

Children without Instruction: *For Which Social Integration?*

Ngoy Jinge Jinge Mwana Fumu

Alphonse Attending the ISP. Kabongo

Abstract: *The work of children is one of the thorny subjects for all the companies. A family where Nait a child owes him protection, good education, it has the duty to develop her potentialities for her life to come. With through the campaigns, villages, cities and cities, the children are employed with a diversity of the services which prevent them or which deprive them of the way of the school. Without speaking about the exercises given to the children, in order to get to them the taste of work well done. It is a question of work which aims at a small production to provide for the needs for the family. This work destroys the children physically, morally and return them prone depending for the remainder on the life.*

1. Introduction

The schooling is the way by which the parents prepare the future of their offspring. Of aucuns are not unaware of that the instruction gets for whoever the capacity to be included/understood, to include/understand its environment and to make good decisions at the good time. The schooling is in more the only way by which any conscious company fights against illiteracy. This one being a plague and a considerable brake of any development, the concern of seeing the children opening out is the fundamental reason for which we are interested in the bearing subject on the instruction of the young people.

Indeed, in Republic of Congo, the frequentation of the basic school become free, we put ourselves a basic question, in these terms: "are the young people at the school age all at the school? "" Y would it have other causes which would retain the young people out of the class in spite of the aforementioned exemption from payment?

Anticipativement, we attest that, in spite of the exemption from payment applied in the public schools, the socio-economic conditions of the certain families would not allow their children, the regular school attendance. In other cases, they would be at the base of the total stop of the aforementioned frequentation.

To check this assumption, we will be used for ourselves of the investigation into ground materialized by direct talks.

2. Development

Any child is entitled to the instruction, for saying has right attended a school. There is no question here of treating quality of the teaching which they receive. Nor to study manpower of them as Martin EKWA (2004, p.51) announced it that *fault of the schools in a sufficient number, of qualified teaching personnel and financial resources corresponding to the offer in education the rough rate in education is increasingly low.*

No reason can justify the deprivation of the school way to the child, however several thousands suffer from this risk throughout the world. The child work is a phenomenon which touches more than one area in the world. The children

are employed within several frameworks. In Africa like elsewhere, they constitute a cheap labour, since they are not really protected by the law.

Guillaume Lardanchet (2014) notes it and the known as one that: *"L milked human beings, and more particularly the draft of the minors covers with multiple realities: draft at ends of sexual exploitation, exploitation by work, domestic slavery, forced flights, forced begging..."*

Indeed, the children are employed in agriculture, in various mines, careers, even in the households. Some of them are victims of traffic which makes them exploit with forced work, of the prostitution, the begging organized... have regard what precedes, the children are also exploited by their own family, they are private way of the school to carry out small activities for the subsistence.

As Olivier PEYROUX (2012) announces it while saying: *"it is seen, the exploited minors gather very diverse realities. Neither the area of source, neither the activity, neither the age, nor the socio-economic conditions of the family can be retained like determining criteria conditioning the exploitation "*.

The success of school attendance depends on several parameters of which the socio- economic level of the parents of pupils. Diane E Papalia (2014, p.230) attests that: *"the socio- economic level of the family is another significant factor of the school success [...], the pupils who come from the least favoured mediums are three times more to present a delay in their school advance than those which come from a favoured medium. The children of families to low income thus recover never their delay "*.

If the family is such a dominating factor in the school success, it is the same a considerable base for ensures a fluid or regular school attendance. Its relation with the child determines the man of tomorrow. It is 6 to 11 years that the subject of tomorrow is formed. It connait not simply the development physical, cognitive, the language... it is at this period that its personality develops. What can live a child in his family at this period marks it mainly that it would have way some time unconscious to reproduce it in his relations.

Thus to include/understand what a child saw, it is necessary

Volume 9 Issue 11, November 2020

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

to question its relation with its family. The relation parent-child is not with single direction; she results from the interaction between the temperament of the child and the parental style. (cf Stright et al., 2008) quoted by Diane E PAPALIA (2014, p.245)

It is thus clear that the treatment which connait the child in his life that that come from the restricted family or her environment, the influence largely and have effect on his future. And its type of man in the company of tomorrow determines. And its very many to know the malencontreuses situations which weigh down their school attendance or deprive some completely.

Alliance 8.7, attests that, 152 million children of which 64 million girls and 88 million boys are victims of the work of children, that is to say close to a child on ten in the world. The greatest number of old children from 5 to 17 years victims of the child work is in Africa (72,1 million), followed by Asia and the Pacific (62 million), Americas (10,7 million), Europe and the Central Asia (5,5 million) and the Arab states (1,2 million). Approximately a third of the old children from 5 to 14 years which undergo the child work finds out of the school system. www.Ilo.org consulted the 30/01/2020.

Several international organizations, in fact the UNICEF, ILO, as well as ONG, undertook studies on what deprives to the young children the way of the school. It is in this order that the members of Humanium, declare that today, nearly 250 million children work in the world, including more than 150 million under the dangerous conditions. www.humanium.org consulted the 12/02/2020.

According to International Labour Organization (ILO, 2013), 168 million children between 5 and 14 years work in the world. More half of them would be victims of the worst forms of work (slavery, use in the wars, prostitution, sorting of waste, traffic of narcotics, work in the mines...).

Sub-Saharan Africa is the most touched area of the world: 21 % of the children, is 59 million of them, are victims of infantile work. However, this plague touches the children of all the developing countries: 9,3 % of the children in Peaceful Asia, 8,8 % in Latin America and 8,4 % in the

Middle East and in North Africa.

However, the International Convention of the Rights of the Child of 1989, ratified by 192 countries, obliges these States to protect the children against any form from work. And although these problems decreased on a world level of 31,6 % since 2000 (ILO, 2013), infantile work remains the principal obstacle with the education of the children. www.plan.international.fr/info/actualités/news/2016. Consulted the 05/01/2020/

With what concerns us, our observations do not relate to great work to which the children are subjected, on the other hand, they relate to the service which the families require with their own children, an assistance which obliges them to stop if not definitively, at least temporarily the way of the school. The families employ their own offspring with such or such service who prevents them to attend the school normally. It is a question of odd jobs which the parents impose to their children for a substance of the family. For the majority, the children become salesmen in assessment of various local food products or they are employed as guards of babies while mom goes to the field, at the market or elsewhere. The roof is that these services prevent the regular school attendance. Being given that the classes function without a philosophy of regulation of the trainings, the school attendance with broken stick does not support the control of the trainings. So the subjects concerned, give up the schooling in progress. Becoming adult, these subjects fall down in illiteracy because they had acquired only the rudiments of the formation.

The world is metamorphosed, the living conditions changes, changes. The scientific development in various fields wants to render enormous services to the man to facilitate the life to him. Alas, to profit from these advantages, any citizen must be trained, informed well well. Those which will not have attended the school, those which will have attended the bad one and those which will not have finished their cycle of formation, are right now, in the margin of the company. The illustrations below show what especially undergo of the thousands of children through planet within the underdeveloped countries.



Volume 9 Issue 11, November 2020

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY



Our observations on the children in this situation are spread out over one period of approximately two years in the town of KAMINA and its surroundings, city in the province of High Lomami in Rd Congo. We wanted to include/understand well the major reasons of the aforementioned situation. We were not interested in the

children without roof, those alive in family rupture, rather with those having a family. Our talks the children made declarations which we present within the table below according to whether we gathered them at the end of the analysis of the contents.

Table 1: Presentation of manpower observed and the reasons pushing the children not to attend the school well

No of the Groups	Manpower of Children	%	Reasons at the Base of the Bad School Attendance
1	26	14	The parents are without incomes, (job loss or simply employment), the young children are sent to sell small things for the subsistence of the family.
2	32	17	Orphans of father, the children assist their mother while going to make certain activities and to gain a little moneys.
3	25	13	Orphan of father, the mother remarries to remake his life, it gets rid of the child whom it returns in his parents. The children under these conditions are sent towards small activities under pretext to help the large parents with whom they live.
4	11	6	The children were born except marriage, the mothers give up them with their parents, the latter being without means, send the children to make certain activities to bring back was only a few francs.
5	21	11	The children live in families of reception, they are flexible for small gainful employments.
6	31	16	The children living in divided families, the petits(es) near the mantle, are constraints(es) to carry out certain tasks, by fear of the reprisals, the children are often on the street for either carrying out certain activities, or remain with A house good for the guard of the children.
7	43	23	Question of rural migration, the parents without employment, come to settle downtown, they oblige consequently the children to carry out certain tasks
Total	189 children	100 %	

Comment

Reading of the table above emerges the idea according to which, the reasons for which the children are constrained either badly to attend, or not to attend the school at all are multiple. However the great consequence is the same one. "Illiteracy"

Indeed, these results are only one illustration of what a great sudden number of children through our cities and cities. Have regard with what precedes, the child is born in a family

which it did not choose. This one accommodates it by giving him a name. She becomes, for good statement, obliged to provide for her needs until her adulthood, to ensure an effective social integration to him. It is an obligation, a duty for the parents and a right for the child. Childhood is the period during which the parents prepare or destroy the future of their children even without wanting it, according to the way in which they manage their basic training.

Formerly, in the African companies, the child was trained under a program adapted to the way of life of his

environment. Each evening, to the turn of fire, the elder ones gave to the young people various information relating to various aspects of the life. With adolescence, girls and boys were isolated from the world to receive according to the sex a suitable education. As Pierre ERNY (1997, p.17) announces it: "[...] *this education reached the most degree of conscience at the time of initiation [...]*", it was an education without school instruction.

In the connection by what precedes, to date, all the companies are conscious that the lack of instruction is a considerable risk. Family education is supplemented by school education. Reason for which Marcel LEBRUN, (2007, p.70) attests that: "*As of his origin, the man sought a response to his needs by creation for tools, these tools and the knowledge related to their creations and their uses gradually modified the relations between the individuals, between the groups of individuals. It is time by far when some rules transmitted by the oral tradition were enough to keep cohesion and to organize the life of the Neolithic tribe. This immediate and local character of the human relations quickly became more and more complex.*"

The author gives his point of view by showing that the current life relates to the writing, the oral communication is obsolete. It is an obligation for each child to learn how to read and write. This century is marked by the scientific development with great scale. All evolves/moves quickly, and very quickly. That which lives without instruction isolated from the world because the most significant communications are written. And even information by the media, requires to have been at the school to seize the direction of them.

It is within this framework, that the General meeting of the United Nations, held in December 1948, in her 26th article declared: "*Any person is entitled to education. Education must be free, at least with regard to elementary and fundamental teaching. Elementary teaching is obligatory [...]* education must aim to the full blooming of the human personality and the reinforcement of the respect of the humans right and of fundamental freedoms."

In accordance with this declaration, MOBUTU President of Zaire in his time will say within proclamation of Nsele (1967, p. 25): "[...] *no young person must or cannot suffer from the insufficiency of the means of teaching [...]*". Joseph KABILA in the N°14/004 outline law of February 11 (2014, p. 5-6) of National teaching attests on this subject in his article 2 that "*the present law has as a finality to create the conditions necessary to the access to education by all and for all. Moreover, in its article 5, the law framework determines the finality of education school, blooming integral and harmonious of each person in order to make it useful to itself and to carry out its insertion in the company.*"

In the connection by what precedes, the leaders of all the nations know the value of the investment in the human capital. To better form youth is worth more than to build large bridges and other buildings but if a company abounds in the hooligans, and of not educated, one could affirm that it builds a bomb with delayed-action. The day will come, it will pay it.

To speak about the instruction for all, RD Congo, would revert seeing the other side of the coin. Feather of Roger Bongos <http://www.afriqueredaction.com> of the 09/02/2020, we read that according to the United Nations for science, the culture and education (UNESCO), the RDC, could count currently more than eighteen million illiterates including one great number of women. The statistics make Democratic Republic of Congo one of trente- cinq country where illiteracy represents a great danger.

With the occasion of the international day of the elimination of illiteracy (JIA, edition 2017) celebrated with Kinshasa, several technical and financial partners had mobilized themselves to palpate finger the reality of illiteracy in the country, and to see how mutualiser their efforts in order to reduce the rate of illiteracy in RDC. The government of the RDC by the means of its minister in load of the elimination of illiteracy had not hesitated to present the alarming situation of illiteracy in the country, which for him is a major concern of its government. Indeed, 27,1% are the rate of illiteracy in RDC [...] (cf) Zino Diasitua Zingu <https://webcache.googleusercontent.com> consulted the 11/05/2018.

The decades pass, we estimate that the improvement as regards instruction and especially in the quality of the lesson knows projections. However, through the cities, the children not attending the school amount per thousands, with how much strong reason in the campaigns? Considerable children are diverted way of the school by their own families, not by spite but, by precariousness of the economic situation of the families, they are put at the service of subsistence.

Of all these children who, are private instruction, the girls are more and more victims. Nature makes that the girls very quickly reach a level of social maturity. Several are able to serve the family as housewives and guard-babies. While one fights to bring all the girls to the instruction, because no company is unaware of, that to educate a woman is to educate a whole nation and that this education starts well in time, but the situation is degraded when one sees so many private children of the school way for various causes.

Moreover, separately the children employed by their family, large manpower of children at the school age, find refuge in the open-cast mines, "mining careers". There, they are easy preys with drug, alcohol, and other forms of exploitation. Their life is compromised by the lack of education which leads them towards a descent difficult to go up. Tomorrow, these children are subjects noneasy to manage but not having any reference of life which they are not able to respect some. They do not know the price of them.

The school is the way which leads whoever to a better life; it aims at an effective social integration for any young person who attends it. It trains "*the man*", the personality, the will, it develops the spirit of comprehension, respect of the other and of the environment... "*know it, yourself*" of Socrate brings fruit only if the subject received a minimum of education, thus will be able it to know starting by including itself/understanding. It is not without reason that Emanuel Kant said that "*on did not nait Homme, but it is become...*". The way of the school is that which leads towards a better

life, if one attended good.

Celine GASQUET in political and social problems; the not qualified young people n°915 August 2005, p.59, attests that "a many observations revealed the specificity of the young people without qualification as well from the point of view of their conditions of entry in the active life as in their school and family origins. They set up a group "with share", which deserves to be differentiated from the other young people of low training levels: their employability is such as their future on the labour market is often compromised.

3. Conclusion

It is advisable well to say that throughout the world the children are wrongly employed with several services. They constitute my in work without price. They are exploited for a diversity of work, within the underdeveloped countries or in the process of development. They are of the same employees for various work by their own family.

Admittedly, work is learned as of the family and is continued at the school, within this framework it is a question of the formation. Didn't Jean of the fountain say it "[...] *the father was wise to show them before his death which work is a treasure?*" It is however deplorable when the tasks to be carried out do not take account of the age of the child, if they are dangerous, or if they deprive the class with the child who carries out them. For the wellbeing of the children and a sure future of the company, no cause could justify the lack of instruction or nonthe completion of a cycle by a subject. The universalization of the company and the economy obliges various companies to profit from the technologically adapted services, in order to arrive to a high production in little time and a production of a higher quality. Under these working conditions, the labour must have a minimum of education. So those which were not at the school or which had not completed their cycle of formation and which would not count that on their physical force will see isolated circuit of gratifiant work.

Childhood is one fundamental period for lived to come from each citizen. Any child is entitled to education, each one must reach a good educational level, for taking part well in the national development. The success in this matter is a responsibility which returns at the same time to the parents, to the Church, the company and the State. When one fails in this task, each agent must draw its share from responsibility. The children coming from the families economically poor are exposed to a less regular school attendance. Moreover, the majority attend the schools less equipped where the formation is mitigated right now, consequently their life is between the odd jobs and the way of the school.

Without thinking of the precarious conditions of reception in the schools, considerable children attend their school in a very irregular way because the economic conditions families do not enable them to pass the life of child as being dealt with through the parents, rather they live the opposite, because be-them which take the parents in load or they are with the services of third. Our talks revealed us that the problems which place the children in irregular or chaotic situations are of order económico-socio-psychological.

It is more than one requirement, than the social services of protection of the child are with work in Rdcongo. Though one speaks about the exemption from payment of the basic schooling, considerable children is diverted way of the school. The L-112-3 article of the code of the family and the social action about which Domenica YOUF speaks attests that "*the purpose of the protection of the child is to prevent the difficulties with which the parents can be confronted in the exercise of their educational responsibilities, to accompany the families and to ensure, cases falling due, according to methods' adapted to their needs, an assumption of responsibility partial or total of the minors.*"

Is needed that it is known, these children who, today are without instruction appear negligible, but they quickly become a threat for the remainder of the company as soon as their age advances and that they start to wish to live in autonomy.

References

- [1] Celine GASQUET, *Of the various courses of insertion*, in the not qualified young people n° 915. August 2005.
- [2] Diane E Papalia, *Psychology of the development*, éd. CHENELIERE, Montreal 2014
- [3] EKWA Martin, *the betrayed school* 2004,
- [4] ERNY P. *The child and his medium in Black Africa*, éd. Harmattan 1987
- [5] Lardanchet G. *To locate and accompany the minors victims by the draft of the human beings towards protection D years Newspaper of the right of the young people* 2014/1 n° 331, pages 33 to 38
- [6] Marcel LEBRUN, *Of technologies to teach and learn*, Brussels éd. Debeock 2007.
- [7] The proclamation of Nsele (1967, p. 25
- [8] Law - tallies of the rdc. N° 14/004 of February 11, 2014
- [9] Peyroux O. *Draft of the migrant Rumanian minors: process of exclusion, types of exploitation and strategies of adaptation*. In Newspaper of the right of the young people 2012/3 (N° 313), pages 9 to 16
- [10] YOUF Domenica, *Protection of the child and right of the child*, in Studies 2011/12 (Volume 415), P. 617-627.
- [11] **Erreur ! Référence de lien hypertexte non valide.**line] consulted the 12/02/2017.
- [12] [www.planINTERNATIONAL.fr/info/current events/news: 2016](http://www.planINTERNATIONAL.fr/info/current_events/news:2016) consulted the 05/05/2018
- [13] <http://www.afriqueredaction.com> of the 09/10/2017,