

Modeling Of the Empowerment of Girls in Peri-Urban Areas in The Face of Sustainable Development Goals in Sub-Saharan Africa Through Design Thinking, Case of Kinshasa, Democratic Republic of Congo

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Abstract

The authors of this communication have been examining sub-Saharan Africa in general and DR Congo in particular for more than five years; the situation of girls is even more worrying in this 21st century. Two out of five girls are deprived of basic education, despite the introduction of free primary education and three out of five girls are deprived of higher education. Which represents a real loss for community and country development. Cultural traditions, poverty, violence, early and forced marriages, early pregnancies and many other gender inequalities have been the causes of this cancer. Namely “the education of girls is a key development tool”. Its opposite and lack of supervision by the liberal professions have serious consequences on the lives of each of them.

This article reveals statistics and data from several projects on the empowerment of girls and women in peri-urban areas, health risks, raising awareness among parents and communities on the importance of girls' education, improving access children in school, girl-boy equality, creating income and generating activities for girls using the design thinking method with the collaboration of UNICEF, UNESCO, Save the Children, ASEAD, AEDA, ZENAGA

Foundation, Sports for the future, Tespack and BadmintonEarth on the development of present and future generations taking into account new challenges in the fight against global warming.

Keywords: anti-value; DR Congo; environment; primary and vocational education; young girl