activities and educated population. To achieve this, the survey was conducted in the suburbs of Plateau (Centre), Yopougon (West), Cocody (East), Treichville (South) and Abobo (North).

One-on-one interview sessions were held with forty (40) women, ten (10) men, eight (8) public policy - makers and employers and two (2) government officials, which illustrates the link between education and women's integration in the labour market. In all, sixty (60) participants were to be interviewed.

4.3.3. Les considérations éthiques

Les considérations éthiques exposées ici sont en relation avec le contexte dans lequel l'étude s'est déroulée. La situation actuelle de la Côte d'Ivoire qui sort d'une profonde crise socio-politique, constitue, à un certain niveau, une difficulté dans le recueil de données dans la mesure où l'atmosphère de tension, de méfiance générée par la crise est encore une réalité. Cela s'est senti dans les différentes administrations et au niveau des femmes enquêtées dont certaines ont refusé de collaborer ou ont émis beaucoup de réserves.

Les personnes sollicitées surtout les agents de l'administration publique craignaient pour leur position. Cette situation a encouragé la prise de connaissance ou le dépôt des guides d'entretiens au préalable et le report de certains entretiens ; dans la mesure où certaines questions relatives à la politique nationale d'éducation et de l'emploi étaient appréhendées en termes de comparaison ou de

4.3.3 Ethical Issues

The ethical issues discussed here are related to the context within which the study was conducted. The current situation in Côte d'Ivoire, a country, just coming out of a deep socio-political crisis is a challenge to some extent, so far as data collection is concerned, in the sense that one could not lose sight of real tensed atmosphere and the suspicion created by the crisis. This was felt in the various administrations and with the women interviewed as some of them refused to cooperate or expressed some reservations.

Many of the persons interviewed, especially public servants were afraid to lose their jobs. This situation led to the acknowledgment or the handing over of the interview guides ahead of time and even the postponement of some interviews, as certain questions regarding the national education policies and employment were construed as comparisons or criticisms levelled against the former or present people

critiques portées à l'endroit des anciennes ou des actuelles autorités.

Les enquêtés qui ont consenti à être interrogés étaient informés de l'objet de l'étude et rassurés sur la confidentialité de leurs propos. Aussi dans un souci de fidélisation des données nous avons eu recours à un dictaphone. Seuls les enquêtés persuadés et consentants, nous ont autorisé à utiliser notre dictaphone.

5. Résultats préliminaires

5.1. Résultats statistiques

L'analyse statistique des données secondaires est présentée dans cette section. L'échantillon considéré tient compte des hommes et des femmes de plus de 5 ans vivant dans la ville d'Abidjan. Les statistiques présentées ici, selon le genre, sont calculés à partir des résultats d'enquête dans les secteurs de l'éducation et de l'emploi.

in power.

The respondents who agreed to grant the interviews were briefed on the aim of the study and reassured about the confidentiality of their comments. Then also, to ensure accuracy with the data collected, a recorder was used but only with respondents who consented and were convinced.

5. Preliminary results

5.1. Statistical findings

This section presents the statistical analysis of the secondary data. The sample covered men and women living in Abidjan for more than 5 years. The gender statistics shown here are calculated from the survey findings from education and employment sectors.

➤ **Genre et éducation**

Considérant le domaine de l'éducation, les résultats indiquent que sur l'ensemble de la population de la ville d'Abidjan, 37,74% des individus de l'échantillon n'ont aucun niveau d'éducation, 25,59% ont le niveau primaire, 26,94% ont le niveau secondaire et 9,73% ont le niveau supérieur. Le tableau 1 ci-dessous présente avec plus de détail, la répartition des individus selon le niveau d'éducation et le genre.

Tableau 1: Niveau d'éducation des individus selon le genre

Niveau d'éducation	Proportion des individus selon le niveau d'éducation (en %)	
	Hommes	Femmes
Analphabète	50,93	49,07
Primaire	52,29	47,71
Secondaire	69,12	30,88
Supérieur	75,60	24,40

Source : Auteurs à partir des données secondaires

➤ **Gender and education**

With regards to education, the findings indicate that out of the total Abidjan population, 37.74% of the sample size have no education, 25.59% have primary level education, 26.94% have secondary level education and 9.73% have tertiary level education. The table 1 below presents in greater detail the gender distribution of the population as per their level of education.

Table 1: Gender distribution of individual level of education

Educational level	Percentage of people by level of education (in %)	
	Men	Women
Illiteracy	50.93	49.07
Primary	52.29	47.71
Secondary	69.12	30.88
Tertiary	75.60	24.40

Source: Authors, using the secondary data

L'analyse du tableau révèle une certaine parité entre hommes et femmes lorsque nous considérons les individus sans niveau d'éducation. En effet, parmi la population analphabète, 50,93% sont des hommes et 49,07% sont des femmes avec 52,29% d'hommes contre 47,71% de femmes ayant le niveau primaire.

Cependant lorsque nous considérons les niveaux secondaire et supérieur, l'on note une forte disparité entre hommes et femmes. Ainsi, parmi les personnes ayant le niveau supérieur, l'on compte jusqu'à 75,60% d'hommes contre seulement 24,40% de femmes. Ces résultats montrent bien que si au départ la différence entre le nombre de filles et de garçons ayant été à l'école primaire n'est pas très grande, peu de filles atteignent le niveau supérieur d'éducation.

The analysis on table 1 shows a certain kind of parity between men and women with respect to people with no education. As a matter of fact, among the illiterates, 50.93% are men and 49.07% are women whilst 52.29% of men as against 47.71% women have primary level of education.

However, when we take secondary and tertiary levels of education into consideration, we find a high disparity between men and women. Thus, among people with tertiary education level, men constitute 75.60% as against 24.40% for women. As per the findings, we see that even if right from the start, the gap between girls and boys at the primary school is not wide, few girls make it to the tertiary level.

➤ **Genre et insertion sur le marché
de l'emploi**

Un premier indicateur des inégalités économiques entre les femmes et les hommes est l'insertion des femmes sur le marché du travail. Tout comme le secteur de l'éducation, le domaine de l'emploi à Abidjan présente aussi des disparités à tous les segments du marché du travail (public, privé formel et privé informel). Au total, en considérant l'échantillon dans son ensemble, les statistiques indiquent que seulement 3,96% des individus sont sans emploi, 7,59% exercent dans le secteur public et 23,76% dans le secteur privé. On note aussi le poids important du secteur informel qui emploie jusqu'à 64,68% des individus de l'échantillon. Considérant le critère du genre, le tableau 2 ci-après présente la représentativité sur le marché du travail à Abidjan.

➤ **Gender and Employment**

The first indicator of economic inequality between women and men is about women's employment. Just as with the education sector, Abidjan's job market presents some disparities at all levels of the labour market (public, formal private and informal private). In total, with the selected sample, statistics show that only 3.96% of people are unemployed, 7.59% work in the public sector and 23.76% in the private sector. We could equally take note of the significant weight of the informal sector which employs up to 64.68% of the sample size. From a gender perspective, table 2 below shows the representativeness on Abidjan's job market.

Tableau 2: Participation au marché du travail selon le genre

Secteur d'emploi	Proportion des individus selon le secteur d'emploi (en %)	
	Hommes	Femmes
Sans emploi	47,37	52,63
Public	70,10	29,90
Privé	76,40	23,60
Informel	51,37	48,63

Les résultats montrent que parmi les individus sans emploi, 52,63% sont des femmes et 47,37% des hommes. D'une manière générale, l'on peut noter une faible représentativité des femmes dans le secteur formel comparativement aux hommes. En effet, que ce soit dans le secteur public ou dans le secteur privé, le tableau montre que plus de 70% des employés sont des hommes. Les femmes, lorsqu'elles travaillent, sont plus présentes dans le secteur informel qui emploie

Table 2: Gender-based participation in the labour market

Employment sector	Percentage of people by employment sector (in %)	
	Men	Women
Unemployed	47.37	52.63
Public	70.10	29.90
Private	76.40	23.60
Informal	51.37	48.63

The findings indicate that among the unemployed 52.63% are women and 47.37% are men. Generally, there is a lower percentage of women working in the formal sector as compared to men. In fact, be it either in the public or the private sector, the table shows that more than 70% of the people employed are men. 48.63% of working women are largely found in the informal sector.

48,63% d'entre elles.

➤ **Genre, éducation et insertion sur
le marché de l'emploi**

Après avoir présenté le lien entre genre et éducation d'une part, et d'autre part entre genre et marché de l'emploi, cette section se propose de présenter l'interrelation entre les trois variables (voir tableau 3).

➤ **Gender, Education and
Employment**

After presenting the link between gender and education on the one hand and that of gender and employment on the other hand, this section sets out to present the interrelation among the three (3) variables (see table 3)

Tableau 3: Proportion des individus selon le secteur d'emploi et le niveau d'éducation(en %)

Secteur d'emploi	Proportion des individus selon le secteur d'emploi et le niveau d'éducation (en %)							
	Hommes				Femmes			
	Analphab.	Prim.	Second.	Sup.	Analphab.	Prim.	Second.	Sup.
Sans E.	41,67	22,22	27,78	8,33	50,00	28,75	18,75	2,50
Privé	22,70	17,24	39,80	20,26	26,51	23,26	32,56	17,67
Public	8,82	7,35	44,61	39,22	12,64	6,90	45,98	34,48
Informel	41,68	28,41	25,9	4,32	49,92	32,26	16,09	1,74

Source : Auteurs à partir des données secondaires

Table 3: Percentage of people per job sector and educational level (in %)

Job Sector	Percentage of people per job sector and educational level (in %)							
	Men				Women			
	Illiterate	Primary	Secondary	Tert.	Illiterate	Prim.	Second.	Tert.
Unemployed	41.67	22.22	27.78	8.33	50.00	28.75	18.75	2.50
Private	22.70	17.24	39.80	20.26	26.51	23.26	32.56	17.67
Public	8.82	7.35	44.61	39.22	12.64	6.90	45.98	34.48
Informal	41.68	28.41	25.9	4.32	49.92	32.26	16.09	1.74

Source: Authors, using secondary data

Les résultats montrent que parmi les hommes sans emploi, 41,67% sont analphabètes, 22,22% ont atteint le niveau d'étude primaire, 27,78% le niveau secondaire et 8,33% le niveau supérieur. Pour ce qui concerne les femmes, considérant le secteur informel par exemple, nous notons que 49,92% de celles qui y exercent sont analphabètes, 32,26% ont un niveau d'étude primaire, 16,09 ont un niveau d'étude secondaire et seulement 1,74% ont un niveau d'étude supérieur. Aussi, parmi les femmes sans emploi, seulement 2,50% ont le niveau d'étude supérieur. Les femmes ayant

As per the findings with respect to unemployed men, 41.67% are illiterates, 22.22% have primary level education, 27.78% have secondary level education and 8.33% have tertiary level education. With regards to women in the informal sector for example, 49.92% are illiterates, 32.26% have primary level education, 16.9% have a secondary level education and 1.74% have tertiary level education. Additionally, among the unemployed women, only 2.5% have tertiary level education. Women with secondary and tertiary education levels are employed in the

les niveaux secondaire et supérieur d'étude sont plus insérées dans le secteur formel (public ou privé).

Ces résultats tendent à montrer qu'il existe une relation forte entre le niveau d'instruction des femmes et leur insertion sur le marché du travail. L'analyse économétrique qui suit essaie d'établir cette relation de façon plus empirique

5.2. Résultats économétriques

Le lien entre insertion des femmes sur les différents segments du marché du travail et leur niveau d'éducation est établi dans cette section. En plus de la variable "Niveau d'éducation", d'autres variables expliquant la participation des femmes au marché de l'emploi (statut matrimonial, âge, niveau de vie, enfants de moins de 5 ans, etc.) sont ajoutées à l'analyse afin d'améliorer le pouvoir explicatif du modèle. Le tableau 4 ci-dessous présente les résultats de la régression

formal sector (public or private).

These findings seem to indicate that there is a strong correlation between women's level of education and their employment opportunities. The following econometric analysis tries to show this link in a more empirical way.

5.2. Econometric findings

The link between women's employment in the various segments of the labour market and their level of education is shown in this section. In addition to the "level of education" variable, other variables underlying women's participation in the job market (marital status, living standard, children under 5 years, etc...) have been added to the analysis to further enhance the model's explanatory power. The table 4 below shows the results of the Multinomial Logit Regression with the

Logit Multinomial avec comme variable à expliquer (variable dépendante) “Insertion sur le marché du travail” considérée ici comme une variable catégorielle avec 4 modalités : sans emploi, emploi dans le secteur public, emploi dans le secteur privé, emploi dans le secteur informel.

dependent variable being “employment” which is considered here as a main variable with four (4) options: unemployment, employment in the public sector, employment in the private sector, employment in the informal sector

Dans le cadre de ce rapport, seuls les résultats concernant la variable explicative “Niveau d’éducation” sont exposés et analysés. L’échantillon est réduit ici aux femmes vivant à Abidjan et ayant 15 ans et plus

In this report, only the findings in respect of the explanatory variable “the educational level” are discussed and analyzed. The sample is limited to women aged fifteen (15) and above living in Abidjan.

Tableau 4: Résultat de la régression Logit Multinomiale (n= 1539)

Variables explicatives	Variable dépendante : Insertion sur le marché du travail			
	Sans emploi	Secteur Privé	Secteur Public	Secteur Informel
	Référence=Secteur Informel			Référence=Secteur Privé
Niveau d'éducation				
Analphabète	Référence	Référence	Référence	Référence
Primaire	-0,055 (0,839)	0,322 (0,119)	0,085* (0,087)	-0,322 (0,119)
Secondaire	0,162 (0,608)	1,313*** (0,000)	2,557*** (0,000)	-1,313*** (0,000)
Supérieur	0,354 (0,640)	2,918*** (0,000)	4,428*** (0,000)	-2,918*** (0,000)
Pseudo R2	0,256			0,272

Note : les valeurs entre parenthèses sont les P-value. *** significatif à 1%, * significatif à 10%

Table 4: Results of the Multinomial Logit regression (n= 1539)

Explanatory Variables	Dependent Variable: Employment			
	Unemployed	Private sector	Public Sector	Informal Sector
	<i>Reference= Informal Sector</i>			<i>Reference=Private Sector</i>
Educational Level				
Illiterate	<i>Reference</i>	<i>Reference</i>	<i>Reference</i>	<i>Reference</i>
Primary	-0.055 (0.839)	0.322 (0.119)	0.085* (0.087)	-0.322 (0.119)
Secondary	0.162 (0.608)	1.313*** (0.000)	2.557*** (0.000)	-1.313*** (0.000)
Tertiary	0.354 (0.640)	2.918*** (0.000)	4.428*** (0.000)	-2.918*** (0.000)
Pseudo R2	0.256			0.272

Note: The values in brackets are the P-values. *** significant at 1%, * significant at 10%

Ces résultats montrent les relations (positives ou négatives) qui existent entre le niveau d'éducation des femmes et leur orientation sectorielle sur le marché de l'emploi. Le pouvoir explicatif du modèle est bon avec

These findings show the correlation (positive or negative) existing between women's level of education and their sectorial orientation in the labour market. The explanatory power of the model is in line with pseudo R2 which is

pseudo R2 supérieur à 25% ; ce qui est une valeur acceptable pour les modèles qualitatifs comme celui-ci.

En considérant comme modalité de référence “secteur informel” pour la variable dépendante et “analphabète” pour la variable explicative, les interprétations se feront par rapport à ces deux modalités. Ainsi, les résultats montrent que, le niveau d'éducation n'a pas d'impact significatif sur la probabilité pour une femme d'être sans emploi. Par contre, il existe un effet fortement significatif (à 1%) et positif du niveau d'éducation de la femme sur son orientation sectorielle dans le privé. En effet, les résultats révèlent que le fait d'avoir un niveau secondaire ou supérieur (en comparaison aux femmes analphabètes), accroît la probabilité pour une femme d'exercer un emploi dans le secteur privé. Nous n'avons cependant pas trouvé de relation significative entre le fait pour une femme d'avoir un niveau d'étude primaire et son

higher than 25%; it is an acceptable value for all the qualitative models such as this one

Considering the “informal sector” as a reference option for the dependent variable and “illiterate” for the explanatory variable, the interpretations offered will be based on these two options. Thus, the findings indicate that, a woman's educational level has no significant impact on her probability of being unemployed. On the contrary, there is a strongly significant (at 1%) and positive effect of a woman's level of education on her orientation in the private sector. In fact, the findings reveal that women with secondary or tertiary level of education (as compared to illiterate women) increased their probability of working in the private sector. However, there was no significant link between a woman with a primary education level and her employment in the private sector. With regards to the public sector, our findings showed that there is

insertion dans le secteur privé. Pour ce qui concerne le secteur public, il apparait dans nos résultats un impact significatif et positif des différents niveaux d'éducation sur la probabilité pour une femme de s'insérer dans le secteur public, comparativement aux femmes analphabètes.

L'analyse de l'insertion dans le secteur informel se fera en considérant comme modalité de référence "secteur privé". Les résultats montrent que le fait pour une femme d'avoir un niveau d'étude secondaire ou supérieur (en comparaison aux femmes analphabètes) diminue la probabilité pour celle-ci de se retrouver dans le secteur informel comparativement au secteur privé.

5.3. Résultats sociologiques

Notre enquête s'est déroulée auprès de 40 femmes réparties équitablement entre les catégories suivantes : femme scolarisée insérée FSI, scolarisée non insérée FNI, non

a positive and significant impact on the different educational levels, for women's employment in the public sector as compared to illiterate women.

The analysis with regards to employment in the informal sector will be done by using the "private sector" as a reference option. The results show that the higher (secondary or tertiary) a woman's education (as compared to illiterate women) the lower her probability of finding herself in the informal sector in comparison with the private sector.

5.3. Sociological findings

Our research covered forty (40) women evenly spread as per the following categories: Educated and employed women (FSI), Educated and unemployed women (FNI);

scolarisée insérées NSI et non scolarisée non insérée NSNI

Uneducated and employed women (NSI),
Uneducated and unemployed women (NSNI)

5.3.1. Les modes d'insertion professionnelle

5.3.1. Professional employment methods

A la suite de l'analyse économique, nous retenons la même segmentation du marché du travail ; à savoir le secteur public, le secteur privé et le secteur informel. Notons que les modes d'insertion professionnelles sont différents selon que nous considérons les femmes scolarisées ou les femmes non scolarisées.

Following the economic analysis, the same labour market segmentation remains; namely the public sector, the private sector and the informal sector. However, note that the professional methods of employment differ depending on whether reference is made to educated or uneducated women.

❖ Les Femmes scolarisées

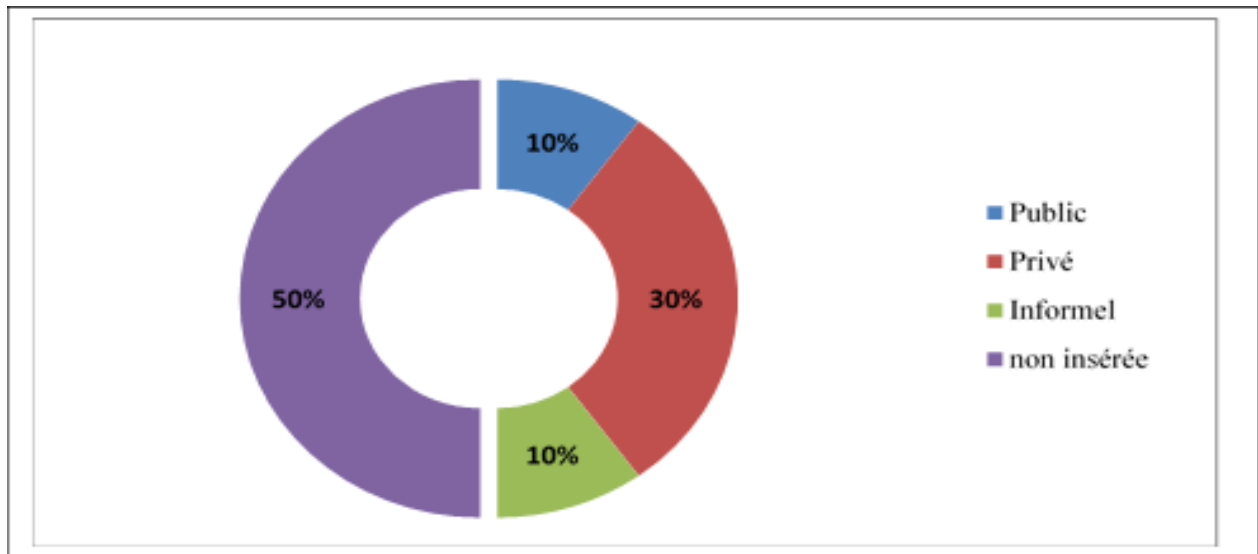
❖ Educated women

Dans le cadre de cette étude, nous entendons par femmes scolarisées, les femmes ayant au moins le niveau d'éducation secondaire. La figure 1 ci-dessous donne la répartition de ces femmes selon le mode (secteur) d'insertion professionnelle. L'on note que la moitié des femmes scolarisées se retrouve dans la catégorie non insérée. L'autre moitié est répartie dans les secteurs public, privé et

In this study, educated women, refer to those who have attained at least secondary level education. The chart 1 below shows the distribution of educated women in the professional employment sector. We observe that half of the educated women are found in the unemployment sector. The half is distributed into the public private and informal sectors, with 30% of them undertaking a

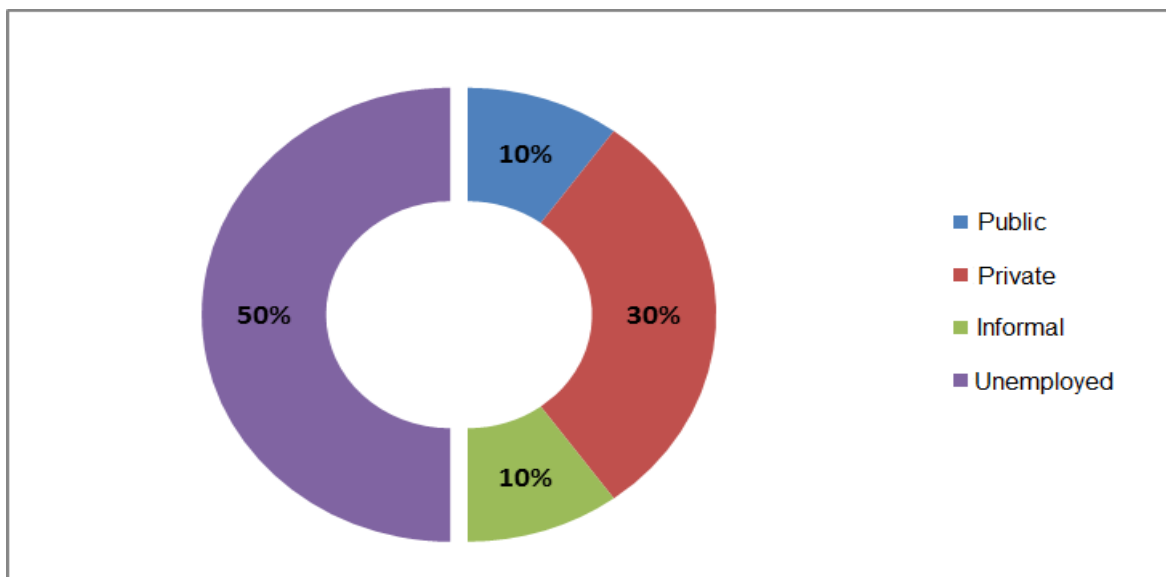
informel avec 30% exerçant un emploi formel dans le secteur privé. Seulement 10% d'entre elles exercent dans le secteur informel.

Figure 1: Répartition des femmes scolarisées selon le mode d'insertion sur le marché du travail



Source : Auteurs à partir des données primaires

Figure 1: Distribution of educated women per employment sectors



Source: Authors, using the primary data

En tenant compte de leur niveau d'éducation, l'on note que 60% des femmes scolarisées enquêtées ont un niveau d'éducation secondaire alors que pour le niveau d'éducation supérieur, l'on y compte 40% des femmes scolarisées

With regards to their level of education, we noted that 60% of the educated women interviewed had secondary education whilst there were 40% of them with tertiary education.

Le tableau 5 ci-après donne la répartition des femmes scolarisées selon le niveau d'éducation et la situation d'insertion sur le marché du travail.

Table 5 below shows the distribution of educated women as per their educational level and their employment in the labour market.

Tableau 5: Répartition (en %) des femmes scolarisées plus selon le niveau d'éducation et la situation d'insertion sur le marché du travail

Niveau d'éducation	Secteur d'insertion				Total
	Public	Privé	Informel	Non insérée	
Secondaire	10,00	0,00	10,00	40,00	60,00
Supérieur	0,00	30,00	0,00	10,00	40,00
Total	10,00	30,00	10,00	50,00	100,00

Source : Auteurs à partir des données primaires

Table 5: Percentage distribution of educated women as per their educational level and their employment sectors

Educational level	Employment sector				Total
	Public	Private	Informal	Unemployed	
Secondary	10.00	0.00	10.00	40.00	60.00
Tertiary	0.00	30.00	0.00	10.00	40.00
Total	10.00	30.00	10.00	50.00	100.00

Source: Authors, using the primary data

Il est à noter que les femmes scolarisées insérées (FSI) de niveau supérieur se retrouvent toute dans le secteur privé tandis que dans le secteur public et informel, nous retrouvons les femmes ayant un niveau

It must be noted that the Educated and Employed women (FSI) with a higher education level are found mostly in the private sector whilst women with a secondary education level are found in the public and

d'éducation secondaire. Ce résultat confirme celui de l'analyse économétrique qui a montré que le fait d'avoir un niveau d'éducation supérieur, accroît la probabilité pour une femme d'exercer un emploi dans le secteur privé.

L'administration publique qui recrute par concours exige un niveau scolaire minimum qui exclut d'office les non scolarisés. D'autre part, le niveau maximum rémunéré à la fonction publique étant la maîtrise. En outre, les postes de responsabilité sont pourvus par nomination et les salaires et conditions sociales sont moins « attrayantes ». Ces différents éléments dissuadent les femmes de niveau élevé qui désirent aussi « s'affirmer » et montrer qu'elles sont « capables de gérer au même titre que les hommes.

❖ **Les femmes non scolarisées**

Sont considérées comme non scolarisées, les

informal sectors. This finding confirms the econometric analysis which indicated that the higher a woman's level of education, the greater her chances of working in the private sector.

Public administration which recruits through an open competition exam requires a minimum level of education which automatically excludes the uneducated. On the other hand, in the public sector those with Masters Degrees are the highest paid. Additionally, leadership positions are done through appointments and salaries and social conditions of service are less « attractive ». All these conditions discourage women with higher education level and desirous of showing their capabilities to head institutions, as the men do, from pursuing such dreams.

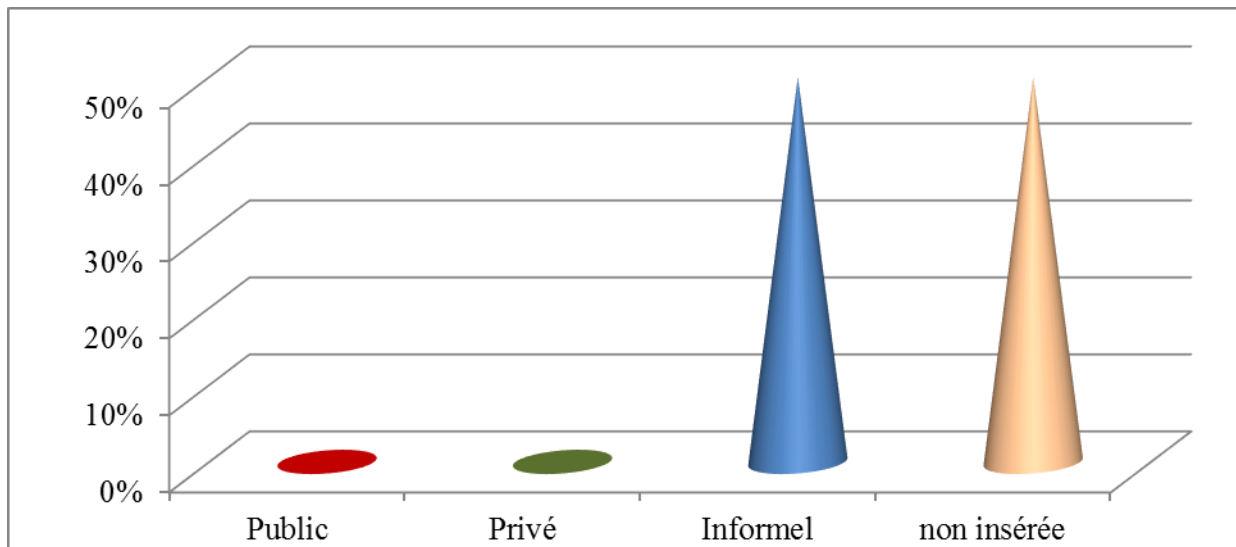
❖ **Uneducated women**

Women with no education or those with

femmes sans aucun niveau d'éducation de même que celles ayant uniquement le niveau primaire. La figure 2 présente les secteurs d'insertion des femmes non scolarisées. L'on note que le secteur informel constitue la principale opportunité d'insertion des femmes non scolarisées. Aucune de ces femmes n'exercent un emploi formel et 50% d'entre elles ne sont pas insérées.

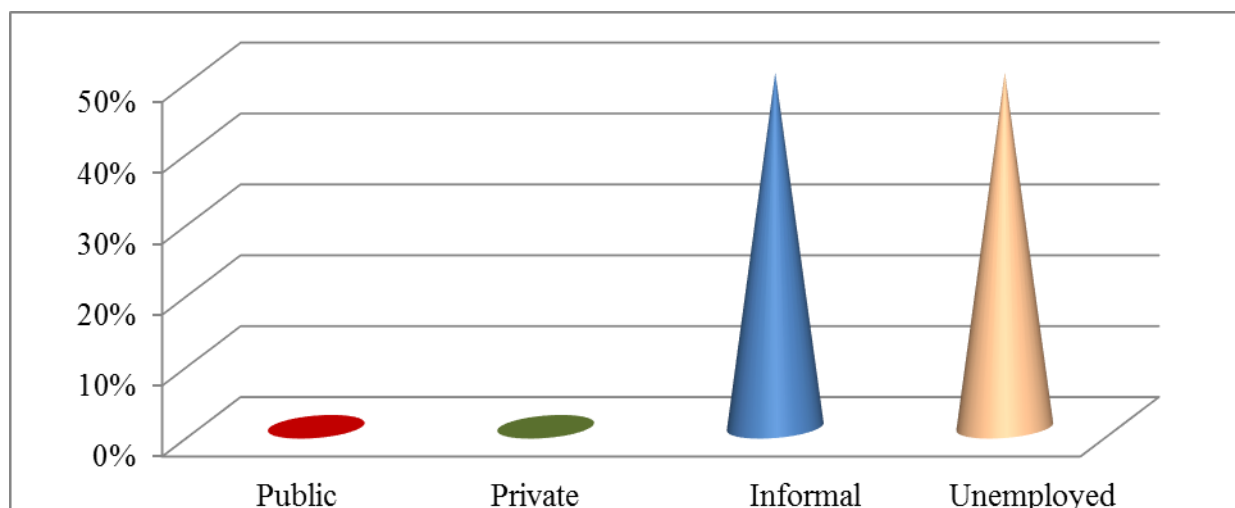
primary education are considered as uneducated. Chart 2 presents uneducated women's employment sector. It can be observed that the informal sector constitutes the main point entry point for employment for uneducated women. None of these women have a formal employment and 50% among them are without jobs.

Figure 2: Répartition des femmes non scolarisées selon le mode d'insertion sur le marché du travail



Source : Auteurs à partir des données primaires

Figure 2: Distribution of uneducated women per employment sectors



Source : Authors, using primary data

Ces résultats sont exposés avec plus de détail dans le tableau ci-dessous qui pour chaque niveau d'éducation (aucun, primaire), présente la situation de la femme non scolarisée sur le marché du travail

These results have been presented in detail in the table below, which for every level of education (none, primary), shows the situation of the uneducated woman in the job market

Tableau 6: Répartition (en %) des femmes non scolarisées plus selon le niveau d'éducation et la situation d'insertion sur le marché du travail

Niveau d'éducation	Secteur d'insertion				Total
	Public	Privé	Informel	Non insérée	
Primaire	0,00	0,00	30,00	30,00	60,00
Aucun	0,00	0,00	20,00	20,00	40,00
Total	0,00	0,00	50,00	50,00	100,00

Source : Auteurs à partir des données primaires

Table 6: Uneducated women's distribution (in %) per their educational level and employment

Educational Level	Employment Sector				Total
	Public	Private	Informal	Unemployed	
Primary	0.00	0,00	30.00	30.00	60.00
None	0.00	0,00	20.00	20.00	40.00
Total	0.00	0.00	50.00	50.00	100.00

Source: Authors, using primary data

5.3.2. Les facteurs d'insertion et de non insertion

Différents facteurs influencent l'insertion ou la non insertion professionnelle des femmes. Le premier qui est au fondement de toutes les stratégies et actions des acteurs reste les idéologies relative à la place de la femme dans la société.

5.3.2. Factors related to employment and unemployment

Many factors influence women's employment and unemployment in the labour market. Ideological considerations as to the position of women in society form the basis for all the strategies and actions of stakeholders

❖ **Le facteur idéologie**

La représentation sociale des rôles de la femme en Côte d’Ivoire

La Côte d’Ivoire est un pays à majorité rurale (59% de la population totale) où l’idéologie dominante en matière de la place de la femme dans la société est cette idéologie traditionnelle qui situe la femme dans certains rôles (de production, de reproduction et de collectivité) et la présente comme inférieure ou subordonnée à l’homme. Elle se trouve confrontée à une idéologie venue de l’extérieure qui entre en conflit avec celle de l’intérieur ; conflit qui se ressent dans la mise en œuvre des stratégies étatiques.

L’idéologie venue de l’extérieur

Les programmes et plans d’action mis en œuvre par les ministères et relatifs au genre s’inscrivent dans le cadre des conventions internationales et sont donc des visions et orientations venues de l’extérieur et non de

❖ **The ideological factor**

Women’s social role conceptions in Côte d’Ivoire

Côte d’Ivoire is mainly a rural country (i.e. 59% out of the total population) where the predominant idea about woman’s place in society is this traditional ideology which assigns certain (productive, reproductive and collective) roles to the woman and depicts her as inferior or subordinate to the man. Therefore, women are caught in between two conflicting ideologies, from within and without which is felt in the implementation of state policies.

The exogenous ideology

The gender- based programs and action plans being implemented by ministries are enshrined in the international conventions ratified by the country; thus they are visions and orientations that are coming from outside and not from

l'intérieur. Cependant, considérant que tout développement ne peut être effectif que s'il est endogène, le même principe pourrait s'appliquer aux orientations. Dans la mesure où les idéologies n'émanent pas d'une volonté politique interne mais semble remplir des obligations internationales, la réalisation pourrait rencontrer des difficultés sur le terrain

Ce facteur agit de manière transversale dans toutes les stratégies et actions mise en œuvre par les différents acteurs intervenant dans le système éducatif (Etat, parents, garçons, filles, etc.) et celui de l'emploi (Etat, populations féminines, etc.).

Dans notre enquêtes sur le terrain, nous avons interrogé des enquêtées qui n'ont pas été scolarisées ou n'ont pas franchi le seuil du cours préparatoire sous l'influence de cette idéologie:

pas assez sensibilisées, parents non scolarisés ou réfractaires, manque de suivi et

within. However, with the knowledge that development is only effective when it is endogenous, the same principle could be applied to these programs. The application of this principle could face challenges on the ground, so long as the ideologies do not emanate from domestic political will but seem to satisfy international commitments.

This issue cuts across all the strategies and actions implemented by the various stakeholders working in the education sector (Government, parents, boys, girls etc...) and in the employment sector (Government, women, etc.)

During the field research, we interviewed the uneducated or illiterates who have never been to school due to this ideology:

Those who have not been sufficiently sensitized; uneducated or resistant parents,

d'encouragement des enfants par ces derniers, etc. Certaines par contre, avec des parents scolarisés (enseignants par exemple), ont toute passé le cap du secondaire pour entrer dans celui du supérieur (BTS, Bachelor, DESS).

lack of supervision and encouragement from these parents etc... That notwithstanding, others with educated parents (teachers for example) have all completed secondary school and are entering tertiary institutions (HND, Bachelor, Diploma of Higher Specialized Studies etc...)

❖ **Le facteur éducation**

Comme l'ont montré les calculs économétriques, l'éducation a un impact sur le mode d'insertion des femmes. L'éducation influence l'insertion socio-professionnelle des femmes dans la mesure où elle les oriente dans leurs choix et itinéraires professionnels ainsi que dans la mise en œuvre des stratégies de recherche d'emploi (demande direct, concours ou réseaux sociaux).

Que ce soit avec les FSI ou les FNSI, l'orientation professionnelle obéit au même principe qui est celui de s'orienter selon sa formation (ou son manque de formation) et/ou

❖ **The education factor**

As per the econometric matrix, education has an impact on women's employment. Education influences women's integration in the social and professional world as it orients them in their choices and professional path as well as in the implementation of strategies related to job search whether through direct application, competitive examinations or social networks.

Whether it is with the educated and employed women (FSI) or with the Uneducated and Employed women (FNSI), professional orientation follows the same principle of

sa vocation. Ceci leur permettant de maîtriser les paramètres de l'activité et de contrôler les zones d'incertitudes ; d'avoir donc un pouvoir dans leur domaine d'activité.

Pour l'ensemble des femmes non insérées, c'est le défaut de scolarisation qui est à la base de leur condition sociale, de leur « malheur ». Pour elles, la scolarisation leur aurait donné plus d'opportunités en termes d'insertion sur le marché du travail. Elles auraient donc eu une meilleure connaissance et intelligence des choses, une vision plus éclairée et dans une situation moins réductionnistes des choses.

A l'analyse, l'on se rend compte que les personnes recherchent une adéquation entre la formation de base et le type d'emploi ; un rapprochement entre les connaissances théoriques et l'application pratique des choses. Ainsi le rapport de connaissance et d'intimité entre les personnes et leur activité

orienting oneself according to one's training (or lack of training) and/or one's vocation. This gives them the opportunity to gain mastery in their field of work, to cover the grey areas and exercise power in their chosen field.

For the unemployed women, it is the lack of education that is responsible for their social condition and for their "predicament". Had they been educated they would have had more employment opportunities. With education, they would have been better informed and would have had a clearer vision and an enlightened perspective of things.

The analysis reveals that people are looking for a link between their core training and the type of employment i.e. a relationship between theoretical knowledge and practical application of things. Thus, the knowledge and intimate link between people and their profession increases the feeling of mastery

professionnelle augmente le sentiment de maîtrise et de confiance en soi. Cependant, ces orientations restent fortement sexuées. Ce qui tend à expliquer la forte concentration des femmes dans certains domaines d'activité ; le secteur tertiaire par exemple comme restauratrice ou vendeuse de produits vivriers.

❖ Les facteurs liés aux politiques étatiques

L'Etat ivoirien s'investit peu dans la réalisation des objectifs qu'il s'est fixé à la ratification des conventions internationales et dans la mise en place de ses plans et programmes d'actions. Il ressort de l'enquête que bien qu'ayant connues des avancées notables, les politiques étatiques relatives à la femme ont toujours été influencées par l'idéologie traditionaliste du rôle de la femme dans les sociétés africaines. Comme exemples, nous pouvons citer, l'ouverture de l'école aux filles et leur apprentissage scolaire de la puériculture, la mise en œuvre des IFEF

and self-confidence. However, these orientations remain strongly gender-based. This explains the high concentration of female workers in some activity sectors, such as the tertiary sector for example where they serve as caterers or sellers of food products.

❖ Factors related to Government policies

The Ivorian government is not investing enough in the achievement of its set objectives and in the implementation of its programs and action plans after ratification of international conventions. The research reveals that even though it had made remarkable progress, women-related national policies are still under the influence of traditional ideologies regarding women's role in African societies. For example, we could cite the establishment of girls' schools and their learning of child care, the establishment of Female education and training institutions (IFEF) to train the

(Institutions de Formation et d'Education Féminine) pour les filles non scolarisées et déscolarisées formées à la puériculture, la couture, etc.

uneducated and school drop-outs in child care and sewing.

L'analyse des variables temps, budget et suivi des actions montrent un manque de volonté étatique pour un changement de situation

An analysis of the following variables: time, budget and follow-up actions show a lack of political will to change the situation.

En effet, selon les informations recueillies, le temps mis entre les signatures et l'élaboration des plans d'action sont longs, les stratégies menées sont sur le court terme avec des programmes et non le long terme avec des plans élaborés à cet effet. Des plans et programmes d'action spécifiques d'emploi féminin notamment, ne sont pas élaborés afin de réduire les disparités. En outre, le budget affecté par l'Etat pour la promotion de la femme est minime. Au ministère de la Famille, de la Femme et de l'enfant, le budget en 2000 était de 0,08% du budget national et les cellules genre censés être mise en place dans les différents ministères ne fonctionnent

In fact, according to information gathered, the time in between the signing and drafting of action plans is very long. The strategies developed are rather based on short-term programs instead of long term action plans to that effect. Specific job related programs and action plans targeted at women to reduce the existing disparities are not developed. Furthermore, the budget allocated by government for the empowerment of women is scanty. In 2000, the budget allocated to the Ministry of Family, women and children represented 0.08% of the national budget and the gender desks that should have been set up within the various ministries are not

pas faute de budget et de hiérarchie. La sensibilisation des populations est mal menée et le manque de suivi des actions ne permet pas d'évaluer les actions étatiques de promotion du genre. Cela se présente donc comme un gaspillage de ressources et contribue à pérenniser les inégalités de genre, tant dans l'emploi que partout ailleurs.

❖ **Les autres facteurs significatifs**

Comme autres facteurs principaux d'insertion et de non insertion, nous avons identifié l'utilisation du sexe comme atout de séduction pour la recherche d'emploi ou comme objet de chantage pour l'octroi de l'emploi. Nous avons également l'ensemble des personnes qui constituent les réseaux de connaissances d'un individu : parents, amis, etc.

functioning owing to budget and bureaucratic constraints. Sensitization campaigns among the populace are not well conducted and failure to undertake follow-up actions hinders the evaluation of national policies on gender. This is seen as a waste of resources which contributes to widening the inequality gap in the employment sector and elsewhere.

❖ **Other significant factors**

With regards to other significant factors concerning employment and unemployment, we identified the use of sex as an asset for seduction to gain employment or as a tool of blackmail to offer employment. We can also cite an individual's network of acquaintance made up of parents, friends etc.

5.3.3. Scolarisation et emploi des femmes comme facteur d'émancipation

- ❖ L'importance de l'instruction scolaire pour les femmes

En considérant les fruits de la scolarisation, les trois éléments fondamentaux qui ressortent de l'enquête sont : l'intelligence verbale et sociale, l'intégration sociale et l'estime de soi.

En effet, la scolarisation est un phénomène qui s'est généralisé de sorte que l'organisation de la société est faite à partir d'un outil fondamental de transmission de l'éducation qui est le langage. Le langage est une fonction d'expression de la pensée et de communication entre les hommes, mise en œuvre au moyen d'un système de signes vocaux (parole) et éventuellement de signes graphiques (écriture). C'est tout système de signes permettant la communication ; et une façon de s'exprimer propre à un groupe ou à un

5.3.3. Women's education and employment: an empowerment tool

- ❖ The importance of women's education

When the benefits of education are taken into account, the study showed the following three fundamental qualities: social and verbal intelligence, social integration and self-esteem.

As a matter of fact, education has become a widespread phenomenon, so much so that society has become structured based on language, which constitutes a fundamental tool through which education is delivered. Language facilitates the expression of thoughts and communication among humans, through the use of vocal sign systems (speech) and eventually graphic signs (writing). Language is every sign system which facilitates communication; and a way of expression that is peculiar to a group or an

individu.

Pour les enquêtés non scolarisées, par la non maîtrise du langage et de la langue, elles ressentent une forme d'exclusion sociale dans la mesure où elles ne partagent pas certaines valeurs avec la société dans laquelle elles vivent : elles ne savent « ni lire ni écrire ». Elles n'ont par conséquent pas l'intelligence verbale et sociale ; ce qui provoque une appréhension quand il s'agit de s'exprimer ou de mener une réflexion en public.

En outre, qu'elles soient insérées ou non, les femmes non scolarisées ont un problème d'estime de soi dans la mesure où elles se sentent toujours dépendantes des individus instruits. C'est le cas par exemple de Irié Lou Colette en Côte d'Ivoire, une femme analphabète qui s'est imposée dans le domaine du vivrier avec la mise en place d'une fédération de coopératives du vivrier, la construction d'unités de production et la création d'emploi.

individual.

The uneducated respondents feel somewhat excluded from society as they lack mastery of the language and also do not share in the values of the society in which they live as a result of their inability "to read and write". Consequently, they do not possess the verbal and social intelligence and this creates an apprehension when it comes to expressing themselves or participating in a public debate

Additionally, uneducated women, whether they are employed or not, have a problem with self-esteem as they always feel dependent on the educated ones. A case in point is that of an illiterate Ivorian woman by name Irié Lou Colette, who established herself in food production by setting up a federation of agricultural cooperatives, production units and job creation.

Cependant, face aux difficultés de communication, de compréhension et d'interprétation de documents et à l'ensemble des handicaps liés au défaut d'instruction, Irié Lou Colette a du faire recours à des personnes extérieures mais aussi investir dans son alphabétisation pour faciliter son intégration

C'est donc dire que même si sans éducation les femmes à l'image d'Irié Lou Collette peuvent prendre une part active dans le développement économique et sociale d'un pays, à travers des initiatives de création d'emplois permettant aux couches vulnérables de la société telles que les femmes et les jeunes de lutter contre la pauvreté, il apparait que l'émancipation socio-économique des femmes passe nécessairement par l'éducation.

❖ L'importance du travail pour les femmes.

Le travail est un élément majeur de socialisation, entendons par là, de formation

However, faced with communication, comprehension and interpretation challenges as well as handicaps associated with lack of education, Irié Lou Colette had to fall on others but also educate herself for easy integration.

The above example goes to buttress the point that even though women like Irié Lou Collette could take an active part in the socio-economic development through job creation initiatives through which the vulnerable within society namely women and youth fight against poverty. It is however apparent that education is essentially the key to women's socio-economic empowerment

❖ The importance of work for women

Work is a major component of socialization and by that we are referring to the training of

de la personnalité qui s'opère à travers les relations sociales et permet l'intériorisation des normes, l'apprentissage des rôles et la formation des motivations

Contrairement à la conception marxiste qui présente le travail, de manière négative, comme une aliénation, nos enquêtés ont une vision positive du travail et le présentent sous plusieurs angles : le travail vu comme libération, le travail, moyen de consolidation du foyer et le travail facteur d'intégration sociale et de manifestation de la reconnaissance envers les parents.

Ainsi, les femmes insérées (FSI et FNSI) ressentent cette libération dans la mesure où elles ne sont plus réduites à « tendre la main » ; elles ont une autonomie financière et donc une autonomie d'action et une réduction du contrôle masculin. Elles ont donc la capacité de manifester personnellement leur reconnaissance à la famille ascendante et intervenir auprès d'elle. Dans le foyer, elles se

an individual, which takes place through social ties and paves way for the domestication of norms, learning of roles and motivations

Contrary to Marxist's concept of work, presenting it thereby in a negative way as a form of alienation, our respondents have a positive view of work and present it from several angles: work viewed as freedom, as a means to consolidate the home, and as a means of social integration and a demonstration of gratitude towards parents.

Thus, the employed women (FSI and FNSI) feel this sense of freedom as they are no longer reduced to "beggars"; they have financial independence and hence freedom to take action and minimize male control. They have the opportunity to express their personal gratitude to the ascending family and to give it a helping hand. In the home, they feel valued since they are able to contribute more to the

sentent plus considérées parce que capables d'apporter un plus à au rôle traditionnel de la femme. Tout cela, au contraire des femmes non insérées (FSNI et FNSNI) qui ressentent fortement le poids de leur manque d'instruction. Par le biais de l'éducation qui ouvre la voie à la connaissance et à l'intelligence verbale et sociale et par celui l'insertion sur le marché du travail qui favorise le pouvoir d'achat, la femme va se libérer de la tutelle de l'homme. Cette émancipation sociale et économique permet à la femme de sortir de son statut de « mineur » pour accéder à celui de « majeur ».

Les femmes enquêtées lient directement la scolarisation à l'insertion sur le marché du travail. Ce rapport de causalité direct qui est fait entre scolarisation et insertion socioprofessionnelle a atteint un niveau d'encrage de telle sorte qu'à la question de savoir comment améliorer les niveaux de scolarisation des filles et des femmes,

traditional role of the woman. Unlike the situation of unemployed women (FSNI and FNSNI) who deeply regret their lack of education. Through education, women are set free from male guardianship as it paves way for the acquisition of knowledge, verbal and social intelligence and also their employment which strengthens their purchasing power. This social and economic empowerment allows the woman to assume the status of a full grown adult.

The women respondents linked education directly to employment. This direct causal relationship between education and socio-professional integration has reached such a height that when the question was posed on how to improve the educational level of girls and women, some respondents from the category of Educated and Unemployed

certaines enquêtées Femmes Scolarisées Non Insérées (FSNI) et Femmes Non Scolarisée Non Insérées (FNSNI) ont donné comme éléments de réponse le fait que la scolarisation permet de travailler et d'avoir des rapports améliorés avec son environnement familiale (mari, parents).

La scolarisation est perçue comme un moyen d'intégration sociale qui favorise l'estime de soi et donne une intelligence sociale. Dès lors la scolarisation apparaît comme atout d'insertion et de confiance en soi ou un bonus pour faciliter le bien-être social et l'acquisition d'un emploi.

A la question de savoir quelle a été la contribution de la scolarisation à l'insertion des enquêtées, une directrice du préscolaire a répondu « la scolarisation a constitué un atout pour moi en tant que femme. Elle m'a permis de prendre conscience de mes chances, d'être plus indépendante et de subvenir à mes besoins par moi-même et à ceux de ma famille»

Women (FSNI) and Uneducated and Unemployed (FNSNI) women said that education opens employment doors and fosters better family relationships among spouses and relatives.

Education is perceived as a means to social integration, which enhances self-esteem and social intelligence. Henceforth, education appears as an asset that leads to employment and self-confidence or a bonus which facilitates social well-being and job acquisition.

When asked how education contributed to their employment, one of the respondents, a director of a pre-school indicated that « as a woman, education was an asset for me. It made me aware of the opportunities that were available, my independence and the fact that I could cater for my needs and those of my family»

6. Conclusion

Cette étude analyse les disparités de genre dans les domaines de l'éducation et de l'emploi et établit de façon empirique le lien entre éducation et insertion sur le marché du travail à Abidjan. Les résultats montrent une forte disparité entre hommes et femmes, en particulier lorsque l'on considère les niveaux d'éducation plus élevés. L'étude révèle aussi des disparités sur le marché de l'emploi; l'insertion des femmes étant faible par rapport à celle des hommes sur tous les segments du marché du travail (public, privé formel et privé informel). En utilisant à la fois les approches quantitative et qualitative, l'étude a relevé les facteurs structurels, idéologiques et symboliques qui influencent l'insertion des femmes dans les différents secteurs d'activité en fonction des niveaux d'instruction. Elle montre aussi le lien étroit qui existe entre le niveau d'éducation des femmes et leur orientation sectorielle sur le marché du travail.

6. Conclusion

This study analyses gender -based disparities in the area of education and employment and empirically establishes the link between education and employment in Abidjan's labour market. The findings show a strong disparity between men and women, especially where higher levels of education are concerned. The study also reveals the disparities on the job market; women's employment being low as compared to men in all sectors of the labour market (i.e. public, formal private and informal private). Applying both the quantitative and the qualitative methods, the study exposed the structural, ideological and symbolic factors that influence women's employment in the various employment sectors based on their educational levels. It also showed the close link existing between women's education and their sectorial orientation on the labour market.

7. Recommendations

Partant des résultats, les recommandations suivantes concernant les principaux acteurs impliqués dans la scolarisation et l'emploi des femmes peuvent être présentées:

7.1. En matière d'éducation

❖ Pour les décideurs (l'Etat)

l'égalité de genre : Cela facilitera la transmission de l'idéologie aux populations locales qui si, elles s'en imprègnent, facilitera la condition des femmes dans la société

S'engager avec volonté dans l'atteinte des objectifs sur l'égalité et l'équité : Cela facilitera l'élaboration, la mise en œuvre et le suivi des stratégies

Mener une sensibilisation de proximité : Elle concerne principalement le point de la scolarisation. L'Etat est ici interpellé à améliorer sa stratégie de communication et de sensibilisation (annonces télévisuelles,

7. Recommendations

Based on the findings, the following recommendations could be proposed to the main stakeholders involved in women's education and employment

7.1. In the Education sector

❖ For decision-makers (the Government)

Accept and take ownership of the gender equality ideology: that will facilitate transfer of the ideology to the local people and will improve women's condition in the society, should they embrace it.

Commit to achieving the goals related to equality and equity issues; as this will facilitate development, implementation and monitoring of strategies.

Conduct a neighbourhood sensitization campaign which deals mainly with education. Here, Government is called upon to improve its communication and sensitization strategies (television announcements, seminars etc.) to

séminaires, etc.) pour mener une sensibilisation de proximité. L'Etat pourrait donc mettre en place des relais dans chaque commune où quartier et faire des visites à domiciles afin d'effectuer des formations sur le genre ; cela, à l'aide des illustrations sur les avantages de la scolarisation.

Faire de l'école gratuite une réalité par la suppression des frais de scolarité et la distribution de kits scolaires.

❖ Pour les parents

Les parents doivent être sensibilisés sur l'importance de l'égalité des sexes dans le domaine de l'éducation. Former les mères sur le genre, surtout les non alphabétisées et les alphabétiser afin de leur redonner de la valeur et les inciter à refuser la situation de précarité pour leurs filles. Cela leur redonnera de la valeur et leur permettra de mieux apprécier l'importance de la scolarisation pour leurs filles.

carry out a neighbourhood sensitization campaign. Government could put in place liaison units within each district and suburb and carry out door- to- door visits so as to undertake gender- based training with examples on the benefits of formal education.

Make free education a reality by scrapping school fees and providing school kits.

❖ For parents

Parents must be made aware of the importance of gender equality in education. Mothers must be trained on gender-related issues, especially the illiterates and educate them in order to upgrade themselves and to push them to refrain from making their girl child vulnerable. This will give them additional value and will enable them better appreciate the importance of girl-child education.

❖ **Pour les filles**

Les sensibiliser aux normes et valeurs sociales ainsi qu'aux avantages de la scolarisation. Mais aussi et surtout les amener à la prise de conscience et les encourager à la persévérance.

7.2. En matière d'accès au marché de l'emploi

L'accès au travail chez les femmes est encore influencé par les représentations du rôle traditionnel de celle-ci. Il apparaît dès lors important de :

- Promouvoir l'accès équitable à l'emploi ;
- Redéfinir l'idéologie sur les femmes à travers des études sociologiques afin de sensibiliser la société sur l'importance de la place des femmes sur le marché de l'emploi ;
- Nommer plus de femmes aux postes de décisions ;

❖ **For girls**

Sensitize the girl child about norms and social values as well as on the benefits of education. More importantly create in them awareness and encourage them to persevere

7.2. Regarding access to the labour market

Women's access to employment is still influenced by the traditional roles, they are expected to play. It is therefore important to:

- Promote equitable access to employment;
- Redefine the existing ideologies about women through sociological studies in order to sensitize society on the importance of women's place in the labour market;
- Appoint more women in decision-making positions;

- Sensibiliser les entreprises à recruter plus de femmes et à mettre un terme aux discriminations de genre.

❖ **Pour les femmes elles-mêmes**

Les femmes sont surtout appelées au renouvellement du regard sur le rapport à l'emploi et à la volonté d'action.

Une femme qui est bien formée avec de bons diplômes peut prétendre à une meilleure insertion qu'une autre qui est mal formée ou non scolarisée. Les femmes doivent donc :

- Elargir l'horizon du travail et des études pour avoir des qualifications appropriées;
- Eviter la facilité qui constitue un risque de vulnérabilité et donc les expose à toute sorte d'exploitation et d'abus sexuels ;
- Avoir la volonté qui rende plus actives et les incite à entreprendre et à se prendre en charge.

- Encourage institutions to recruit more women and to put an end to gender-based discriminations.

❖ **For the women themselves**

Women are entreated to take a new look at the contribution made towards employment and their commitment.

An educated woman with good qualifications could gain better employment as compared to the one who is not well educated or uneducated. Women must therefore:

- Widen their employment and study horizon by acquiring the relevant qualifications;
- Avoid cheap means which makes them vulnerability and thus, exposes them to all forms of exploitation and sexual abuse;
- Have the will to become more active and be motivated to work and to cater for themselves.

CHAPTER THREE

CORPUS-BASED ANALYSIS

3.0 INTRODUCTION

This chapter deals with the analysis of our corpus, with a focus on the French-English collocation phenomenon. According to Baker, “Differences in the collocational patterning of the source text and target languages create potential pitfalls and can pose various problems in translation”²¹. As such, the aim is to analyse the difficulties associated with the translation, identification, and classification of collocations in the source text and its resultant translation in the target language. The analysis is based on the Contrastive Analysis (CA) model as discussed in the methodology (Chapter One) of this work. This type of analysis looks at the linguistic study of two languages, aiming to identify differences between them in general or in selected areas.

3.1 Analysis of French and English Collocations

Here we analyse the issues surrounding the translation and identification of French collocations in our source text. Gledhill (2012:13) quotes, Haussmann & Blumenthal, (2006 :4) to have stated that “...nous pouvons décrire la collocation [...] comme la combinaison phraséologique (codée en langue) d’une base (*examen, célibataire, blessé, colère*) et d’un collocatif (*passer, endurci, grièvement, bouffée*)”²². Despite this definition which, in my opinion, could serve as a guide in identifying collocations, by looking out for what he called the ‘base’ and the

²¹ Baker, Mona. (1992: 54). *In Other Words: A Course book on Translation*. London: Routledge.

²² Gledhill, Christopher. 2012. *M2 Recherche en Langues appliquées ‘Langues de Spécialité, Corpus et Traductologie’*. Séminaire.

‘collocatif’, it is silent on how to translate collocations as it is with many other definitions of collocations. As such, we were not immediately sure whether this or that represented a collocation or not and how to translate it after its identification. Consequently, we were in a dilemma as to how it was to be translated. It was difficult to decide whether the collocation was to be translated word for word, or by using a calque or finding an equivalent in the target language. The following examples on collocations in the source text could be cited.

In respect of page 19 paragraph 1, the collocation “*porter attention à*” was contested, as the literal translation of the collocation could have been rendered as “*to carry/wear attention on*” and on page 20 paragraph 1 the collocation “*exercer un emploi*” was rendered as “*exercice a job*”. Clearly, both translations sounded unnatural and represented unacceptable collocations in the target language. The acceptable translation for the two would be the English collocation “*focus on*” and the verb “*work*” respectively. To further highlight the difficulties encountered, it is worth considering other collocations in the source text. On page 32 paragraph 2 the collocation “*Critiques adressées à*” was equally contested, as a literal translation would be “*criticisms addressed to*” instead of the acceptable English collocation “*criticism levelled against*”. Furthermore, on page 33, paragraphs 2 and 3, we find the French collocations “*atteindre les objectifs*” and “*réalisée une enquête*”. Both collocations constitute a subject of debate. Again, a literal translation “*affect/hit the objectifs*” and “*realise a survey*” in lieu of the corresponding, natural and acceptable English collocations “*achieve the objectives*” and “*conduct a survey*”. To ascertain the validity of the English collocations some of them were run in the British National Corpus (BNC) and the Corpus of Contemporary American English (COCA) and they were confirmed to be valid collocations. The following collocations were run “*focus on, criticism levelled against, achieve the objectives, expressed reservations* (appeared 27 times in COCA),

evenly spread (appeared 33 times in COCA) and *conduct a survey*” (appeared 31 times in COCA). The following collocations found in the corpus which were not validated when run against COCA, include *realize a survey*, *address criticism*, and *explore internet sites*.

Baker (1992:54-55) also pointed out some of the problems mentioned above and stated that “translators sometimes get quite engrossed in the source text and may produce the oddest collocations in the target language for no justifiable reason”²³. She further illustrated her point by citing the example of the French translator of ‘A Hero from Zero’, (a document produced by Lonrho Plc about the acquisition of the ‘House of Fraser by Mohammed Fayed), where “shoe repairs” was rendered as “réparer ses chaussures” (“to repair his shoes”) which is a literal translation from English. The verb “réparer” rather collocates with things like “fridges, cars and machines” in general but not with “chaussures”. The right translation should have been “ressemeler ses chaussures” (resole his shoes) which represents a far more natural collocation in French.

3.2 Analysis of the Classification of French and English Collocation

The focus here is on the classification of the collocations identified and translated in the source text (corpus). As already mentioned in this study, collocation is a lexical relationship between words, it is a language-specific phenomenon which has certain characteristics that differ from one language to the other. As such Newmark (1988:213) says that:

²³ Baker, Mona. (1992:54-55). *In Other Words: A Course book on Translation*. London: Routledge.

“Translation is sometimes a continual struggle to find appropriate collocations, a process of connecting up appropriate nouns with verbs and verbs with nouns, and, in the second instance, collocating appropriate adjectives to the nouns, and adverbs or adverbial groups to the verbs; in the third instance, collocating appropriate connectives or conjunctions”²⁴.

He goes on to stress the significance of collocations by describing them as "nerves" of a text: "if grammar is the bones of a text, collocations are the nerves, more subtle and multiple and specific in denoting meaning; and lexis is the flesh"(Ibid).

With this definition, we will classify the different categories of collocations translated and identified in our source text based on Newmark’s different categories.

3.2.1 Noun + Adjective Collocations

Page 23... paragraph 1... défi majeur (greatest challenge)

Page 24... paragraph 1...droit universel (universal right)

Page 26... paragraph 4... objectif principal (main objective)

The source text is replete with examples of noun+ adjective collocations but mention will be made of these few. As per the examples above these French collocations are translated into equivalent English collocations (Adjective + Noun).

²⁴Newmark, Peter. (1988:213). *A Textbook of Translation*. London: Prentice Hall

3.2.2 Verb+Noun Collocations

Page 31... paragraph 2... jouer un rôle (play a role)

Page 33... paragraph 3... réaliser une enquête (conduct a survey)

Page 42... paragraph 1... émis des réserves (expressed reservations)

As shown by these examples, the French (verb+ noun collocations) adopt similar form (verb+ noun collocation in the target English translation.

3.2.3 Verb+Adverb Collocations

Page 20... paragraph 2... influencer fortement (largely influence)

Page 55... paragraph 3... répartir équitablement (evenly spread)

Page 34... paragraph 1... s'intéresser particulièrement à (essentially focused on)

The examples of the French collocations cited above indicate that the (Verb+ Adverb collocations) do take the form of (Adverb + Verb collocations) when translated into English. However, it is worthy to note there are also (Adverb+ Verb collocations) in French that still maintain its same form even when translated in English as shown in the following two examples;

Page 22... paragraph 2... inexorablement conduire (inexorably lead to) and

Page 35..... notamment retenir (must choose)

3.2.4 Nouns+Preposition+ Noun Collocations

Page 36... paragraph 2... collecte de données (data collection)

Page 36... paragraph 2... compilation de données (compilation of data)

Page 39... paragraph 5... source de revenu (source of income)

Page 60... paragraph 2... postes de responsabilité (leadership positions)

Page 67... paragraph 1... zones d'incertitude (grey areas)

The type of French collocation described above presents two main ways of translating such collocations into the target language. One way is for the French Nouns +Preposition +Noun collocation to be translated as a Noun+ Noun collocation as in '*collecte de données*' and '*zones d'incertitude*' being translated as '*data collection*' and '*grey areas*' respectively and the second way is for the Noun+ Preposition +Noun collocation in French maintaining the same grammatical structure in the target language as shown by the examples of '*compilation de données*' and '*source de revenu*' translated as '*compilation of data*' and '*source of revenue*' respectively.

As previously stated, the definition of collocation is the subject of a lot of controversy and this kind of controversy over its definition revolves around the various collocations grouped under the broad heading of phraseological units. Some schools of thought make the distinction between collocations, fixed expressions and idioms on one hand, and free and bound collocations, on the other hand. Others have different appellations for the different categories as noted in the literature review (Chapter one) of this work. For the purposes of this work, however, the different types of collocations identified are grouped under free collocations because the nouns,

verbs, adjectives, adverbs identified could collocate with other nouns and verbs as they are not fixed collocations. For example, the verb *exercer* (on Page 20...paragraph 1... *exercer un emploi*) collocates with nouns such as *une influence, un droit, un commerce, le leadership* and on page 32... paragraph 2... *Critiques adressées* is a collocation in this corpus but *adresser* is a French verb that also collocates with *parole* as in *adresser la parole*.

Larson (1984:145) calls it collocational range and indicates that every word in a language has its collocational range which range will be different. To support Larson's views, Baker points out that "Every word in a language can be said to have a range of items with which it is compatible to a greater or lesser degree"²⁵. She illustrates her point by citing the example of the English verb 'shrug' which has a rather limited collocational range as it typically collates with shoulders than with any other word whilst 'run' by contrast has a vast collocational range as 'company, business, show, car, stockings, nose, course, and colour among others.

As per the collocational pattern identified in the source text coupled with the fact that it is a semi-specialized text, the collocations in the source text tend to be general words and consequently have a wider collocational range. The translated English collocations are similar to the French collocations in that they are also general words and do also have a wider collocational range. Beekman and Callow rightly stated that "the more general a word is, the broader its collocational range; the more specific it is, the more restricted its collocational range"²⁶. (Beekman and Callow 1974, cited in Baker).

²⁵ Baker, Mona. (1992:51). *In Other Words: A Course book on Translation*. London: Routledge.

²⁶ Baker (ibid:50)

CHAPTER FOUR

This chapter deals with the findings, the conclusion and recommendations of the study.

4.0 FINDINGS

Per the analysis it has been revealed that the difficulties related to the translation, identification and classifications of collocations result from several factors. Key among them is the fact that collocations differ from one language to the other. As such what may constitute a collocation in one language may not be same in the other. Consequently, a French collocation is not necessarily an English collocation. For example, on page 32 paragraph 2, the French verb *adresser* collocates with the word *critique*. We say ‘adresser des critiques à’. However, in English this combination of words ‘address criticism to’ does not collocate, it also does not have the same meaning as in French and is therefore not an acceptable collocation. Rather, in English one would say *criticism levelled against* to mean *adresser des critiques*. However, in other instances the same collocations can be found in both French and English which have similar meanings. For example on page 22... paragraph 2 ‘*inexorablement conduire à*’ is rendered in English as *inexorably lead to*.

One factor that influences how a collocation is translated is its identification and the meaning attributed to it within a given context. Failure to identify a collocation in the source language will inadvertently lead to incorrect translation in the receptor language. For example, on page 42 paragraph 1 ‘*émis....de réserves*’ is a French collocation which must be identified and understood as such, in order to render a correct receptor language translation. To facilitate meaning of the identified collocation it must not be isolated from its context otherwise, its meaning would be lost. Taken out of context, ‘*émis....de réserves*’ could have been translated as

'to broadcast, to float, to emit, to issue, to put forward, to express reserves' which is inaccurate. Now upon identifying the collocation and based on the understanding gained from the context, *'expressed reservations'* is more appropriate. To underscore this point, Larson noted that 'it is the collocates that determine which sense is indicated in a given phrase or sentence'²⁷. She illustrates her point by indicating that the Word *dress* does not have the same meaning in the phrases *'dress the chicken'* and *'dress the child'*, as the former involves literally taking the feathers off the chicken whilst the latter calls for putting on clothes on the child. Because of the collocates chicken and child, we understand the meaning of dress.

Another finding worth mentioning is the change in some collocations type in French to English. Sometimes, a Noun + Adjective collocation in the source language will become an Adjective + Noun collocation. For instance, on Page 23... paragraph 1.... *'défi majeur'* in French is rendered as *'greatest challenge'* in English. Also, a Noun + Preposition+ Noun collocation could become a Noun + Noun collocation as exemplified on page 32... paragraph 2... *'collecte de données'*... is rendered as *'data collection'*.

From the analysis, it is apparent that it is not compulsory that a collocation in the source language (in this case French), must necessarily be translated into a collocation in the receptor language (English). For example on page 74 paragraph 3 the collocation *'tendre la main'* could have been translated as *'stretch the hand'* which appears to be an acceptable collocation, but here it was translated as *'reduced to beggars'* to render it more meaningful, based on the context and the concept of deverbalsation as propounded by Marianne Lederer. Lederer

²⁷ Larson, Mildred L. (1984: 141). *Meaning-Based Translation: A Guide to Cross- Language Equivalence*. United States of America: University Press of America.

(1996:118) argues that “the permanence of language signs on paper makes things difficult for those who have not become fully aware of the need to deverbilize, the result is always far more clumsy than if they had expressed the idea in complete freedom from the constraints of the original language”²⁸.

From the analysis, one could also infer that French semi- specialised text tend to use more general word collocations. Consequently, there are equally many general word collocations in the corresponding English translation.

The findings reveal that there is a need for every translator to be aware of the importance of collocations in translation. To improve one’s efficiency as a translator, a conscious and deliberate effort must be made to learn collocations in both mother tongue and one’s second language as collocational patterns differ from language to language. From the analysis, it is quite obvious to note that the knowledge of collocation is indispensable as it helps you gain time. Once a translator can recognize a collocation and understand the context within which it is used, rendering it in the receptor language is easier.

4.1 Conclusion

From the foregoing, it is obvious that collocation as a linguistic phenomenon cuts across all languages. Its definition though controversial and a subject of debate for years, various definitions provided by scholars in the field of translation have been deemed acceptable. Despite

²⁸ Lederer, Marianne. (1994: 118). *Translation: The Interpretive Model*. United Kingdom: St. Jerome Publishing.

the apparent differences found in the various definitions, in my view, these are not real “differences” but varying perspectives of the same reality. As such, it paradoxically reflects the universal and the subjective nature of collocations. As rightly stated by Fawcett (1997: 8) “collocations are not necessarily always right or wrong, but often simply more or less acceptable”²⁹. To concur with Peter Fawcett, Baker (1992:50) also argues that statements about collocations are made in terms of what is typical or untypical rather than what is admissible or inadmissible. In her opinion, this means that there is no such thing as an impossible collocation as collocational ranges are not fixed.

In view of the above, it is obvious that the prime importance of a translator’s knowledge of collocations cannot be overemphasized. A translator’s knowledge of collocations is a critical requirement for rendering natural and acceptable target language expressions. As such, the translator should strive to find the acceptable collocations in the target language since any literal translation would result in unnatural and unusual collocations which distort meaning and also undermine the cohesion of the translated text.

From this study, it is clear that differences related to the collocational patterns of the source and target languages pose various problems for the translator. The translator is sometimes confused about what constitutes a collocation or not and sometimes after its identification now comes the problem of how to translate and the acceptability of the target text collocations. Another serious

²⁹ Fawcett, Peter. (1997: 8). *Translation and Language: Linguistic Theories Explained*. United Kingdom: St. Jerome Publishing.

problem for translators is to be aware of the proper equivalent in the receptor language, especially when dealing with idioms and proverbs.

The challenges related to the translation of French and English collocations are an indication that a translator's knowledge of collocations in all working languages is a requirement if acceptable translations are to be rendered. Learners of a language or even native speakers must acquire knowledge of collocations since they form an integral part of language and do not come naturally even to native speakers of a particular language.

4.2 Recommendations

This study has shown that the ability of a translator to recognise and interpret a collocation correctly, as well as dealing with the difficulties involved in rendering the varied types of collocations into the target language remain a great challenge. What accounts for this challenge and how can we ensure these difficulties are surmounted? Could the failure of teaching collocations at the undergraduate level be the fundamental problem?

A careful review of the following course delivery plans for the Modern languages and French Departments 2015/2016 academic year, (FREN 121- Oral Skills, FREN 231- Reading Skills, FREN 371- Grammar and Intermediate translation, FREN 463- Introduction to general linguistics, Arabic (ARAB 101 & 103) and Spanish (SAPN 103) has shown that at the undergraduate level, it is only in TRAN 483 - Introduction to Terminology Management that the phenomenon of collocations is taught. At the graduate level, collocations are tackled and taught under TRAN 621- Terminology Management and Computer Skills.

Given the importance of the subject of collocations, and being familiar with the challenges related to translating collocations by non-native speakers/ even native speakers as well as second language learners (French/English) I would want to humbly make the following recommendations for consideration by Academicians and lecturers of University of Ghana, Legon.

- The subject of collocations must be taught right from the undergraduate level (from level 100-400) and students asked to research on collocations in various fields;
- Translations students (undergraduate and graduate levels) especially, must be taught systematically the importance of collocations;
- Students must be required to purchase the relevant books on collocations and be encouraged to familiarise themselves with the subject matter.
- The Terminology Management & Computer Skills for Translation (TRAN 621) course under which the phenomenon of collocation is taught at the graduate level should be made a year-long course to allow more time for the study of collocations.
- Since collocations are not taught in isolation but in the general framework of Computational Linguistics and specifically in the field of Corpus Linguistics, both disciplines require a certain level of ICT skills and tools which translation students must be taught.

- The University of Ghana should provide the required infrastructure for Translation students. For example computers for hands-on training must be provided and the lecture halls should have internet facilities to enable students undertake online research.

When published, it is my hope that this study will inspire both lecturers and students to push forward the agenda of teaching and learning collocations so as to ensure collocation related errors, pitfalls and problems are minimized and eventually eliminated during translation.

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2. www.btb.termiumplus.gc.ca
3. www.Iate.europa.eu
4. www.linguee.com
5. www.reverso.net
6. www.unterportal.un.org
7. www.wordreference.com
8. www.corpus.byu.edu/coca
9. www.natcorp.ox.ac.uk
10. www.wortschatz.uni-liepzig.de/ws_fra

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2. 38 Dictionnaires et Recueils de Correspondance.
3. Le Nouveau Petit Robert de la langue française 2007.

GLOSSARY

FRENCH	ENGLISH
1. Accès équitable	Equal access
2. Agents de l'administration publique	Public service officers
3. Agressions sexuelles	Sexual harassment
4. Analphabète	Illiterate
5. Analyse statistique	Statistical analysis
6. Atmosphère de tension	Tensed atmosphere
7. Autonomie d'action	Freedom of action
8. Autonomie financière	Financial independence
9. Base géo spatiale	Geospatial basis
10. Bien-être social	Social well-being
11. Budget National	National budget
12. Cadre méthodologique	Methodological framework
13. Capital humain	Human capital
14. Choix occupationels	Employment choices
15. Collectes de données	Data collection
16. Compilation des données	Compilation of data
17. Conception marxiste	Marxist concept
18. Connaissances théoriques	Theoretical knowledge
19. Contexte et justification	Context and Justification

20. Contrôle masculin	Male control
21. Cursus scolaire	Educational background
22. Déclaration universelle	Universal declaration
23. Département d'Abidjan	District of abidjan
24. Développement économique et social	Economic and social development
25. Discriminations genre	Gender- based discrimination
26. Document de Stratégie de Relance du Développement et de Réduction de la Pauvreté	Development Relaunch and Poverty reduction Strategic Paper
27. Droit universel	Universal right
28. Droits de l'homme	Human rights
29. Ecole gratuite	Free education
30. Education primaire	Primary education
31. Education secondaire	Secondary education
32. Education supérieur	Tertiary education
33. Emancipation socio-économique	Social and economic empowerment
34. Emploi stable	Secured job
35. Enquête sur le Niveau de Vie des ménages (ENV)	Survey Conducted on Household living Standards
36. Enseignement conventionnel	Conventional education
37. Entretien individuel	One –on one interview
38. Entretien semi- directif	Semi-structured interview
39. Estimation de l'équation réduite	Estimation of reduced equation

40. Etudes sociologiques	Sociological studies
41. Facteurs socio-économiques	Socio-economic factors
42. Faible représentativité des femmes	Lower representation of women
43. Féminisation de la pauvreté	Feminization of poverty
44. FNSI- Femmes non scolarisées et insérées	Uneducated and Employed Women
45. FNSNI- Femmes non scolarisées et non insérées	Uneducated and Unemployed Women
46. Forte disparité	High disparity
47. FSI- Femmes scolarisées et insérées	Educated and Employed Women
48. FSNI- Femmes scolarisées et non insérées	Educated and Unemployed Women
49. Générations futures	Futur Generations
50. Genre et accès à l'emploi	Gender and access to employment
51. Genre et éducation	Gender and Education
52. Grossesses précoces	Teenage pregnancy
53. Groupes sociaux	Social groups
54. Hiérarchie	Hierachy
55. Idéologies traditionnalistes	Traditional ideologies
56. Indice de la pauvreté	Poverty Index
57. Insertion sur le marché du travail	Integration in the job market
58. Intégration sociale	Social integration
59. Intelligence sociale et verbale	Verbal and social intelligence
60. Intériorisation des normes	Internalisation of norms

61. Itinéraires professionnelles	Professional history
62. Kits scolaires	School kits
63. L'Estime de soi	Self-esteem
64. Le clivage	Gap
65. Le salariat	Salaried employee
66. Les considérations éthiques	Ethical issues
67. Les coutumes et pratiques traditionnelles	Customs and traditional practices
68. Les strates	The strata
69. Manque d'instruction	Lack of education
70. Marché de l'emploi	Labour market
71. Marché du travail	Job market
72. Méthode exploratoire	Exploratory method
73. Méthode qualitative	Qualitative method
74. Méthode quantitative	Quantitative method
75. Méthodologie économétrique	Econometric approach
76. Méthodologie quantitative	Quantitative approach
77. Méthodologie qualitative	Qualitative approach
78. Méthodologie sociologique	Sociological methodology
79. Niveau d'éducation	Educational level
80. Niveau d'instruction	Level of education
81. Niveau de scolarisation des femmes	Women's educational level
82. Normes sociales	Social norms

83. Objectifs de l'étude	Objectives of the study
84. Objectifs du Millénaire pour le Développement	Millennium development goals
85. Obligations internationales	International commitments
86. Orientation	Orientation
87. Participation au marché du travail	Participation in the job market
88. Personnes publiques	Government officials
89. PIB	GDP
90. Politique de genre, d'éducation et d'emploi	Gender, education, employment policies
91. Population analphabète	Illiterates
92. Populations cibles	Target population
93. Postes de responsabilité	Leadership positions
94. Pouvoir d'achat	Purchasing power
95. Pouvoir de décision	Decision-Making power
96. Pouvoir explicatif	Explanatory power
97. Principale source de revenu	Principal source of revenue
98. Prise de connaissance	Familiarization
99. Problématique de l'étude	Leading Argument of study
100. Procédure d'échantillonnage	Sampling procedure
101. Processus de développement national	National development process
102. Qualifications appropriées	Relevant qualifications
103. Ratification des conventions internationales	Ratification of International conventions

104. Recherche documentaire	Documentary Research
105. Regression logit multinomial	Multinomial regression logit
106. Rentabilité de l'éducation	Usefulness of education
107. Réseaux sociaux	Social networks
108. Résultats d'enquête	Survey findings
109. Revue de la littérature	Littérature review
110. Rôle traditionnel	Traditional roles
111. Scolarisation	Schooling
112. Secteur informel	Informal sector
113. Secteur privé formel	Formal private sector
114. Secteur privé informel	Informal private sector
115. Secteur public	Public sector
116. Segments du marché de travail	Labour market segments
117. Sensibilisation de proximité	Sensitization campaign
118. Stratégies étatiques	State policies
119. Tableau de la parité	Parity table
120. Tâches domestiques	Domestic chores
121. Taille de l'échantillon	Sampling Size
122. Taux d'alphabétisme	Illiteracy rate
123. Taux de mortalité infantile	Child mortality rate
124. Taux de scolarisation	Rate of enrolment
125. Théorie du capital humain	The human capital theory

126. Tutelle de l'homme	Male guardianship
127. Un Dictaphone	A recorder
128. Variable catégorielle	Categorical variable
129. Variable dépendante	Dependent variable
130. Variable explicative	Explanatory variable
131. Vie familiale	Family life
132. Vie politique	Political life
133. Vie professionnelle	Professional life
134. Zone d'enquête	Survey areas/ Research sites
135. Zones d'incertitudes	Grey areas