Strategies for the Reduction of Inequalities in Schooling in the Democratic Republic of the Congo

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Abstract: *The Congolese nation of today must, like the other nations of the world, progress through economic development, not only towards greater well-being but also towards a dynamic social balance, towards genuine cultural and democratic freedom. To achieve this, R & D. Congo needs men and women who are educated, trained, enterprising, cultivated, and capable of human openness both nationally and internationally. To meet these requirements, it is imperative to have a way of life and an education system that allows balanced, adapted and effective schooling, because education is and must be conceived as an investment to combat underdevelopment and against all the other plagues that constitute obstacles to development.*

Keywords: Reduction – Inequality

1. Introduction

A few hours to the days after birth, the small animals are ready for life or biologically almost completed and do not need education. However, the child or the human being is born poor, helpless, incapable is not born man (independent individual), it will become it thanks to the education; to learning and teaching. Sadly; this process of human formation is not the same for all and differs according to the means used, the context, the kinds and way of life.

In a society with different social classes (demographic structures), it is difficult to educate all school-aged children in the same way. Because not all parent have the same financial capacity to support the schooling of their children. Each schooled his children according to his own means.

Indeed, access to a so-called viable school is not easy for all children. The freedom and freedom guaranteed by the very Constitution of our country are still characterized by social incoherence, inequalities and segregationist in their realization, the lack of pragmatism in the system of education and teaching in our country is unsatisfactory.

Framework Law No. 14/004 of 11 February 2014 on national education in its title I on the general provisions in its first section dealing with basic education for all of Chapter III on fundamental options in its article 12, paragraph 1, provides for free education: the State pays tuition fees for basic education in public establishments, and empirically, the democratization of education does not yet have a considerable place in the education system. This is why many children are studying until now in unacceptable and inhumane conditions. Many schools found in rural areas, without being pessimistic, are not sustainable overall. The UNICEF survey (2002) in 2001 shows that "out of 100 newly enrolled children in primary school, 20 only are 6 years old, and 7 are under 6 years old. Children aged 9 and over represent 32%. Since schools are concentrated mainly in the cities, it is in rural areas that late entry into primary school is the most pronounced. While in urban areas children who begin primary education at the legal age (6 years) are the most numerous, in rural areas it is rather children aged 9 and over who represent the largest proportion (41%).) in the first year of primary school. "

In the following lines we have tried to shed light on certain concepts, to demonstrate inequalities in the schooling of children in the Democratic Republic of Congo, and subsequently to consider the strategies for reduction and a conclusion that completes our dissertation.

2. Theoretical Approach

2.1 Definition of concepts

A. Education
Several definitions exist for this concept depending on the origin; the word "education" comes from the Latin "exducere" with "ex" and "ducere" which means respectively "out of" and "drive". And driving out of, means "change, change, accompany". Fleur Nadine MvondoMvondo (2013, p.14) says that to educate is to learn to be autonomous, to fly out of the nest with one's own wings. The same author states by saying that this supposes to make aware of the limits, to develop a critical sense, instilling certain knowledge and values. Hence education consists in taking the child from his initial state to maturity. Education is the set of actions and influences intentionally exercised by an adult over a non-adult and goal-oriented that is to stimulate dispositions that help the non-adult to become that complete man that he is destined to become.

Making the idea of Emmanuel Mounier ours The goal of education is not to carve the child for a function or to mold him to some conformism but to mature him and arm him (sometimes to disarm him) the better possible for the discovery of this vocation which is his very being and the center of rallying of his male responsibilities which he lives.

Education is an action exercised on the individual, which entails a change of behavior desired by society. Education comprises three elements which, in principle, are indispensable: instruction, training and the awakening of POSITIONS (kriekemons). For Durkheim E. quoted by Ibeki G (2006), education is the action exercised by adult generations on one who are not yet ripe for social life. We

understand this concept as an action on the individual that results in a desirable and socially acceptable behavioral change.

a) Types of education

Taking into account the framework law n ° 14/004 of 11 February 2014 of the national education in Title I relating to the general provisions, in its chapter II dealing with the definition of the concepts in its article 7, we consider the types following education:

- **Classical education:** that which is organized and structured on the basis of access standards and school programs designed by progression of degrees of education sanctioned by a school title;
- **basic education:** a set of knowledge and essential skills required for life, mainly reading, writing, numeracy, speaking and writing skills
- **non-formal education:** the one aimed at the recovery and training of children, young people and adults who have not benefited from the benefits of school education with a view to their integration into society;
- **Education for All:** One of the millennium goals of ensuring that boys and girls have the means to enable them to complete primary education to benefit society;

b) Purpose of education

The main aim of education is the total formation of man or the development of the whole human personality. The essence of education is not limited to adapting the child to the conditions and interactions of social life, but first and foremost, to make him a man and in the same sense, to make him a citizen.

To Jacques Maritain, quoted by Stanislas Baleke (2010, p.188) added that: "the ultimate goal of education is the fulfillment of man as a human person and infinitely higher and wider than architectural art, or even medical art because it relates to the very freedom of the mind"

c) Right to education

Education is part of the fundamental rights of the human person, because the educational context does not necessarily have the ambition to make the person grow by helping him to become responsible, it would also allow him to integrate harmoniously into the society. And give meaning to his life. This right has been recognized and proposed to the world by the charter of human rights proclaimed by the United Nations General Assembly on December 10, 1948, in article 26:

- Every person has the right to an education. Education must be at least free at the basic and basic level. Basic education is compulsory.
- Education must be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It must foster understanding, tolerance and friendship between all nations and all social or religious groups

B. Instruction

Education is an element of education. This is intellectual training. Instructing reference to the use of techniques and skills, words and gestures that promote the transmission of the fundamental and essential knowledge of a well-defined culture, allows everyone to go further and prepare each to exploit his talents. Reason why educators say that school is not there to educate, no matter how many parents rely on it, the school is there to deliver knowledge, to teach, to teach, and eventually to complete everything. plus an education that is the responsibility of the parents and them alone.

C. Training

Training is any intervention that aims for changes in behavior, knowledge, understanding, skills. It is essentially a response to external or internal stimuli. Training appears to be equivalent to education because it contains almost identical content. The training in his specialty focuses on the technical (knowledge of the profession).

Some authors argue that training is the set of actions that can put individuals and groups in a position to competently provide their current functions, by which workers are encouraged to improve their knowledge, behavior, attitudes and attitudes. their mental abilities necessary both to achieve the goals of the organization and those that will be personal or social to them, not to mention the adequate fulfillment of their current and future function. It consists of an educational action, characterized by an intentional idea, and consists in giving a specialist, the subject to the learner to prepare him for life in order to be useful to society.

2.2 Purpose of the school

The question of the aims of the school is susceptible of a teaching program, conceived on the basis of multiple approaches. Some advocate for the "economic" ideology that reduces the school to the preparation of new generations to enter the job market. The education system should first prepare the social and professional integration of its students, and should be judged on the proper conduct of this mission.

It is here that we find the idea that the main purpose of the school is education for citizenship, the training of future conscientious and dedicated responsible citizens. The school had to aim above all intellectual, social and cultural formation, that is to say, society must make the school its own end, and the school must be a reflection of society (Radja bin Saidi 2014)

However, the question of the aims of the school is complex and multidimensional. It appeals to the faith in sociology, economics, psycho-pedagogy, as well as the "pragmatic" approach, which always rest on previous choices that they only justify, this question calls for a philosophical interrogation, very general. Educational choices cannot but imply anthropological choices: educating the men and women of tomorrow, it is necessarily choosing the humanity that we want for tomorrow Daniel CALIN (2014). Thus, the Congolese State must be able to make the effort to assign experts to develop the curriculum taking into account the needs of his environment, his environment and his society.

3. Congolese Educational Issues

3.1 Inequalities in schooling

For UNESCO (1990), in southern countries including DR Congo, despite the assertion that every child, adolescent or adult should be able to benefit from training designed to meet their basic educational needs, although schooling progresses, but inequalities increase, reproduce or change.

a) Regional inequalities
The inequality of the school supply that is expressed in the spatial distribution of schools through these processes at work in urban areas (inequality between centers and peripheries, neighborhoods, rural areas, between cities and the countryside, between the economically favored regions or not) It is noticeable today that urban areas are more preferred than rural areas in terms of creating schools in both the private and public sectors. Yet urban centers are today saturated with schools.

b) Inequalities by sex
Girls are less educated than boys, while girls are initially and demographically numerous. In rural areas, the gap in enrollment between girls and boys has been steadily decreasing, but it is still significant because today still parents enroll girls less willingly to school than boys. We hope that this discrimination against girls will disappear with the advent of the O.N.G promoting the education of the girl.

c) Socio-cultural and religious inequalities
Massive participation in schooling is linked to the value society and religion place on education, as some societies do not take into account the education of their children. The secularity of the country offers an opportunity for all forms of social and religious education that may sometimes strengthen or dilute the consistency of education that is offered to learners.

d) Inequalities related to the qualification of staff
If in the extra-traditional centers and cities the qualification of the teachers is a subject, a reality which poses a problem in the heads of the school administrators, how often the villages are invested to verify the qualification of the teachers in order to possibly think of an improvement of the quality of education that villagers receive. Knowing that the majority of teachers are under-qualified, this sometimes leads to weak teaching in our communities.

e) One-off fees paid by parents.
In many emerging countries, primary education is free, so all children go to school. In the Democratic Republic of Congo, it is still a food for thought, there is still much confusion, there is still unclear in terms of fees that the state must bear and the fees that parents must pay. Everything is the responsibility of the parents. This easily leads to dropouts and failures in school, in short, school dropout.

3.2 Possible Strategies for Reducing School Inequalities

For the reduction of the school inequalities we envisaged the strategies below:

1) The priority education policy:
For the OECD in (2011) social, school and territorial inequalities are addressed in education systems by programs or devices that can be grouped under the umbrella of "priority education policies (PEP)" which have in common the following characteristics: they give more resources to school structures or zones (and not to individuals). This allocation of resources is carried out on the identification of target groups. It is not a question of reducing the requirements but of allowing the target group to achieve the general objectives of the system.

2) The school map (expansion and school dispersion):
The mission of valorization of the school map is the responsibility of the Ministry of Education and the Ministry of Social Affairs. Both must be aware that the development of an "effective and efficient" education system is based on rigorous planning at both central and local levels, through the development of a coherent, adequate and effective school map. The Ministry of Education and the Ministry of Social Affairs will take into account the school map which is a key tool in the fight against school inequalities and in the study of the forecast of enrollments according to the demand for places by students; this socio-cultural approach will make it possible to envisage maximum education for the entire national territory and to fight against social and educational inequalities.

3) School democratization
The question of democracy and that of democratization, however, have in common a reflection on the notion of equality of individuals. In political philosophy and the legal approach, the analysis has the particular dimension of the formal rights of the citizen. On the contrary, the question of the democratization of education has gone beyond the question of equal rights to study de facto inequalities when it was noted in the early 1960s that formal equality is not a sufficient condition to ensure a de facto equality. Girad and Bastidecité by Pierre Merle (2009)

But how to define the equalization of schools trajectories? With such a question, the question of the democratization of education becomes a political issue again. The analysis of the situation of women in the school is exemplary. As long as sex relations were thought about the world of "difference" and specialization, inequalities in schooling and school content did not exist as such. It is only in relation to a political model of gender equality that gender differences in schooling have been thought of in terms of inequality and that the equalization project has slowly taken hold school trajectories through the reconciliation of lengths of schooling and types of specialization. What is true for gender differences should apply to all students, regardless of their social background. It is an indispensable means that the organizers of the National Education will use to fight against illiteracy and educational inequalities, says Katako Mulangwa (2014) saying that the primary purpose of the school map is to fight against inequalities social and school.

4) Strategic educational policy allowing school construction
The geographical equalization of supply conditions through the creation of equal absorptive capacities and the equitable

distribution or dispersal of human, material and financial resources in the different provinces of the country. Implement schools with sectors that meet the needs of the country. Middle and according to the standards of the school mapping method in order to balance the school supply with the social demand;

5) Analysis of the school demography of the female and male population

The social equalization of chance of access to school by intervention measure and encouragement to school attendance such as the establishment of a school bus service, the creation of boarding schools and the fight against segregation may be caused by beliefs, ideologies, times, clans ... Analysis of school demography will allow school authorities, among others: inspectors, division heads, sub-divisions and coordinators to define new needs in institutions, options or classes, in human and financial resources, related to population growth;

4. Conclusion

Assert with Bourdieu that "the analysis of school inequalities indicates their persistence in forms that vary and diversify". This shows that inequalities in schooling cannot be totally eliminated, whatever the various strategies and means that can be used, because to educate people of the opposite sex, living in different environments, belonging to societies Different cultures, ethnic groups, social classes, etc. are not easy. Nevertheless, relying on a political will at the initiative of a system of schooling, set up by education specialists in synergy with the Organizing power would be an adequate response to significantly reduce the glaring educational inequalities in the Democratic Republic of the Congo. However, without pretending to exhaust the subject, we invite each and every actor and educational partner to properly identify the issue of school inequalities that is a brake on the development of the Congolese education system particularly and generally Congolese society.

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