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La Repubblica Democratica del Congo: conflitti e problematiche socio-territoriali
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With the eyes of children. Childhood and rights

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Abstract

In the Democratic Republic of Congo, a serious humanitarian crisis involving thousands of children deprived of fundamental rights has been consumed for years in silence and indifference.

In order to face these social emergencies fuelled by globalization, economics, religious fundamentalism, and global politics, a decisive and prompt integrated pedagogical intervention must be implemented.

The proposed intervention is that of an education that emancipates, aimed at the democratic growth of the country through the development of a critical conscience as well as the capacities of its inhabitants. Hence, it envisions a school system that prepares the population to be self-sufficient, enabling them to create opportunities for themselves and for others, with a vision based on solidarity and communities of practice. It must focus on the social renewal and economic progress of a nation extremely rich from the point of view geological-mining (the latter aspect which continues to arouse international appetites).

In order to achieve these objectives, it is necessary to adopt a transnational perspective so as to sensitize the public opinion and young people on what happens in Africa as well as in the West, through testimonies and narratives. Their dissemination in the educational and training field can counteract the dehumanization of the other, offering humanizing options accessible to all in this battle for the rights of the most fragile: the children.

In this sense, the role of critical device must be attributed to the pedagogical reflection, indispensable for connoting new relationships between subjects and cultures. In so doing, the autonomy of each identity is preserved granting to all equal dignity, both from the historical point of view - cultural and national, so that human development takes place in harmony with an authentic culture of peace.

Keywords: violated childhood, intercultural pedagogy, education, gender, humanities

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