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Factors limiting diversity and inclusion of gender, disabled people and indigenous populations in the DR Congo academic settings

Herve Muyo

Universite Pedagogique Nationale & Universite Catholique du Congo

agefad19@gmail.com

Abstract. This study analyzed the limiting factors of the inclusion of vulnerable people in the academic institutions that organize the faculties of renewable natural resources in the Democratic Republic of Congo (DRC). These limiting factors are the sources and/or underlying causes of disparities in the integration of women, pregnant women, people with disabilities and indigenous population in these institutions. This study used the Participatory Research method with semi-structured interviews, focus group and observation as techniques for data collection. The results of this research indicated three factors that limit the inclusion of vulnerable populations in these institutions: socio-cultural and economic, structural and academic factors. The latter reflect the lack of sensitivity and integration programs of these populations within these institutions. This study also revealed a significant disparity in the integration of vulnerable populations into these institutions.

Keywords. diversity, public policy, inclusion, gender, disability, indigenous, disparity

1. Introduction

Several researchers have examined multiple forms of discrimination faced by women, persons with disabilities or indigenous peoples in their participation in decision-making positions in political or managerial spheres because of "the link between gender, race, color or ethnicity and other areas of subordination" (A/CONF.189/PC3/5, 27 July 2001, paragraph 8). This multiple discrimination operates in a combined and mutually reinforcing manner, posing serious barriers to these vulnerable people in terms of their ability to enjoy their human rights legally.

There is a link between the low rate of access of women, persons with disabilities, indigenous peoples to decision-making power and the various forms of discrimination faced by these vulnerable populations. This low rate is due to factors limiting the access of these populations to academic and university institutions in DR Congo, in particular their orientation towards scientific studies. Indeed, in academic and university institutions, there is an intersection between the various forms of discrimination faced by vulnerable populations, to which the key actors in the Congolese education system have been indifferent for several decades.

This study focused on the factors limiting the consideration of these vulnerable populations in academic and university institutions, particularly in the faculties of renewable natural resources. It is therefore this particular aspect of taking these populations into account that is studied in this research. The researcher has therefore conducted surveys and research in all the major universities of the DR Congo namely: the University of Kinshasa, Lubumbashi, Kisangani, Loyola; and the higher institutes of Bengamisa, Mondongo, and Tshela to determine disparities in access to academic and academic institutions and to identify limiting factors or underlying causes.

1.2. Objectives

The objectives of this research are to raise awareness among key players in higher and university education, academic institutions, donors; In short, to raise awareness among all the actors involved in being aware of the discrimination and disparities that exist with regard to the integration of vulnerable populations into faculties of science and technology and in particular in the new sectors of renewable natural resources, but also to make them aware of the burdens that do not facilitate the integration of these populations into these sectors in order to find the remedies.

1.2. Research questions

Three questions formed the common thread of this study: What are the limiting factors in the consideration of vulnerable populations, namely women, women in surrounds, people with disabilities and indigenous people in the institutions that organize renewable natural resource sectors in DR Congo? Are there policies at the state level that promote the integration of vulnerable populations into these sectors? What programs are put in place at the level of academic and university institutions to promote access for vulnerable populations to these fields in particular and to other courses in general?

1.3. Hypothesis

Following these questions three hypotheses have been retained that we will verify in the light of the results that will come from these surveys and the secondary data of our documentary analysis:

Socio-cultural and economic factors would limit the access of vulnerable populations to natural and renewable resource sectors;

(2) Political factors would limit the access of vulnerable populations to natural and renewable resource sectors;

(3) Academic and university structures would limit the consideration of vulnerable populations in the natural and renewable resources sectors.

1.4. Methodology

This study used the qualitative approach and more specifically Participatory Action Research as a theoretical method. This research used semi-structured interview techniques, group discussions and observation for data collection. This methodological approach was chosen because it allows the researcher to consider research participants as co-researchers driven by the same concerns as researchers who want to understand a phenomenon or a problem and act to change the reality that confronts them and improve things (Rasons & Bradbury, 2008).

2. Literature review

Several studies and reports report on the inadequacy of the higher and university system in relation to women, pregnant women, and people with disabilities, indigenous peoples and other disadvantaged groups: no policy has been defined to take into account the case of vulnerable populations with special educational needs (Mukala-Misimbu, 2012). The factors influencing the consideration of vulnerable people in the fields that organize renewable natural sciences are sociocultural and economic, political, psychological; and perceptions and stereotypes.

Among the academic causes, it can be said that the academic environment influences in one way or another the orientation of vulnerable populations. These include: the lack of representation of vulnerable professors in renewable natural science disciplines that can serve as role models for women, pregnant women, people with disabilities and indigenous people (Mukala-Misimbu, 2012).

Other causes that limit women's access to renewable natural resource management channels are socio-cultural. A broad current of sociological theory holds that from an early age, women are socialized in order to provide care, education and attention to others. This socialization then shapes their study choices and career aspirations. This theory is often cited to explain why a greater proportion of young women (compared to their male peers) pursue studies and pursue careers in the social and health sciences, fields that would prepare individuals for more socially engaged occupations than technical studies.

A second trend attaches importance to the additional responsibilities that women assume at home. These additional responsibilities place great challenges on women who want to succeed professionally while caring for their families. There is evidence that the career aspirations of young women in secondary school change once they become aware that they will have to reconcile their career and family life.

Discouragement of parents

Some parents' expectations may be influenced by general cultural norms about the roles of men and women. Others may consciously forge expectations that run counter to general cultural norms. The influence of parents on their children's educational and career choices is an extremely complex issue. It also analyzed the role of parents who, having less confidence in their daughters' abilities than in those of their boys and considering mathematics and science to be male subjects, did not orient their daughters in scientific and technical fields.

Psychological causes

Let us mention the lack of self-esteem and confidence of girls in their potential. The general lack of knowledge and negative perceptions about the scientific professions.

3. Methodology

3.1. Data collection method

Several methods were used to carry out this study. Secondary data included a literature review that helped to understand the current state of research on the consideration of vulnerable populations in institutions that are members of the 2020 strategy. The primary data were qualitative, and were collected using the Participatory Research method also known as Participatory Research and using three techniques which are group discussions, private and individual interviews and direct observations.

The participatory research methodological approach was chosen firstly because it demonstrates the effect of the participation of individuals in peer groups who freely (without manipulation) take part in the decision to alter the status quo has been such that it will later

become one of the cornerstones of action research. Second, action research as a methodological approach argues for the inclusion of participants in the fact-finding process on which their action will be based (Lewin & Grabbe, 1945). Third, the formation of a common purpose group creates a context for the adoption of new norms or values based on a joint approach of gathering and analyzing the facts of the situation (Bargal, Gold, & Lewin, 1992). Fourth, the research-action approach allows the researcher to consider research participants as co-researchers driven by the same concerns as researchers who want to understand a phenomenon or a problem and act to change the reality that confronts them and improve things (Rasons & Bradbury, 2008).

The analysis was conducted in the department of renewable natural resources management among the academic institutions members of the 2020 strategy; with the exception of the college of Mondonga in the province of Mongala. Those academic institutions are: the University of Kinshasa and the Catholic University Loyola in the city of Kinshasa; the Tshela Institute of Agricultural Sciences in Kongo Central Province, the University of Lubumbashi in Haut Katanga Province and the University of Kisangani and the Bengamisa Institute of Agricultural Sciences in Tshopo Province.

The expert analyst and principal investigator collected survey data, focus group discussions and observation notes over a 24-day period (between July 13 and August 30, 2018). All survey tools, guidelines for group discussions and interview questions were produced in French. BGF staff in Kinshasa, including local staff, reviewed the material contained was relevant.

3.2. Data collection

Selection criteria

We based ourselves on inclusive and exclusive criteria. Participants in focus group discussions and private interviews were selected on the basis of the following criteria: male or female; eighteen years of age or older, be from the faculty of renewable natural resources management for students or faculty members, and be the focal point of the BGF in the academic institution concerned, be a local authority in the targeted area, be members of the administrative or academic body of the member institutions of the 2020 strategy.

Sample size

When collecting the data, our initial concern was to reach 7 to 15 people per focus group and 5 people for the individual interviews to be held. This led us to exchange with 55 people through the focus groups and 24 people in individual interviews.

In view of many field constraints, the sample that led us to the results presented in this report is constituted as follows by entity:

Territories	Sample size							
	For focus groups				For individual interviews			Grand total
	Number of focus groups	H	F	Total	H	F	Total	
ISEA Tshela	1	4	5	9	5	3	8	17
Fsav/Unikin	1	6	4	10	3	2	5	15
Ifsav/ UCL	1	6	4	10	3	1	4	15

ISEA Bengamisa	1	5	0	5	3	0	3	8
FSA/University of Kisangani/Kisangani	1	6	6	12	5	0	5	17
FASA/UNILU Lubumbashi/Upper Katanga/Upper Katanga	1	8	4	12	5	0	5	17
Total	5	34	20	55	16	8	24	79

During group or individual interviews, French and Lingala were used as the language of discussion.

Actual data collection

The work of collecting data on the inclusion of vulnerable persons in the six member institutions of the 2020 strategy was carried out according to the following approach:

1) The work of exploitation (compilation and analysis) of the documentary data received from GIZ, including previous reports of the consultants by the expert analyst and consultant. A dozen of the documents received from GIZ and academic institutions. Other documents were consulted via the internet.

2) Interviews with key actors on the ground, namely administrative and academic authorities, faculty, local authorities, students of renewable natural resources management faculties, civil society actors.

3) The organization of individual interviews and exchanges in focus groups. A total of 24 individual interviews and 6 focus groups were conducted, including 1 focus group and 7 individual interviews for ISEA Tshela in Kongo Central province, a focus group and two additional individual interviews for FSAV UCL Kimwenza in the city of Kinshasa, a focus group and two additional individual interviews for FSAV/UNIKIN at the University of Kinshasa in the city province of Kinshasa, a focus group and 6 individual interviews for FSAV/UNILU at the University of Lubumbashi in the province of Haut Katanga, a focus group and six individual interviews at FSAV/UNIKIS at the University of Kisangani in the province of Tshopo, a focus group and six individual interviews at ISEA Bengamisa, in the province of Tshopo.

4. Results of the Study

General comment

This section presents the results of the current study by academic institution. It indicates in tabular form the statistical data of each institution by category of vulnerable persons; the limiting factors of the consideration and the researcher's analyses; and recommendations from participants. Also, in the appendix to this report, the reader will find, among other things, the general statistical data of all the institutions in the form of a graph, the interview guide, the consent protocol, set up as part of this study that can be found in the appendix to this study.

Higher Institute of Agronomy of Tshela

1. Statistical data 2017-2018

Classes	Wife	Man	Woman in girdle	Person with disabilities	Native	Total
L1	7	15	0	0	11	22
L2	4	17	0	0	4	21

2. Limiting factors

Women

The results of private interviews and group discussions of the participants revealed that socio-cultural constraints are the first and most important limiting factor in the consideration of vulnerable populations in their institution. Indeed, these socio-cultural barriers privilege the choice of the man to the detriment of the woman and consider it as a risky investment; despite the promulgation of the law on gender parity in the Democratic Republic of Congo; which law, moreover, suffers from its application. Finally, the participants mentioned two other limiting factors, including the lack of popularization of the new natural resource management sector and a recruitment policy within their academic institution.

Pregnant women

The participants of this institution mentioned the fact that there have been two pregnant women in this instruction in the past years even if there have been none this academic year. Participants stated that cultural reasons make the single pregnant woman face shame, fear and rejection from the university community when she is pregnant and this is a limiting factor for her integration into the field. It withdraws or simply stops studies when it is in the belt. The bravest can go on. A second factor is the lack of a structural policy at the level of the institution which means that pregnant women end up dropping out of school because they are confronted by the lack of a structural policy of supervision and support within the institution and the sector.

People living with a disability

The participants identified the following limiting factors: the lack of a state structural policy that protects rights, its implementation and that facilitates the consideration of the person living with a disability. Other participants stressed the lack of sensitivity and structural policy to take account of this population at the level of this institution. This is noticeable by the difficulty of access to the site of the institute, lack of reception structure, difficulty of access in the building, the classrooms. People with disabilities will simply not feel welcomed or welcome in such an environment.

Indigenous population

Tshela college does not have official and reliable statistical data on the indigenous population; this does not establish its vulnerability in terms of the disparity that can be observed compared to the non-Aboriginal population of this province. The statistical data from our own survey were inconclusive to this effect. Nevertheless, the statistics obtained that are unverified indicate that the indigenous population of ISEA Tshela is a minority and therefore vulnerable

according to our categorization. Participants mentioned poverty for some; and for others the phenomenon of the rural exodus and still others the lack of qualified teachers in the sector.

Loyola University of Congo (ULC/Kimwenza)

1. Statistical data 2017-2018

Class	Wife	Man	Pregnant women	Persons with disabilities	Native	Total
L1	26	76	0	0	0	102
L2	20	59	0	0	0	79
L3	16	38	0	0	0	54
M1	13	16	0	1	0	29
M2	2	13	0	0	0	16

2. Limiting factors

Women

The participants of the ULC Kimwenza identified the lack of a structural policy at the state level as a factor limiting the consideration of vulnerable populations in addition to the cultural constraints already mentioned by ISEA Tshela. Others highlighted the lack of structural and logistical support including housing, transport to show up in public because of mockery, lack of transport, lack of accommodation

Pregnant woman

The participants of the ULC Kimwenza insisted on cultural barriers, the lack of supervision and accompaniment, the lack of financial means, the lack of structural and logistical support including housing and transport.

Person living with a disability

Participants cited the inaccessibility of the university and the impassability of roads; there is also the lack of housing and the lack of support and assistance structures; the lack of vulgarity of the new sector; the physical conditions imposed by the sector and its work;

Indigenous population

Participants identified the Humbu and Teke populations as indigenous in the city province of Kinshasa. They identified lack of financial means to pursue university studies and lack of interest in studies as factors limiting the consideration of these populations.

University of Kinshasa

1. Statistical data

Classes	Women	Men	Pregnant women	Persons with disabilities	Indigenous	Total
L3	6	30	0	0	0	36
Master I	12	18	0	0	0	30

2. Limiting factors

Women

The FSAV participants pointed out the cultural barriers, the lack of popularization of the new GRNR and LMD system as well as the lack of structural policy at the state and university level are the limiting factors. They are further mentioned.

Pregnant Women

The participants identified the following limiting factors: the lack of support, listening and reception structure at the level of the sector to supervise women who could find themselves pregnant and would need the help of the institution.

People living with disabilities

The participants affirmed the lack of sensitivity and policy of taking into account people with disabilities at the level of this institution of the GRNR.

Indigenous peoples

The participants identified the lack of financial resources, the lack of interest on the part of this population but also the lack of a recruitment, admission and even supervision policy on the part of this institution.

University of Lubumbashi

1. Statistical data

Class	Women	Man	Pregnant women	Person with disabilities	Indigenous	Total
L1, L2, L3	15	33	0	0	0	48
Master I	0	7	0	0	0	7
Master 2 (Biodiversity)	4	6	0	0	0	10
Master 2 (water and soil)	1	8	0	0	0	9

2. Limiting Factors

Women

As in other institutions, the participants of the University of Lubumbashi affirm that ancestral traditions, habits and customs, the lack of structural policy at the level of the state and their institution, the lack of popularization of the sector are all limiting factors of the consideration.

Pregnant women,

The first factor for the students of the University of Lubumbashi is the social norms of the province and the country are an obstacle for the consideration of the pregnant woman especially when she is single do not admit. The lack of structural policy at the level of the sector and the university. For example, the lack of psychological support and reception, and of help for pregnant women who face socio-cultural norms that make society not accept to see single women in the background. She faces fear, shame and rejection from the family.

People with disabilities

Research participants mentioned the lack of integration policy, lack of sensitivity, lack of reception structure. When we talk about a lack of sensitivity and policy in favor of the person with a disability, it is the fact that the construction of administrative buildings, classrooms and toilets did not take into account the possibility of accommodating this category of people. In addition, the recruitment process, which includes the physical fitness test, places this category of persons at a disadvantage.

Indigenous Populations

Without having the evidence statistics, participants said that Indigenous people are in the majority but do not like to identify themselves for political reasons.

University of Kisangani

1. Statistical data

Class	Wife	Man	Woman in girdle	Persons with disabilities	Native	Total
L1	10	22	0	0	0	32
L2	9	27	0	0	0	36
L3	8	34	0	0	0	42
M1	3	13	0	0	0	16
M2	8	23	0	0	0	31

2. Limiting factors

Women

In addition to the recurring limiting factors already cited elsewhere, institutional debt participants mentioned the early marriage of young girls in families. According to the traditions, habits and customs of the region, young girls marry early, boys are encouraged to study and girls to marry. There are other reasons such as the poverty of families that guide the choice for the boy to the detriment of the girl; there is also the lack of ownership of the LMD system that justifies the departure of many students from the program; the lack of structuring of the program with many courses that are not essential makes the program unnecessarily long and takes up the entire calendar year; the lack of accreditation of diplomas which creates uncertainty about the professional future of students; non-compliance with the academic calendar, lack of appropriation of the LMD system, elasticity of the program and academic year and the multiplicity of subjects to be studied, lack of employment and opportunities

Pregnant woman

Participants listed the following limiting factors: lack of sex education, lack of supervision policy. In this university unlike others, pregnant women are not undesirable, they do not face shame, fear or rejection. They come to the course to the point of giving birth. However, there is a lack of a policy to supervise pregnant women in the university. Participants stated that there is no organized structure for the care of this population.

People with disabilities

Study participants cited lack of sensitivity and structural policy as factors limiting the inclusion of this category.

Indigenous population

Initially, the participants in the group discussion were hesitant and suspicious to discuss the theme of indigenous peoples for geopolitical reasons, they said. The clarification around the motives of the study around this category of populations then reassured them. Participants selected the Kumu, Wagenia, Lokele, Topoke and Tua populations as the indigenous populations of Tshopo Province. Participants stated that poverty, lack of interest in studies in general, lack of popularization of the sector and lack of structural policy at both state and university level are limiting factors in the consideration of this population.

Bengamisa College

1. Statistical data

Class	Women	Man	Pregnant Woman	People with disabilities	Indigenous	Total
L1	0	4	0	0	0	4
L2	0	5	0	0	0	5
L3	0	6	0	0	0	6

2. Limiting factors

Women

The following reasons have been put forward as limiting factors for the inclusion of women in Bengamisa: traditions, habits and customs that define the roles and place of women in society, poverty or financial insufficiency to pursue university studies, the physical condition of women, the lack of reappropriation of the LMD system, the lack of popularization of the new sector.

Pregnant women

The lack of sensitivity and of a policy of accompaniment and supervision were cited as factors limiting the consideration of this population

People with disabilities

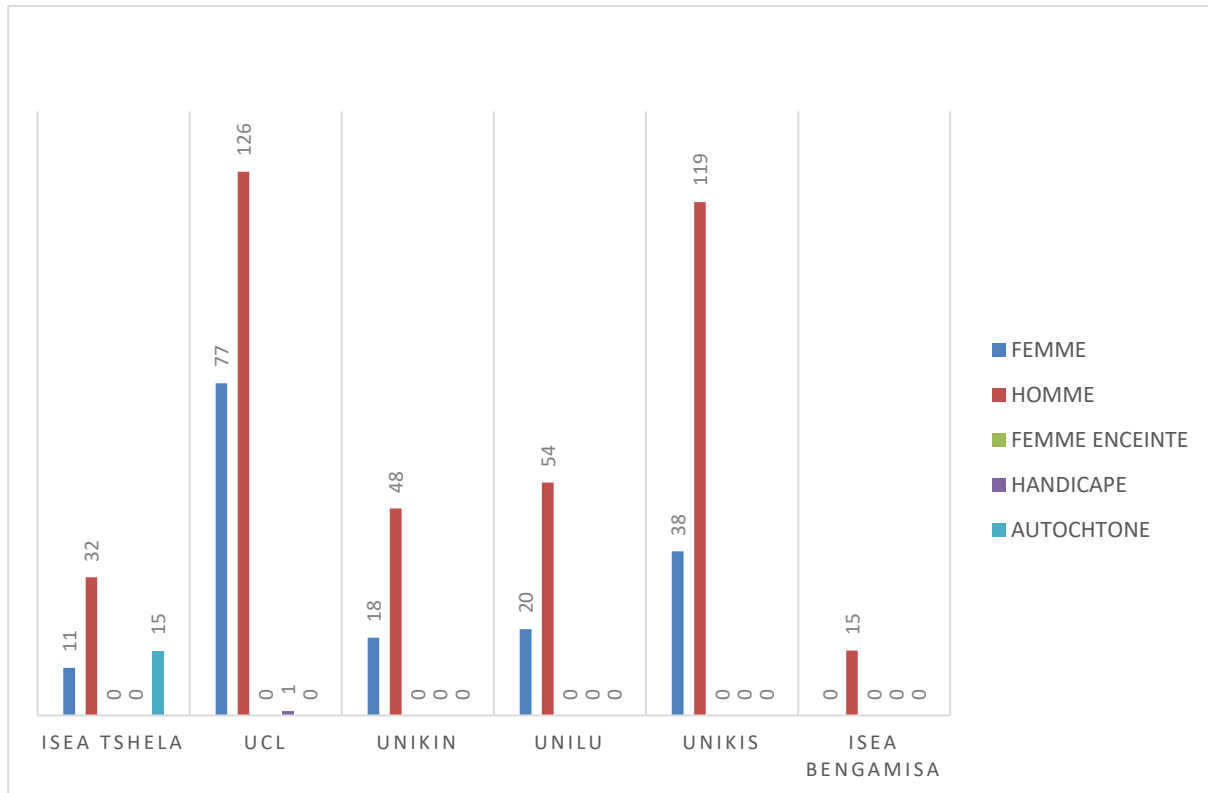
The lack of sensitivity and a recruitment and supervision policy, the physical requirements of studies in this sector were mentioned as limiting factors.

Indigenous population

Participants indicated that the lack of financial resources and the popularization of the new sector were the limiting factors in the consideration of vulnerable populations.

3. Analysis of results and discussion

Overall statistical data



The overall statistical data of vulnerable populations obtained and analyzed under graph form confirm discrepancies in the consideration of vulnerable populations in the member institutions of the 2020 strategy. The results of the factors limiting this consideration have shown that the socio-cultural norms that define the roles of women in society are one of the important limiting factors in the consideration of this vulnerable population. Other factors are the lack of sensitivity of actors and decision-makers, the lack of structural policy at the level of government institutions, the lack of policy in favor of the institutions of the strategy, the lack of popularization of the new sector, the lack of accreditation of diplomas, the lack of popularization and appropriation of the LMD system, the lack of outlets.

Limiting factors

Unlike the other institutions in the sector, the Loyola University of Congo seemed to us the only one to have a sensitivity and a structural policy of taking into account vulnerable populations at the level of its institution perhaps because it is a private institution. The academic authorities of this institution hope that in the near future they will have indigenous students in their stream. Participants from all other institutions stated that they did not have a sensitivity and a structural policy in favour of taking vulnerable people into account in their universities. Participants from all institutions affirmed that, socio-cultural burdens, the lack of a structural policy at the level of government institutions in favor of vulnerable populations and in particular the lack of effectiveness of the implementation of the law on gender parity, the lack of

popularization of the new sector, the lack of appropriation of the LMD system, the lack of accreditation of diplomas are all limiting factors in the consideration of populations.

Speaking of traditions, habits and customs that limit the consideration of women, the participants affirm that they are social norms that constitute the socio-cultural burdens that give men in society the privilege of having access to education to the detriment of women. These same norms make the woman destined for marriage and housework or rural activities. The woman, participants repeatedly claimed, is "a risky investment", "a loss". This statement is transversal to the participants in the study who are members of the institutions of the 2020 strategy.

These socio-cultural burdens that fall within the social norms established by an androcentric society require of women themselves, of all social actors and political decision-makers at all levels a reconversion, a change of mentality and a profound social transformation and a re-creation of the new norms and new roles of women in society. It requires shaking up the imagination of all with a view to a radical change of mentality that influences the perception of society on women. Without this change, the laws passed, the political decisions taken, the policies adopted at the level of the institutions will always suffer from lack of appropriation and therefore lack of implementation. All initiatives will remain a dead letter or wishful thinking. One example is precisely the lack of application of the law on parity to all instances and spheres of national social life.

The change in social norms does not happen through a political decision or through the adoption of new laws in parliament. It is obtained by raising awareness among the masses. To achieve this, we must use new paradigms, models; women who have succeeded in society and who can serve as an example to our society, to youth in the field of studies. To change social norms, it is also necessary to raise awareness among our androcentric society, which has created "male privilege" in terms of access to education to the detriment of women and has stereotyped it as "risk capital", "risk investment", "loss" and thus condemning it to rural and household activities only. We need a profound reconversion, a change of mentality that can only be achieved through the need to recreate new norms and new roles for women in our society.

Without the creation of new norms and new roles for women, the laws passed, the policies decided at the social, governmental and academic levels will always suffer from a certain lack of appropriation as a guarantee necessary for effective implementation. New norms and roles are also important for the sustainable development and peace buildingz of our country.

Current statistics show that there are more women than men in Congo (51% vs. 49%). A significant number of women educated in Congolese society will boost Congo's household economy. The more women have access to education, the more they will have access to employment; and as a result their income will boost their household savings; which will contribute to sustainable development. Educated women will contribute to the clean-up of our environment, they will have leadership positions and will advance the democratic process.

That is why we are offering a training workshop for awareness-raising for the re-creation of the new norms and roles of women.

Around the question on the pregnant woman, participants from all institutions except kisangani University affirmed the self-exclusion of the single pregnant woman because of fear, shame and rejection of the family. These reasons are also due to social norms about women and constitute socio-cultural burdens. In Kisangani, however, participants affirmed that pregnant women are welcomed and supervised. Rather, there is the problem of early marriage, which

limits the number of girls in university and which has an impact on the number of girls who enrol in the field. This also requires awareness-raising and education on early marriage of girls.

Another point to note is that both the participants from Kisangani and those from the University of Lubumbashi were very reserved to discuss issues that concern indigenous peoples on the grounds of ethnic and political discrimination. In addition, the university does not list Kisangani, like other universities in the country, demographic data relating to indiginity. This made it difficult for the consultant to obtain demographic data in relation to this population. Nevertheless, the consultant discussed with the participants to enlighten their lantern on what the commentators of the study intend to do with the statistical data on indigenous populations.

The data collected would be used to measure the attendance rate of indigenous peoples in local universities. If they happen to be among the vulnerable populations who do not attend the institutions that are members of the strategy, GIZ could develop an integration policy to take these populations into account. The consultant gave the example of U.S. policies on study funding in relation to student residency status in the country. Indeed, students residing in a state can be compared to the natives of that state because they pay taxes and participate in the life of that state. Therefore the state offers them certain advantages than other students who come from elsewhere for the simple purpose of studying.

5. Recommendations

These analyses show the following recommendations:

For the BGF:

- Sensitize the social, political and academic community against the socio-cultural constraints that prevent the consideration of vulnerable populations through modular training
- Initiate advocacy that would encourage the government to reassure itself of the implementation of its measures, particularly with regard to the law on parity with the government aimed at strengthening the law on gender parity with academic institutions, members of the 2020 strategy

For academic institutions:

- Create a unit for psychological support, advice and assistance to vulnerable people
- Strengthen the popularization of the sector by giving particular emphasis to the opportunities it can bring to students
- Develop sensitivity and apply a recruitment policy that takes into account vulnerable people.

For the government:

- Strengthen and implement the Gender Act by academic institutions.
- Develop financial support mechanisms for the consideration of vulnerable populations in academic institutions.

6. Conclusion

This study analyzed the limiting factors for the consideration of vulnerable populations in academic institutions that are members of the 2020 strategy as a result of the observed gaps. This study confirms the disparity or the discrepancies in the consideration of vulnerable populations in the institutions of the 2020 strategy and reveal the factors limiting the consideration of these populations, which are the socio-cultural burdens resulting from

traditions, habits and customs; the lack of a structural policy at state level and finally the lack of popularization of the new sector and the appropriation of the new LMD system.

This study also made recommendations to the BGF and GIZ, to the member institutions of the 2020 strategy and to the government for the effective consideration of vulnerable populations in the member institutions of the 2020 strategy.

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