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THE PRACTICE OF IMMEDIATE REMEDIATION IN A CLASS SITUATION IN BENIN: CASE OF THE SCHOOL DISTRICT COTONOU-GBEGAMEY

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Abstract: *This study aims to contribute to the improvement of classroom teaching practices in the Republic of Benin. The survey was of a qualitative and quantitative type, involving 151 learners, 196 parents, 188 teachers and 3 members of the control body. A total of 538 subjects. The results reveal that at the level of the framework of study that is the School District of Cotonou-Gbégamey, the accompaniment of the parents is much better than the educational interventions in class situation. Moreover, the study showed that some factors hinder the practice of immediate remediation in favor of learners. These include lack of knowledge of the tool and lack of mastery of its implementation process. This is due to the absence of training and retraining without which the teacher can only mix the pedals. The pluralism of the categories of teachers in the education system and the weakness of the body of control accentuate this educational situation. This deficit must raise questions and motivate the authorities in charge of education to privilege reforms.*

Key Words: *Immediate remediation - learners - teachers – ignorance.*

1. INTRODUCTION AND JUSTIFICATION:

Here, the key element that puts learners and teachers in interaction is the curriculum. It draws our glance to check if it is general interest of some intellectuals who continue to challenge its implementation until July 29, 2015. This challenge which, timidly, began since 1958, being certainly of good faith, offers each time training content, curricula deemed appropriate, but who, for fifty-five years, have always been rejected by other Beninese will not it turn back paths for a rally, an inclusion which will bring together a remediation to the existing?

There is every reason to believe that the only slogan about the realities of the school is: "What are we eating? It is bad "and this since at least 1975 where there were products of the" New School "which nevertheless answered our natural needs and carried the germ of development. It is time, we seem to change slogan by seeking to see closely how these products for school, are served to children who for the moment can not only use.

In fact, the child who refuses to follow the teacher as the one who follows him but never succeeds in the task assigned to the class is ill and deserves special attention in order to diagnose the disease, its cause and immediately fix it. We will come back to this since Immediate Remediation (IR) is not just about quickly or instantly correcting or correcting the error during an apprenticeship. The act of teaching, being a series of three major dependent actions namely: teach-evaluate-remedy, to succeed, we must carry out each of these three components. Thus, the IR is found again and especially after the evaluation, whether formative, diagnostic or summative. Being a process that starts from a crossroad created by an error during a learning situation or its observation following an evaluation whose results are analyzed and from which, therefore, two mediations teacher and that of the learner in difficulty to achieve a rebalancing of the taught and a satisfaction of both, can unfortunately turn out badly. Thus, the aspect of immediacy of remediation could not be reduced to "instantaneity" judged perhaps as essential in IR.

The New Competence-Based Approach (NPC) -based Study Programs (NPEs), from their introduction, have positioned it well in the Teaching / Learning / Evaluation (EAE) processes and have explained it well in the evaluation guides that our literature review did not fail to take into account. Its delicacy and complexity have been emphasized since the preface of the programs in its terms: "Faced with the innovations introduced by the New Study Programs (NPE) in schools and in the classroom, the role that teachers play are called to play appear more and more demanding and delicate "(Study Program Alahassa, 2000).

In this regard, specialists in educational sciences such as Cahen recognize that "the deficiencies of pedagogy and emotional turbulence never fail to occur at home and around the student in difficulty." (Cahen, 1987: 5).

Deficiencies in pedagogy and emotional turmoil are the order of the day. They appear and assert themselves as the main cause and are manifested by the decline of the taste for knowledge, the decline in the degree of curiosity. It seems like permanent demotivation in many ways in the classrooms. Today, the efforts of the school, faced with the heaviness of the school population and that of its parent are weakened. Indeed, as much as teachers, parents recognize that the sine qua non for a student to follow the teacher in class, is the well-being. With the World Health Organization (WHO), health is defined as "a state of complete physical, mental and social well-being, and not just an absence of disease or infirmity" (WHO, 2010).). Unfortunately the majority of children who attend our schools come from economically and / or socially disadvantaged backgrounds, living either in shortage or under the blows of polygamy or divorce. They find themselves in situations of permanent conflict and can only develop behavioral problems or even mental disorders. Being in the grip of anguish and anxiety, once in class, they have the "head elsewhere". Adaptation and completion of studies become problematic. Some work done by the United Nations Educational, Scientific and Cultural Organization (UNESCO) recognizes the efforts made in Benin but deplores the low rate of maintenance and quality of learning in these terms: "Benin has made great progress in terms of access to basic education and gender equity ... However, progress remains to be made in terms of retention at school and the quality of learning "(UNESCO, 2013: 18).

It is precisely in these last two indicators of success that lies the problem projected on the back of the school. For access to education would be meaningless if maintenance and completion are not guaranteed. The essential function and the first condition for retention in school, which is the quality of learning, is, according to this United Nations institution, a major shortcoming. According to UNESCO, the completion rate in primary school remained stable at 64% from 2007 to 2010. So 34% of learners are each of those years rejected from school to increase the number of contemporary uncultivated and reinforce the braking development that would have been avoided thanks to IR. The worst of it is that many classes are short of teachers all year long and even in our cities and cannot even enjoy proper knowledge.

In these circumstances, the first question that can be asked is whether in fact the prerogatives of the school, initially defined are still respected today and according to the current needs of these children? In this respect, Cahen reminds us of the function of teaching: "Teaching assumes its function, which is less to inculcate knowledge or to prepare by social insertion by name than to develop the latent faculties in any child: memory, intellect and spirit ... It is by assuming this function that the culture and social adaptation will appear as the natural fruits of a formative education. " (Cahen, 1987).

The actors of this delicate task are the teachers. Already, at the level of Primary Education, there are several categories and different profiles according to the training received. For example, before obtaining the Undergraduate Study Certificate (BEPC) which gives access to the body of student teachers, some learners had studied Spanish or German which they did not teach in primary school when they become teachers, but rather certain subjects such as science and technology that they did not study in high school and that address concepts like the pulley. In this state, they behave, in the face of French and Mathematics, like swans who swim with elegance but walk with awkwardness. The second question arises about them: Is the teacher's profile, if the individual really is, in keeping with the standards of ethics and deontology? And then, by what magic will the authorities of the country be able to convert these different types of profiles into an ideal teacher profile, able on the one hand to instill well-defined knowledge and, on the other hand, to develop the faculties latent in any child entrusted to them?

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Finally, to express our concern, let us look at the parents: many children are either with their divorced mother, or with their father alone or with a guardian. This last case seems the most dramatic because in tutoring situation it is the interest that prevails and not affectivity. And then nothing is done selflessly. Very few tutors respond to teachers' invitations and, consequently, there are more unmet needs of mentored children who do not dare to express these needs. Following their resignation from their child's care, when and how will they stop creating conflicting situations for their offspring, thereby easing the burden on the school that "collapses"?

It is with the intention of encouraging each other to take these different concerns to heart to reduce the academic failure that we submit to the analysis of each and everyone, this topic entitled: "The practice of Immediate Remediation (RI) in a class situation in Benin: the case of the Cotonou-Gbégamey School Circumscription ".

From all the above, a fundamental question can be found: how to equip, strengthen and support the school to meet the new challenge imposed on it by the increasingly libertarian school population, by means of Immediate Remediation (IR) for best results ?

In order to gather answers to this central question, we have defined objectives and formulated the following hypotheses. The main objective of our work is to bring the actors of the school world to reactivate the practice of the Immediate Remediation (RI) by adapting it to the current needs of the school population.

Specifically, it is :

- get authorities and teachers to remember for some and to immerse themselves in others, more of the influence of this tool on school failure.
- exercise, on both sides, a psychological effect for its effective implementation while promoting the reparation of the damage already caused and the respect of equity.
- to encourage the support of those in charge and parents.

As regards the hypotheses, they are three in number:

- the judicious non-application of Immediate Remediation generates massive failures in schools.
- the absence of teacher training in the application of Immediate Remediation is at the origin of the non-use of this tool.
- the non involvement of the parents in the policy of application of the Immediate Remediation would lead to vain attempts of its generalization.

2. METHODOLOGICAL APPROACH:

2.1 Target population and sampling

Given the diversity of information to be collected, we considered as a study population all students of level III (CM1 and CM2) Public Primary Schools of school district of Gbégamey, their teachers and the entire body of control.

Questionnaires were distributed and interviews were conducted with some of these actors. We have seen fit to consider only the Public Schools of body of control because our approach to the administrative staff has allowed us to see that private schools are openly and illegally, without prior authorization, which does not allow to have an exact number in relation to the number of private schools.

We also conducted interviews with the control body and Inspectors in relation to this alarming situation in our education system.

2.1.1 Target populations

The target population affected by our study is parents, CM1 and CM2 pupils from certain public schools, some teachers from these schools and members of the CS de Gbégamey control corps.

Table 1: Sample of the study

Target	Employees total	Employees Selected	Employees retained	Questionnaire distributed	Questionnaires distributed
Teachers	289	140	188	213	202
Learners	19468	5183	151	169	154
Parents	38468	196	196	200	200

2.1.2 Sample under study

For sampling, we referred to a method proposed by Schwartz (1995). This method is based on the following formula, to sample in each stratum of the target population, a sufficiently representative sample: $N = Z\alpha 2 \times PQ / d2$.

The main element to be retained in Schwartz's proposal is the term "minima", that is to say the threshold below which any analysis would be inadmissible. The advantage of this formula is to have a sufficiently light sample without infringing the admissibility rules.

Meaning of the symbols:

N: minimum sample size

Zα2: difference set at 1.96 which corresponds to a 95% confidence level

P: proportion of teachers or pupils or parents selected

d2: error

Q: number of teachers or parents or selected students

On the basis of this formula, the sample taken from each stratum is as follows: 188 teachers, 151 pupils and 196 parents.

2.2 Investigation tools

2.2.1 Adopted methodological approach

All scientific work is based on certain requirements that underlie its admissibility. Among these requirements, the methodological approach is perceived as essential. As part of our study, the methodological approach we adopted is focused on the presentation of the investigative techniques that we used. It consists mainly of data collection instruments (which include desk research, interview and questionnaire survey) and data processing instruments such as manual tabulation, sphinx software and Excel 2010 software.

The problematic of research being posed, it logically comes down to us to find out how we are going to go about it to verify the hypotheses previously issued. It is therefore incumbent upon us to report on all the processes and techniques used to collect the data and the working conditions that characterized the various stages of the study. To carry out this study, we shared questionnaires with teachers (teachers and teachers) and with the students of some Public Primary Schools of School District of Gbégamey. To the parents, we also sent a survey questionnaire to prevent any psycho-emotional blockages.

2.2.2 The documentary compilation

Speaking of the techniques used, the literature search is the first of the data collection approaches we have used. It allowed the collection of information through books, articles, memoirs, theses, reports in documentation centers.

For a taste, we consulted the documents of the library of the University of Abomey-Calavi (UAC). After which we went to the large library of the French Institute where we drew many documents dealing with educational and psychological affairs. With the intention of using the results of some educational research reports, we went to the documentation room of the Office of the United Nations High Commissioner for Refugees (UNHCR) in Cotonou. Our reading at the library "Jean Pliya" located at School Complex Gbégamey has enriched our research in the field of affectivity.

The psychology and educational science documents collected at the documentation center of the National Institute for Education Training and Research (NIETR) were of great interest. Finally, to reassure us that the theme has not yet been developed by our predecessors, we went to the archiving room of the theses and dissertations of the Faculty of Letters, Arts and Humanities (FLASH) of University of Abomey-Calavi (UAC), then to the resource persons and on the Internet. This documentary compilation started from the beginning of the research and continued throughout the writing.

2.2.3 The questionnaire survey

The survey questionnaire is, today, one of the most used instruments in scientific research, despite the many criticisms made about it. Indeed, since 1929, Kelly has recognized that whatever imperfections it entails, "this whimsical child of science, no matter how weak, will remain an indispensable auxiliary". For this reason, De Landsheere, in his famous book Introduction to Educational Research, has classified the questionnaire as one of the "universal instruments" of scientific research. This is a set of questions that an interviewer asks a subject or group of subjects. It can be administered in a written form, or recover the form of an interview or interview.

In its regular structure, it includes closed-ended questions and open-ended questions. As part of our research, we adopt a mixed form of the written questionnaire, that is, our instrument contains both types of questions. Faced with questions with closed answers, the subject is forced to make a choice among several answers that are proposed to him. Faced with questions with open answers, he is free to choose the type of answers he likes to make and that with his own vocabulary. A third formulation used in the development of this instrument is the multiple-choice questions. Here, the possibility of answering encounters less rigidity: for example, instead of answering with a yes or no, the subject has a freedom of choice between several answers that are proposed to him, while it is impossible for him to formulate personal answers. Our use of the questionnaire is justified by the fact that, in addition to its well-recognized universal value, the questionnaire corroborates the facts identified in a previous investigation through other tools such as observation. Thus,

in our investigations, its use allowed us to collect the declarations of the To avoid ambiguous questions, only one aspect of the information sought is addressed by question.

Subjects that attest that the application of the IR has any impact in the improvement of the academic performance of the learners. Data collected by open-ended questions are qualitative data that themselves require qualitative analysis, while data collected using "yes or no" formulas are subject to quantitative analysis.

Our questionnaire consists of two parts namely:

- the introduction;
- seven questions to teachers about the practice of IR (Q1 to Q7);
- six questions to learners about the practice of IR (Q1 to Q6);
- eight questions for parents about tracking their children's schooling (Q1 to Q8).

2.2.4 The interview

In order to ensure the reliability and originality of the information provided by the subjects, we completed our instrumental device with another instrument: the interview.

According to Grawitz (quoted by Boutin, 1997), "the interview is a process of scientific investigation, using a process of verbal communication, to collect information, in relation to the goal". This definition is consistent with that of Cannel et al. (1974) who define the interview as "a conversation initiated by the interviewer for the specific purpose of obtaining relevant research information, which is focused by the researcher on content determined by the interviewer". For blanket (1985), which gives a similar definition, the interview makes it possible to study the facts of which speech is the main vector. According to the latter this tool is always irreplaceable to access knowledge whose scientific interest is obvious.

Our interview guide for the control body consists of eleven questions. The elements addressed in this framework concern the importance of Immediate Remediation, its application or not, the findings on the ground, the causes, the consequences of this disaster and the appropriate suggestions to correct this state of affairs.

Apart from these tools, we have also developed a grid entitled OGIIR (Observation Grid for the Implementation of Immediate Remediation).

3. RESULTS:

3.1 Results from questionnaire

Table 2:School Success Insurance

School Success Insurance	Number	Percentage
Without answer	8	4,08%
No	168	85,71%
Yes	20	10,20%
TOTAL	196	100%

Out of 196 parents 168 or 85.71% are aware of the success of their child. It's already a responsible commitment. Of the remaining 28, 20 or 10.20% answered in the negative and 8 or 4.08% remained unanswered.

Table 3: Favorable topics of learners by parents

Favorable materials	Number	Percentage
Without answer	32	16,32%
French	131	66,83%
Mathematical	110	56,13%
Leçons	118	60,20%

These numbers (131-110-118) are proof of the assurance expressed in Table 2. But note that the number of 28 without insurance has increased to 32.

Table 4: Difficulties of learners during learning

Difficulties of learners during learning	Number	Percentage
Without answer	7	3,57%
Yes	182	92,55%
No	7	3,57%
TOTAL	196	100%

The concern mentioned in Table 2 is accentuated. Those children who work well in all subjects (92) 92.55% of the learning difficulties. So permanently, these parents watch over the grain.

Table 5: Solutions to difficulties

Solutions to difficulties	Number	Percentage
Without answer	28	14,28%
Did you give it to a repeater?	69	35,20%
His master for tutorials?	88	44,89%
Do you frame it yourself?	11	5,63%

Children whose supervision is entrusted to teachers (69 + 88 = 157) or 80.09% added to those who are cared for by the parents themselves (5.63%) really show that parents grains.

Table 6 :Follow-up of the child

Follow-up of the child	Number	Percentage
Without answer	13	6,63%
Yes	91	44,42%
No	92	46,93%
TOTAL	196	100%

Nearly half of parents (91) or 44.42% often visit their child's teacher. To see the previous provisions, we can admit that the 92 parents go to the master only by invitation. Only this size does not match that of learners about visits. The only father with several children would be the cause.

Table 7: Responsibilities in failure

Responsibilities in failure	Number	Percentage
Without answer	1	0,6%
a. To parents	50	32,3%
b. Toteachers	47	30,3%
c. To parents and teachers	57	36,8%
d. To students himself	132	85,2%
Other	80	51,6%

Here, the first observation is the honesty of the many learners, (132) that is 85.2% say that the failure of a learner is due to himself. The second highest number is that of the other causes of the failure of a learner (80) ie 51.6%; its stripping reveals the possible causes of the failures among which we have "disease" alone cause without author. If the parents are the first to treat, each of the authors listed in the table plays its part for the care of the child. These frequencies establish an increasing order in the responsibilities of failures; 47<50<57<132.

So in the eyes of learners, as far as their failures are concerned, teachers are less committed than all of these two less committed actors than themselves.

Table 8: Effectivities of Repetition

Repeating	Number	Percentage
Without answer	1	0,6%
Yes	102	67,54%
No	48	31,0%
TOTAL	151	100%

Of 151 learners 102 or 65.54% have repeated at least once. Only 48 students never repeated. This is proof of the necessity and the urgency of remediation wisely applied.

Table 9: Number of repetition times (denoted by val, each repetition value)

Repeating	Number	Percentage
Without answer	54	34,8%
val 1	60	39,73%
val 2	30	19,4%
val 3	6	3,9%
val 4	1	0,6%
TOTAL	151	100%

Out of 151 learners, 60 repetitions were 1 or 39.73%, 30 doubled twice, 19.4% and 6 repetitions were 3 times or 3.9%.

Table 10: Teacher response to absences or wrong answers

Reactions to the wrong answers	Number	Percentage
a. The teacher continues the learning situation with others	24	15,89%
b. The teacher helps you find the right answer	7	4,64%
c. The teacher appoints another student	120	79,47%
TOTAL	151	100%

First of all, remember that this is the question that would allow learners to testify about what teachers do.

Of 151 schoolchildren, 24 or 15.89% say that they do not benefit from IR, 7 or only 4.64% benefit and 79.47% acknowledge that the teacher designates another learner.

Table 11: Reaction in case of the correct answer of a learner

Réactions en cas de bonnes réponses	Number	Percentage
Without answer	6	3,9%
Yes	143	94,70%
No	2	1,3%
TOTAL	151	100%

Through Table 11, we find that 143 subjects (94.70%) recognize that the teacher answers their question correctly.

Table 12: Family situation

Family situation	Number	Percentage
Without answer	4	2,6%
Yes	132	87,41%
No	15	9,7%
TOTAL	151	100%

With 132 children living with their parents out of 151, we are reassured of a psycho-emotional balance that guarantees a good acquisition of knowledge. Nevertheless, the lack of response each time in some learners, especially for such sensitive questions worries a little.

Table 13: Detecting Learning Difficulties

Difficulties learning	Number	Percentage
Yes	178	93,5%
No	10	6,5%
TOTAL	188	100%

Of the 188 respondents, 178 manage to detect the learning difficulties of their learners. The other 10 will only be able to rally to the mass.

Table 14: Learning difficulties detected

Difficulties learning	Number	Percentage
Without answer	10	5,32%
Linked to knowledge	142	75,53
Emotional	36	19,15
Total	188	100%

Through this table we find that 10 or 5.32% of teachers in the rank of those who could not detect the difficulties can not name a single one either. On the other hand 75.53% of the 178 manage to recognize that these difficulties are related to knowledge while 19.15% of them think that these difficulties are of affective order.

Table 15: Possibility of finding solutions to difficulties

Solutions to difficulties	Nombre	Pourcentage
Without answer	11	6,18%
Yes	142	79,78%
No	25	14,04%
TOTAL	178	100%

Table 15 shows that out of 178 teachers who were able to detect difficulties 36 (11 with no answer + 25 no), a percentage of 20.22% could not do anything against and 79.78% of the respondents were able to find solutions to learners' difficulties. It also remains to verify the nature of the means and / or strategies implemented to dissipate them.

Table 16: Indication of the means and / or strategies put in place to resolve the difficulties

Means and / or strategies	Number	Percentage
Syllabication	100	56,18%
Multiplication of exercises sometimes	70	39,33%
Immediate Remediation	8	4,49%
TOTAL	178	100%

Table 16 shows that of the 178 teachers who were able to detect learners' difficulties only 8, or 4.49%, actually indicated the IR as means and / or strategies put in place to eliminate difficulties. 18% speak about the syllabication and 39.33% mention the multiplication of the exercises sometimes.

4. RESULTS FROM INTERVIEWS:

At the beginning of this study, and in advance, a survey interview was conducted with the teacher training structure in Benin. This helped to ensure the originality of the subject and in turn the need for research. From this interview, it appears that no training has yet been organized on Immediate Remediation for teachers.

Then we conducted interviews with some Pedagogical Councilors (PC) and the Chief of the School Circumscription of Gbégamey. From these interviews, it appears that the actors must make the IR "a fundamental concern to ensure the permanent performance of the teachers. That this be retained as a training need ". For Symphorien "Since remediation is a system that can propel the child, enrich it, make it serious, we need to train all teachers, to be an integral part of the education system." With regard to Téna, it is necessary that "the body of supervision multiplies the visits or inspections of class that formations of proximity are made periodically for the elevation of the knowledge relative to the practice of the IR". As for Mrs Pascaline, it results from his opinions the ardent desire to see all schools in Benin with this tool, this weapon against the failure of learners.

5. DISCUSSION:

The fieldwork allowed us to have quantitative and qualitative data. This study focuses on the practice of Immediate Remediation (IR) whose implementation quality was not specifically the subject of research but rather its practice or not. Indeed, we cannot imagine that in education we want to verify the existence of such a practice, since it is innate to education. But the concern inspired by the failures of learners, variously justified in time and space, has never ceased to impose insomnia on educators. This is also what the results of Table 10 show us, since from these results it appears that out of 151 learners 60 repetition 1 time or 39.73%, 30 repetition twice or 19.4% and 6 redoubled 3 times, or 3.9%. But to redouble once is to spend two years in the same class. To redouble twice is to do: the same class 2 times and another class also 2 times. Redoing 3 times is the previous case and spend more 2 years in a third class. In other words, spend two years in three different classes. Remember that here we are during the year at the last class of Primary School. So we have not completely finished school at primary school. This is not only a concern for parents but also and especially for teachers who have the responsibility to accompany learners. This corroborates with the results of the work done on Belgian Francophone students whose results were presented by international surveys (PISA, 2000, 2003, 2006, TIMSS 1995, Blondin and Lafontaine, 2004) and revealed some weaknesses in the system. This study shows that this system: "in addition to being inefficient, globally, it is one of the most discriminating among the industrialized countries". This means that the balance of a country depends on its educational system and that insomnia on this subject appears as a proof of patriotic love. Thus, the use of IR finds its genesis in some authors such as Freinet who, in the twentieth century already set up individual work plans, self-correcting files, teachers tapes and patents (evaluation system by skills) drawing on two experiences that we took care to recall before presenting the theoretical model. It is this logic which makes the double testimony consecutive that the IR incorporates itself with education, remains to it inseparable and consequently inexcusable any teacher who does not practice it. The lack of training for its implementation does not justify that of the IR even if it does not clear the State.

Here, as part of this study, the concern mentioned in Table 2 increases. Children who work well in all core subjects all experience (182) 92.55% of learning difficulties (Table 4). So permanently, their parents watch over the grain. As solutions to the difficulties, the children whose supervision is entrusted to teachers (69 + 88 = 157) or 80.09% added to those who are taken in charge by the parents themselves (5.63%) really show parents watch over the grain (Table 5). To see these results is as if everything is pink, but the facts are there and the children themselves have recognized their failures (Table, which leads Cahen (1987) to sound the alarm when he says that «neither parent nor learner deserves this excuse if he does not express his ardent desire. "He goes on to say that" school failure is curable

by means of a precise method, provided that it exists in the student in difficulty and not only in the parent and teaching a minimal desire that the results improve "(Cahen, 1987: 5).

Returning to Table 11, we found that out of 151 schoolchildren, 24, or 15.89% say they do not benefit from IR, 7 or 4.64% only benefit from it and 79.47% acknowledge that the teacher designates another learner. But to apply IR is like "looking for a lost ewe out of 100". At the same time, these same learners in Table 12 recognize 94.70% that after another learner gives the correct answer the teacher explains to them. It is usually done by learners by auditory and language automatism. This partly confirms the conclusion of the work of Deschaux, (2003) when he states that "the generic term" remediation "refers to any intervention whose purpose is to help the student with learning difficulties. To remedy is therefore to intervene by proposing a second "mediation". According to him, it is "a second opportunity presented in the form of a second explanation, a second reflection, in short a second activity allowing the pupil of (re) - building knowledge, know-how ". As for Beillerot, (2005), he thinks that "the notion of" mediation "is defined in this case as intermediate psychic means between the learner and the knowledge, know-how or to-be-to-be". This is often not practiced accurately in our schools, because during the observations, some of the teachers' comments make it clear that the large number of students in classrooms means that they do not want to waste time on a learner who cannot give the right answer, but the purpose of IR is to help the failing learner find the right answer. At the level of the teachers themselves, there is a problem of understanding the meaning of the terminology RI since at the level of Table 17 only 4.49% can clearly identify the IR, even later at the table level when it was among the infallible teaching practices to increase the taste of studies 53.7% deliberately chose IR. This result then raises the problem of lack of training at their level. His inclusive search for improved results must be the ferment of everyone, the learned and the unskilled.

It is to this end that the Beninese teachers were visited when, in the view of all, the same observation made by Cahen was made: "the almost-constant is a constant character found at all levels ... the vagueness, the inaccuracy of knowledge is cause-effect of an inability to define terms ". (Cahen, 1987: 9). He said it of the learners, models of their master. IR having not found its place outside teaching / learning can hardly be defined. However, to be able to define it is to dictate its course of action, to measure itself against the capacity of the learner in difficulty, to the limit of doing DIY.

6. CONCLUSION:

In the fight against academic failure, several actors of the education system are engaged through research that leads to more or less exploited solutions. The one that we have just begun and partly completed is an effective way to exploit the suggestions of previous research done in the same perspective on the one hand and a multidimensional educational adjunct to improve and improve academic performance. on the other hand. Part of three hypotheses, the research has imposed investigations in the direction of four targets for the verification of "plausibility" or not of these hypotheses. The audit of the very first that attributes learner failure to the absence of the wise practice of IR is teacher-centered. If it is easy for them to assert themselves as practicing, it has been very difficult for them to prove it. The proof is that of the 188 teachers interviewed, six (6) were able to give clear evidence of the implementation of an IR. The testimony of the Pedagogical Advisers (CPs) and the Chief of the School District supports three tangible realities that confirm the three hypotheses:

- recognize that there is no judicious practice of IR;
- confirm that teachers are not trained to carry out the IR;
- show explicitly or implicitly that there is a lack of conviction that IR, as perceived, can eradicate or at least reduce the failure of learners.

In this regard, research has contributed much to a new vision of IR by demonstrating how the concept of immediacy must be understood. In contrast to this, the contribution of a number of teachers limited the practice of IR to learning and formative evaluation. This work has shown us that we have to go beyond these limits. Thanks to the literature review enlarged to the size of the field of action of the IR, the importance of the implication of the parents is well perceived by the ones and the others. The school family relationship needs a conscious grooming for the "myelination of IR" at school according to the needs expressed by some learners.

A large number of learners have taken responsibility for failures. It is a proof of sincerity on the one hand and naivety on the other hand of the child. Of these two characteristics, only the truth breaks out. Specialists in psychology and the sciences of education know that the failure of a child always comes from his parents and from his master if his health does not impose it on him. The effort of the majority of parents is commendable. Many polygamous and divorced parents treat their child's business with their partner. The school must accompany them. Direct actors in charge of education, for the most part, sowed doubt about their sincerity and revealed by some of their choice their degree of control of the IR. What is very fortunate is the C / CS prediction that "The Skills Approach is already enjoying happy days" even though it has previously identified obstacles to its implementation and also subsequently recognized the untrained teacher's inability to practice and suggested solutions. If training and local retraining could take into account the results and suggestions of the research conducted so far, the Beninese school will be a reference for its citizens and those of other countries.

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21. Pourtois, J.-P., Desmet, H. and Lahaye, W., (2010). Posture and Epistemic Approach in Research ", UMH, Mons, Table 1, Human Sciences Excerpt, No. 31, 2000-2001, pp.58-62. "Realistic" reality design includes naive realism, scientific realism, phenomenological realism, and "veiled" realism; while the conception of the antirealist reality includes positivism, instrumentalism, pragmatism, idealism and constructivism