Empowering Adolescent Girls to Lead through Education (EAGLE) Project

A Targeted Gender Analysis of EAGLE-Supported School Environments

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Table of Contents

List of Acronyms .......................................................................................................................... 3
Executive Summary ....................................................................................................................... 4
CHAPTER I: INTRODUCTION ....................................................................................................... 9
  1.1 EAGLE Project Description ................................................................................................. 9
  1.2 Gender Analysis Objectives .............................................................................................. 9
  1.3 Justification for this Gender Analysis ............................................................................. 10
  1.4 Structure of the Report ..................................................................................................... 11
CHAPTER II: A DESK REVIEW OF RELEVANT LITERATURE .................................................. 11
CHAPTER III: SCHOOL-RELATED GENDER-BASED VIOLENCE ............................................. 18
  3.1 Methodology ..................................................................................................................... 18
  3.2 Principal Results ................................................................................................................ 23
  3.3 Conclusion .......................................................................................................................... 38
CHAPTER IV: CLASSROOM OBSERVATIONS FOR GENDER BIASES ........................................ 40
  4.1 Methodology ..................................................................................................................... 40
  4.2 Principal Results ................................................................................................................ 41
  4.3 Conclusion .......................................................................................................................... 42
CHAPTER VI: DISCUSSION AND NEXT STEPS ....................................................................... 43
ANNEXES .................................................................................................................................. 50
### List of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASRH</td>
<td>Adolescent Sexual and Reproductive Health</td>
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<tr>
<td>CBO</td>
<td>Community-Based Organizations</td>
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<tr>
<td>C-Change</td>
<td>Communication for Change</td>
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<tr>
<td>CEDAW</td>
<td>Convention on Elimination of all Forms of Discrimination Against Women</td>
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<tr>
<td>COPA</td>
<td>Comité des Parents (Parents Committee)</td>
</tr>
<tr>
<td>DHS</td>
<td>Demographic and Health Survey</td>
</tr>
<tr>
<td>DRC</td>
<td>Democratic Republic of Congo</td>
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<tr>
<td>EAGLE</td>
<td>Empowering Adolescent Girls to Lead through Education</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
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<tr>
<td>GBV</td>
<td>Gender-Based Violence</td>
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<tr>
<td>GDRC</td>
<td>Government of the Democratic Republic of Congo</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>IR</td>
<td>Intermediate Results</td>
</tr>
<tr>
<td>LGBTIQ</td>
<td>Lesbian, Gay, Bisexual, Transgender, Intersex, and Questioning</td>
</tr>
<tr>
<td>MEPSP</td>
<td>Ministère d’Éducation Primaire, Secondaire et Professionnel (Ministry of Education)</td>
</tr>
<tr>
<td>MGFE</td>
<td>Ministère de Genre, Famille, et Enfants (Ministry of Gender, Family, and Children)</td>
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<tr>
<td>MICS</td>
<td>Multi-Indicator Cluster Survey</td>
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<tr>
<td>PHSC</td>
<td>Protection of Human Subjects Committee</td>
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<tr>
<td>PLA</td>
<td>Participatory Learning and Action</td>
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<td>SGBV</td>
<td>Sexual and Gender-Based Violence</td>
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<td>SIDA</td>
<td>Swedish International Development Cooperation Agency</td>
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<tr>
<td>SRGBV</td>
<td>School-Related Gender-Based Violence</td>
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<tr>
<td>STI</td>
<td>Sexually Transmitted Infection</td>
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<tr>
<td>UNDP</td>
<td>United Nations Development Program</td>
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<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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Executive Summary

Empowering Adolescent Girls to Lead through Education (EAGLE) is a five-year, USAID-funded project in the Democratic Republic of Congo (DRC). The overarching vision for this project is to create opportunities for adolescent girls to acquire the education and skills necessary to become active, positive agents for change within their families, schools, and communities. Initiatives targeting adolescent girls during the critical transition period from primary to secondary school will address issues such as increased direct opportunity costs to stay in school, the need to contribute to family livelihood, sexual debut, heightened risk of engaging in transactional/survival sex and drug abuse, and cultural pressures to marry and begin a family. The project is being implemented in two locations in DRC: Kinshasa and Lubumbashi.

Overall, the purpose of this gender analysis is to identify differences in gender roles, needs, experiences, and opportunities in education in EAGLE school environments. Specific objectives include the following:

- Identify gender differences in the types and scale of school-related gender-based violence (SRGBV).
- Identify gender biases in classrooms.
- Summarize gender differences in the DRC using existing literature, including gender analyses conducted in the DRC.

The EAGLE project concept was based on findings of USAID’s gender equality and female empowerment policy,1 USAID’s 2012 DRC gender assessment, as well as based on FHI 360 staff’s years of experience implementing girls’ education programs. Given that several gender analyses have been conducted in the DRC for other related projects, the EAGLE project did not want to duplicate research. Instead, we summarized the literature in a desk review and conducted qualitative data collection on specific gender norms related to school-related, gender-based violence in schools in selected communities to inform specific EAGLE activities: small grants to school communities and teacher training workshops in Gender Sensitive Pedagogy.

The Democratic Republic of Congo is a patriarchal society, with men generally assuming leadership roles in all realms—in government, in communities, and in the household—which is also supported by religious institutions and Congolese law.2 A man’s identity in Congolese society is narrowly defined: he is expected to exhibit his dominance and superiority. A woman, on the other hand, is first and foremost someone’s wife and the mother of her children. In other words, a “woman” is defined by her reproductive and family functions, rather than as an independent person with self-worth.3 Gender relations are hierarchical; men speak first and make final decisions and women defer to men. Social interactions are marked by exhibiting and exploiting power, of which women generally have less. Men often think of women’s empowerment as an affront to their masculinility and power.

Disparities in education between girls and boys persist largely because of the low value Congolese society places on girls. When resources are scarce, families often choose to send the boys to school with the understanding that a girl will marry, and then her husband

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2 République Démocratique de Congo. (1981). Code de la Famille. The Family Code states that the man is “le Chef de la Famille” (Head of the household).
3 SIDA. (2014). GCPDRC.
will take care of her and control the family finances. Girls consistently rank lower in enrollment, completion, and performance after the first formative years in education. The education system promotes rigid gender norms that perpetuate discrimination against girls, such as tolerating boys’ teasing and harassing. The education system also promotes pre-determined, limited notions of appropriate behavior, which constricts girls from becoming full, participating members of society.

School-Related Gender-Based Violence (SRGBV)

School-related gender-based violence (SRGBV) results in sexual, physical, or psychological harm to girls and boys. It includes any form of violence or abuse that is based on gendered stereotypes or that targets students on the basis of their sex. It includes, but is not limited to: rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and verbal harassment. Unequal power relations between adults and children and males and females contribute to gender violence. Violence can take place in school buildings (including dormitories), on school grounds, or going to and from school and may be perpetrated by teachers, students, or community members. Girls and boys can be victims or perpetrators.

Qualitative Methodology

Two types of Participatory Learning and Action (PLA) tools, mapping and ranking, were used to investigate the types of violence students experience in their school environment, as well as who the perpetrators are and the places where violence occurs. For the mapping exercise, students were asked to draw a map showing the major features of their school (such as classrooms, playgrounds, toilets) as well as the roads and paths leading to their neighborhoods. After drawing the maps, the students were asked to identify safe and unsafe places, as well as places to find help. The Abuse Spider involved students drawing a spider, with each leg representing a type of abuse that they identified on their maps, then ranking them for importance and frequency. Homogeneous groups of five students from all 54 schools were randomly selected to participate in the PLA activities, for a total of 1,080 girls and boys. The results will be used to inform community action plans and EAGLE-funded small grants for addressing SRGBV in the community and to create the conditions for a healthier school environment for all students.

Key results of the PLA are summarized below.

Physical Violence

Male students indicated that physical violence constituted the biggest and most frequent problem in schools, and it was also a significant problem for female students, although much more so for Kinshasa than elsewhere. Subsequent discussions with Katanga natives revealed that there is a general belief that girls are more fragile than boys, especially if she might be pregnant. Teachers typically dole out other punishments to girls, such as cleaning the bathroom or insults. Teachers, “kuluna” (gang members), vagabonds, street children, other students, military personnel, and parents were named as perpetrators of violence. It seems that in many schools, male students more frequently suffer corporal punishment than females. Teachers and school officials were reported to

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4 It was considered that the USAID-funded SRGBV project implemented by C-Change may have had a positive impact, however, there were no fewer reports of violence of any sort in those schools. It may be that one year and a half is not sufficient for sustainable change; however, this was beyond the scope of the analysis.
inflict harsh corporal punishment, such as hitting, slapping, flicking, and whipping, making students kneel for long periods of time, and excessive labor, such as carrying bricks for teachers' houses and cleaning bathrooms with their bare hands.

Student aggression in the schoolyard, the classroom, and on the street were commonly reported, most often with boys as perpetrators, but both sexes reported to be victims. School directors and teachers sometimes intervene, but when they do so they often use more physical violence. Other times, school officials ignore or encourage fighting between students, presumably for their entertainment. Students also regularly experienced violence or threats of violence walking to and from school, from street thugs, street children, and other students. It was reported that passersby rarely intervene.

Psychological Violence

Psychological violence may be most pervasive in the target schools, in that all students said that they have experienced something that made them feel distressed, traumatized, or fearful very often if not on a daily basis. Various actors routinely harassed, insulted, mocked, bullied, threatened, provoked, and teased students as well as used profane language or gestures that make them uncomfortable. The most reported perpetrators were students, teachers, street thugs, and parents. All students reported that their peers exchange insults, mock, bully, provoke and threaten one another. Although some teachers were said to provide a calm environment focusing on learning, others routinely insult, mock, and humiliate students. Verbal assaults often ensued if students did not answer questions in class correctly, did not do their homework, talked during class, came late to class, or even without clear cause. Another common complaint was the sanitary conditions of the schools, especially the toilets where students reported not being able to tolerate the smell or the sight of urine, feces, garbage, and insects.

Sexual Violence

Sexual violence against girls was reported as a significant problem by both females and males from both sites. Teachers and male classmates perpetrated various forms of sexual violence, such as touched female students' breasts and bottoms, solicited sex, used profane and sexually explicit language, looked up their skirts, looked at them when they used the bathroom, and in some cases, raped the girls. In all schools with mixed-sex toilets, sexual and other types of violence was commonly reported and obliged girls to avoid the bathroom during certain times of the day.

Street thugs or various men along the route to school were also said to harass, touch, or sometimes rape female students, especially in areas where they can hide, such as ravines and alleys.

Teachers in both sites were also reported to coerce girls to have sexual relations with them in exchange for passing grades. Students said that some girls succumbed to this coercion. For those that refuse the consequences can be cruel treatment in class or failing grades. Girls said they rarely report the misconduct of teachers not only for fear of failing, but also because they believe that the school directors and parents will always believe a teacher over a student.
EAGLE Gender Analysis

Economic Violence

Students report experiencing several forms of economic violence, although they may not name or identify it as such. All students reported that theft of money, school supplies, food, and even clothes and shoes were commonly committed by other students and street thugs.

It was also reported that teachers ask students for money for transport, tobacco, food, drinks, soap, brooms, or light bulbs. Respondents said sometimes teachers give them “homework” to bring in food or merchandise; other times paying off teachers was an alternative to corporal punishment for talking in class or another infraction.

Students who do not pay school fees are susceptible to suspension from school, which denies a child’s right to education and thus opportunities. There were reports that teachers and school directors harass students and their parents if they have not paid school fees, and prevent them from attending classes, presumably to coerce parents to find the means to pay the school.

The PLA exercises revealed that physical, psychological, sexual, and economic violence are pervasive in schools and in the school environments where the EAGLE project intervenes. Males overwhelming perpetrate violent acts, although female teachers and female students also perpetrate violent acts. These abuses occur in classrooms, the school yard, the toilets, the entryway, and the director’s office, as well as various places to and from school. Although some boy students reported that school in general is a safe place, not a single girl reported the same. There were some places identified as safe in school, such as the director’s office, certain classrooms, and in the girls’ toilet (if separated from that of boys); but the reported unsafe places always outnumbered the safe places.

It is clear that traveling to school is a dangerous endeavor, and students do not feel much safer at school, especially girls. Furthermore, there are few reliable channels to report and hold those accountable for their abuses and crimes. Students either do not trust or do not believe informing adults supposedly entrusted to their care will end the violence. Oftentimes school directors and parents dismiss their complaints, and sometimes they are the ones perpetrating violence. These results will help to inform school communities on how to address some of the problems highlighted by the students by way of small EAGLE-funded grants awarded to parents’ committees.

Classroom Observations

Classroom observations were conducted in a total of 15 schools and 41 classrooms. It was found that although some teachers exhibited positive, non-discriminatory practices, such as encouraging girls to participate and giving positive feedback, there were far more negative practices. Most teachers did little to specifically encourage weak or timid students, created an environment of competition between the sexes, or verbally abused students for responding incorrectly. EAGLE will continue to conduct classroom observations and give teachers constructive feedback in using gender equitable teaching techniques and eliminating gender biases.

Discussion and Learnings

Gender inequality is pervasive in Congolese society, and no less in school environments where violence, discrimination, and perpetuation of strict and harmful gender norms are
widespread. Students are learning in their school environment that violence is an acceptable response, that girls’ bodies are available for men’s and boy’s pleasure, and that there are different standards for girls and boys in terms of education, success, and sexuality. Educating girls is one of the most effective ways to improve the health and development of communities. However, it is not enough. Gender inequality needs to be recognized as a root problem to many of DRC’s problems, including poverty and all types of gender-based violence (GBV).

Although planned EAGLE activities address some of these problems, systemic and cultural changes are necessary to achieve gender equality. To ensure EAGLE interventions have a sustainable impact, it is recommended that key informant interviews with students are conducted to monitor real progress, that students participate in both designing and monitoring proposals for small grants, and that innovative leaders (both males and females) and/or leadership activities be recognized in some way.
CHAPTER I: INTRODUCTION

1.1 EAGLE Project Description
Empowering Adolescent Girls to Lead through Education (EAGLE) is a five-year, USAID-funded project. The overarching vision for this project is to create opportunities for adolescent girls to acquire the education and skills necessary to become active, positive agents for change within their families, schools, and communities. Initiatives targeting adolescent girls during critical transition periods require holistic programming with sufficient breadth and depth. The transition from primary school to secondary school is one of these critical transition periods in young women’s lives—one that is beset by compounding challenges, including increased costs to stay in school, opportunity costs, the need to contribute to family livelihood, sexual debut, heightened risk of engaging in transactional/survival sex and drug abuse, and cultural pressures to marry and begin a family.

The EAGLE project explicitly recognizes the interdependence among educational attainment, health outcomes, and equitable gender norms and the need to program across these areas to achieve meaningful positive change. In addition, the EAGLE project targets individual and community change, both of which are necessary for transformation of long-held attitudes and practices.

The three Intermediate Results (IR) of the EAGLE Results Framework are:

- Improved transition from primary to secondary school and improved completion rates for lower secondary school for EAGLE scholars
- Increased capacity for self-efficacy regarding life choices for EAGLE scholars
- Improved knowledge, attitudes, and practices regarding adolescent reproductive health, gender-based violence (GBV) prevention and response, and gender equality within EAGLE school communities

EAGLE endeavors to provide equitable access to education in conflict and crisis-affected settings while incorporating conflict-specific objectives into the design. In addition, EAGLE is expected to further lay the foundation for the socio-economic and health benefits that research has demonstrated accrue from girls staying in school through adolescence. These benefits include higher earnings, improved health status for self and children, delayed sexual debut/motherhood, reduced risk of contracting HIV, and increased civic participation. In addition, this project is designed to advance more positive gender norms and reduce harmful gender-related practices, including sexual and gender-based violence (SGBV) among program participants.

1.2 Gender Analysis Objectives
Overall, the purpose of the gender analysis is to identify differences in gender roles, needs, experiences, and opportunities in education, as well as education access and quality in EAGLE school environments. Specific objectives include the following:

- Identify gender differences in the types of and scale of school-related gender-based violence.
- Identify gender biases in classrooms.
• Summarize gender differences in the DRC using existing literature, including gender analyses previously conducted in the DRC.

1.3 Justification for this Gender Analysis

USAID encourages all projects to conduct a gender analysis for a project design that does not perpetuate harmful gender norms, but instead aims to challenge or transcend gender norms, and ultimately “do no harm.” The EAGLE project concept was based on findings of USAID’s gender equality and female empowerment policy,5 USAID’s 2012 DRC gender assessment, as well as based on FHI 360 staff’s years of experience implementing girls’ education programs. Given that several gender analyses and gender assessments have been conducted in the DRC for other related projects, the EAGLE project did not want to duplicate research. Instead, we summarized the literature in a desk review and conducted qualitative data collection on specific gender norms associated with school-related, gender-based violence in selected communities to inform specific EAGLE activities—small grants to school communities and teacher training workshops in Gender Sensitive Pedagogy.

At the time of preparation of this report, the EAGLE project is completing its first year of implementation. The Participatory Learning and Action (PLA) activities on school-related gender-based violence, which was the centerpiece of this gender analysis, will inform the design and implementation of the small grants portion of the EAGLE project.

The purpose of the school grants activity is to help communities write proposals and receive funds to make their schools safer and more gender equitable. It was pertinent, therefore, to equip communities with information on the nature and extent of violence and discrimination in their children’s schools through this gender analysis. Results of EAGLE’s rapid assessment indicated that gender-based violence was pervasive in schools; however, EAGLE endeavored to further uncover the scope of the problem.

In addition, EAGLE proposed to conduct training of teachers in gender-sensitive pedagogy to not only curb violence and discrimination in classrooms, but to reduce gender biases in instruction. To inform the content of the training module, classroom observations were conducted. The Gender Sensitive Pedagogy module was completed in July 2014, based on results of observations conducted in late 2013.

School-Related Gender-Based Violence (SRGBV)

School-related gender-based violence (SRGBV) results in sexual, physical, or psychological harm to girls and boys. It includes any form of violence or abuse that is based on gendered stereotypes or that targets students on the basis of their sex. It includes, but is not limited to: rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and verbal harassment. Unequal power relations between adults and children and males and females contribute to gender violence. Violence can take place in school buildings (including dormitories), on school grounds, or going to and from school and may be perpetrated by teachers, students, or community members. Girls and boys can be victims or perpetrators.

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1.4 Structure of the Report
This report is organized into five chapters: 1) Introduction, 2) Desk Review, 3) School-Related Gender-Based Violence (SRGBV), 4) Classroom Observations, and 5) Discussion. The desk review is a review of gender analyses already conducted in the DRC as well as other relevant statistics. The chapters on SRGBV and classroom observations include methodology, principal results and conclusion sections. The discussion chapter highlights key findings from the three chapters and discusses next steps and recommendations.

CHAPTER II: A DESK REVIEW OF RELEVANT LITERATURE
The intersections between gender and development have been well-documented in the DRC. The EAGLE project was able to consult some of these gender assessments as well as other documents with gender disaggregated statistics when considering project planning, implementation, and measurement. Since the project did not conduct a comprehensive gender analysis, the literature review serves to document the collective knowledge about gender as it relates to specific domains. For the purposes of the EAGLE project, below is a summary of gender analyses and relevant literature, divided into the following categories: gender roles and norms, education, child marriage, adolescent sexual and reproductive health (ASRH), HIV/AIDS, and gender equality.

Gender Roles and Norms
The Democratic Republic of Congo is a patriarchal society, in which men generally assume leadership roles in all realms: in government, in communities, and in the household. This structure is also supported by religious institutions and Congolese law. A man’s identity is narrowly defined by Congolese society—he is expected to exhibit his dominance and superiority in all aspects of life, private and public. A man is expected to support his family and dictate family decisions, particularly those related to financial resources. A man is also expected to show sexual prowess by having sexual relations with more than one woman and having many children. He is typically pressured by members of his and his wife’s extended families, neighbors, colleagues, and friends to exhibit these ultra-masculine behaviors. Given these restrictive roles, masculinity is easily threatened by challenging circumstances, such as being unemployed or earning less than the family needs, infertility or erectile dysfunctions, not producing a male child, or having an outspoken or successful wife. Since men do not have healthy coping strategies, some turn to violence or alcohol. When men defy gender norms, such as helping their wives with domestic tasks, he may be said to be “no longer a man” or “dominated by his wife.”

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7 République Démocratique de Congo. (1981). Code de la Famille. The Family Code states that the man is “le Chef de la Famille” (Head of the household).

8 USAID. (2012). GADRC.

9 Lwambo, Desiree, “‘Before the War, I was a Man’: Men and Masculinities in Eastern DR Congo,” Heal Africa, 2011

10 USAID. (2012). GADRC.
Women also have very confined roles in Congolese society. A woman is, first and foremost, someone’s wife and the mother of her children. In other words, a “woman” is defined by her reproductive and family function, rather than as an essential being herself. Unmarried adult women are viewed with suspicion. A woman is expected to be obedient and polite, and to defer to men. A strong, independent, outspoken woman “is a man.” Few men can tolerate being married to a woman more successful or wealthier than they are, so women who choose public roles are frequently either not married or have been divorced by their husbands. And regardless of a woman’s employment, she is still “naturally” responsible for doing the household work and childcare after she finishes her “outside” work.

Gender relations are hierarchical: men speak first and make final decisions and women defer to men. By asking men to speak first and last, women acknowledge men’s superiority and protect themselves from accusations of arrogance. There is a clear division in decision-making roles and types of decisions. According to the 2007 DRC Demographic and Health Survey (DHS), the only decision that a majority of women (57.4%) make alone is what meal to prepare each day. In roughly half of the households, men and women reported that household decisions are made solely by the husband, including large household expenses (51.2%), his wife’s visits to relatives (49.7%), and his wife’s personal health (55.4%). Some couples make these decisions jointly, but in 17% of households women have absolutely no decision-making power in the household. According to the gender assessment commissioned by USAID in 2012, Congolese men and women generally do not regard gender equality to be possible or even desirable. Women do not want to challenge or share men’s place as head of household. Parity, such as in government, and complementarity were more acceptable concepts than equality. However, this may be due to a lack of understanding of what gender equality means.

Changing gender relations and striving to achieve gender equality cannot be done without understanding how power is commoditized in Congolese culture. As described in USAID’s 2012 gender assessment in the DRC, behind all dimensions of social life is a dichotomized, zero-sum notion of power: one either is thought to have or to lack power in a given context or interaction, and one person’s gain is another’s loss. Power tends to be manipulated in an opportunistic and exploitative, or predatory, manner: someone who sees the chance to demonstrate his or her dominance over another will generally use it, rather than let the other person establish dominance first. For this reason, women’s empowerment programming may be perceived as a threat to men’s status and masculinity.

**Gender and Education**

Women continue to be at a disadvantage in terms of access to education and literacy, which makes it more challenging to attain equality in other realms, such as employment and financial resources. The DRC ranks 186th on the Human Development Index (tied with Niger for last ranking), which may be due to a largely uneducated population and gross gender disparities and discrimination. According to the Multiple Indicator Cluster Survey

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1. SIDA. (2014). GCPDRC.
2. Ibid.
3. USAID. (2012). GADRC.
4. Ibid.
5. Ibid.
(MICS), 51% of women between ages 15 and 24 were literate, and the poorest quintile was at a dismal 28%.

DRC is still far from reaching its Education for All (EFA) goal of gender parity at the primary level, with fewer than 8 girls for every 10 boys in primary school. In 2012, an overall 68% of girls were enrolled in school, compared to 73% of boys. The Human Development Report of 2013 noted that the percentage of the population with at least a secondary school education is more than three times greater for boys (36%) than for girls (11%). Similarly for tertiary education, the 2009 gross enrolment ratio was 3% for girls and 9% for boys, exactly triple the ratio of girls. Women teachers were also in a minority: in 2010, only 26% of primary school teachers, 10% of secondary school teachers, and 6% of tertiary level teachers were female.

Disparities persist largely because of the low value Congolese society places on girls. SIDA’s Gender Profile confirms what is commonly known—when resources are scarce, families often choose boys over girls to send to school because some parents do not perceive sending a girl to school to be a financial investment. They assume she will marry, and her husband will be the primary breadwinner and control the family finances. Other sources suggest that educating a girl makes her less marriageable. However society has begun to change. The authors of USAID’s gender assessment believe that people are beginning to see the value of educated girls, albeit not necessarily for her intrinsic value, but for what she can financially bring to her family. The bride price for an educated girl is higher than for an uneducated one. Some parents see investment in girls’ education as a means for obtaining a larger bride price when their daughters marry.

Education statistics only tell part of the story; and there is little research on the qualitative differences in teaching and learning. The authors of the SIDA Gender Profile assert that attention needs to be given to what children of both sexes are taught, both in terms of gender roles and in relation to sexuality, reproductive health, and rights. Education, especially from certain religious institutions, may promote rigid gender norms that perpetuate discrimination against girls, and promote pre-determined, limited notions of appropriate behavior. This presents a particular danger to girls. However, boys and men also suffer because rigid models of masculinity are promoted, which perpetuates the harm to women and girls.

Finally, schools are not safe places, especially for girls. Besides systematic discrimination against girls, teachers also rape and sexually coerce girls. This is known euphemistically as “sexually transmitted grades.” The current study aims to explore the nature and severity of school-related gender-based violence in project-supported schools.

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21 UNDP. (2013). HDR.
22 UNDP Economic and Social Affairs (ESA), World Population Prospects, the 2010 Revision esa.un.org/undp/wpp/Excel-Data.population.htm
23 UNDP. (2010). ESA
24 SIDA. (2014). GCPDRC.
25 USAID. (2012). GADRC.
26 SIDA. (2014). GCPDRC.
27 Ibid.
Gender and Employment

There are gender differences in terms of types of employment, in that men dominate the higher paying occupations, such as executive positions, as well as skilled and unskilled labor.28 Women earn an average income of US$15 a month compared to US$20 a month for men.29 Only 28% of active women receive a salary, and 17% of women do not receive any compensation for their work.30 Employment in Congo is strongly influenced by access to power, of which women generally have less. Women who obtain employment in the formal sector may be viewed with suspicion, in that it may be assumed she must have used her body (her only source of power) to obtain her position. Men may accuse women who work in offices of being prostitutes, and husbands worry that their wives are carrying on extramarital relationships rather than actually working.31 Even when women earn their own income, in 28% of cases, men alone decide how to use their wife’s income.32 Women are often required to use the income they earn to pay for education, food and health care for the family, while men do not need to contribute their salary or justify their expenses.33

All women experience sexual harassment and discrimination, even professional women. Given the obstacles, it is not surprising that there are great gender disparities in government as well as in the private sector. Even if professional women enjoy a certain level of respect and equality at work, they continue to face inequalities in society and in the home. Women cannot open a bank account or leave the country without her husband’s written permission, but men do not face such restrictions. Women are still expected to do “women’s work” in the home, despite her responsibilities at work.

Early Marriage

Approximately 39% of Congolese under the age of 18 are already married,34 and the highest rate of child marriage is in Katanga, at 50%.35 Globally, it is well known that child marriage makes girls especially vulnerable to HIV, obstetric fistulas, and gender-based violence,36 in addition to being a human rights violation according to several international conventions and declarations, notably the Universal Declaration of Human Rights, the Convention on Consent to Marriage, and the Convention on the Rights of the Child.37 Early marriage robs countless Congolese girls of an education and opportunities as well as deprives a nation of human resources.

Adolescent Sexual and Reproductive Health

A majority of young girls are sexually active between the ages of 12 and 15.38,39 Not surprisingly, STIs and unwanted pregnancies are among the principal reasons for youth seeking health care.40 Unfortunately, comprehensive and accurate sexual education is rare

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29 SIDA. (2009). GCPDRC.
30 Ibid.
31 Ibid.
33 SIDA. (2014). GCPDRC.
39 Maguiraga, F., et.al. (2012). GADRC. IHP.
40 Ibid.
for adolescents, and some religious organizations implementing health projects systematically omit information about condoms as a method of preventing HIV/AIDS and unwanted pregnancies, presumably for fear that discussing sex will encourage youth to engage in premarital sex. Parents and churches typically do not discuss condoms as a prevention method (especially of preventing pregnancies), and often do not discuss sexuality at all. If prevention methods are discussed, it is abstinence, even though it is acknowledged that youth will not follow this advice.

Nonetheless, according to the USAID-funded Integrated Health Project’s gender analysis, most youth know the different methods of avoiding STI, HIV, and pregnancy very well, but still engage in risky sexual behavior. It is not uncommon for girls to engage in “survival prostitution,” either to pay their school fees or to increase the family’s income. One reason that youth practice unprotected sex is that condoms are not available in all health centers and where they do exist, young people say they are embarrassed to buy them. Social conventions make it difficult for youth to access condoms, but exponentially more so for young women who suffer severe social sanctions for having condoms. Furthermore, many health care workers refuse to give condoms to unmarried youth either because of misconceptions on the national law on reproductive health, which indicates that youth have the right to be counseled and receive family planning commodities or because of their own religious conviction that youth should abstain until marriage. There is no language in the national law prohibiting youth from accessing counsel or family planning commodities. In fact, one of the national objectives is for health facilities to provide youth-friendly services.

There is an urgent need for adolescent sexual and reproductive health information and youth-friendly health services. Interestingly, respondents in the SIDA study purported that young girls need information on sexual health to prevent pregnancy outside of marriage, but did not prioritize educating young men on avoiding unwanted pregnancies, believing them to have natural, uncontrollable sexual urges. This highlights the need to emphasize that men and boys need to be responsible for their sexual behavior as a key element in ASRH education.

**HIV/AIDS**

The HIV prevalence rate for the 15–49 age group is more than twice as high for women (1.6%) than men (0.6%), according to the latest Demographic and Health Survey. The overall HIV rate for men has decreased since the 2007 DHS report, but has remained exactly the same for women. The prevalence for women aged 15–19 is three times higher than that of men the same age, and is up to 14 times higher in other age groups. Rates are highest among women in Oriental and Maniema provinces, but the city of Kinshasa has the third highest rate with the rate for women being eight times higher than that of men.

There were also differences in HIV rates by level of education. Generally as women climb the echelons of education, the HIV rate increases, presumably due an increased likelihood

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42 Maguiraga, F., et.al. (2012). GADRC. IHP.


44 SIDA. (2014). GCPRDC.

of having multiple sexual partners (because they are likely unmarried), and possibly more risk of sexual violence. Findings from a qualitative study conducted at the University of Kinshasa in DRC revealed that all participants interviewed had experienced some form of sexual violence, often from their professors.\(^{46}\) The rate of HIV for women with no education is 1.1% compared to men with no education at 0.6%. Although the HIV rate for men remains relative stable with increased education, the rate doubles for women with more than a secondary education (2.0%) compared to those with none.\(^ {47}\) This shows the imperative to increase awareness of sexual violence and its link to HIV/AIDS beginning at an early age, effective health and counseling services as well as justice for perpetrators.

**Achieving Gender Equality**

The DRC has a Gender Inequality Index of 0.68 (0.0 being an equal score, and 1 being unequal), which earns it the rank of 144 of 146 countries, a decline since 2011.\(^ {48}\) The Congolese government has made some concessions for gender equality in certain legislation, but implementation has been weak or absent. The Constitution speaks specifically to women’s rights in articles 5, 14, and 15. Article 14 establishes the principle of gender parity in public institutions, the draft of which was passed by the assembly and senate; but the Supreme Court (acting in place of the Constitutional Court, which has yet to be established) ruled that the bill’s provisions for quotas of 30% were unconstitutional. The Family Code of 1981 contains many highly discriminatory elements, such as the requirement that women have authorization from their husbands to buy land, open a bank account, travel or accept jobs. Many aspects of the Code have been supplanted by more recent legislation (labor law, for example) but revision of the Code is still not approved and it will likely retain the definition of the husband as the head of the family, which has significant, negative effects on women.\(^ {49}\)

Women’s movements have grown in significance and visibility in the last decade, and the DRC signed and ratified several international conventions and protocols, notably the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW)\(^ {50}\), and the Maputo Protocol;\(^ {51}\) although they did not ratify the Optional Protocol which would have allowed a committee to initiate inquiries into violations of women’s rights. However, certain articles are in direct conflict with the National Family Code, such as the minimum age of marriage for women of 18 years, a woman’s right to retain her nationality when marrying a foreigner, and, following divorce, equitable sharing of property purchased during the marriage between former husband and wife.

The Law on Sexual Violence was added to the Penal Code in 2006, following article 15 of the Constitution, which stipulates that sexual violence is punishable by law. The Law addresses rape, sexual harassment, forced marriage and forced prostitution, sexual mutilation, sexual exploitation and prostitution of minors, forced pregnancy, and forced sterilization; however, it does not address domestic violence. Most international critics

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\(^ {46}\) The MasterCard Foundation. (2011). Through their Eyes, in their Voices. Young Women in Five Countries share their Experiences Navigating Tertiary Education.


\(^ {48}\) UNDP. (2013). HDR. In 2011, DRC was ranked 142 of 146.

\(^ {49}\) SIDA. (2014). GCPDRC.


\(^ {51}\) Protocol to the African Charter on Human and People’s Rights on the Rights of Women in Africa.
believe that the time specified for investigations following an attack,\(^\text{52}\) and the use of age 18 as the line for sexual assault of minors are problematic given that, according to the family code, marriage is legal at 15.\(^\text{53}\)

The Ministry of Gender, Family, and Children (MGFE) is currently leading efforts to revise the national policy on gender equality and the national strategy against sexual and gender-based violence. The authors of the SIDA Gender Profile note that the existence of two separate strategies reflects how gender, sexual violence, and SGBV are understood, including the tendency to treat SGBV as only connected to the conflict in the east rather than as a country-wide problem.\(^\text{54}\) Gender inequality needs to be recognized as a key factor to many of DRC’s problems, including poverty and all types of gender-based violence.

The authors of the SIDA Gender Profile contend that the gender discourse in DRC tends to place the blame for gender inequality implicitly on women, either as the moral educators of children, or because they show insufficient “solidarity” with other women, or because they are ‘too ignorant’ to access their rights.\(^\text{55}\) Since powerful positions, whether formal or informal, are largely held by men, it is imperative that men value women as equal partners in all spheres. Furthermore, men are responsible for most gender discrimination and gender-based violence. Those actors need to be held to higher standards and be held accountable for their crimes if the DRC is ever to make serious headway toward gender equality.

Finally, there are currently no laws protecting the rights of homosexuals. A draft bill has been prepared that would criminalize homosexual acts, which will likely increase discrimination and violence against lesbian, gay, bisexual, transsexual, intersex, and questioning (LGBTIQ) people, or people perceived to be, exacerbating the country’s poor record and image on human rights protection, particularly in connection with sexual and gender-based violence.\(^\text{56}\)

\(^{52}\) According to the Congolese Penal Procedure Code 2006, law no. 06/019, article 7, the courts have 3 months to close a case, including 1 month for the police to investigate.  
^{53}Cited in USAID. (2012). GADRC.  
^{54}SIDA. (2014). GCPDRC.  
^{55}Ibid.  
^{56}SIDA. (2014). GCPDRC.
CHAPTER III: SCHOOL-RELATED GENDER-BASED VIOLENCE

Participatory Learning and Action (PLA) tools were used to investigate what types of violence students experience in their school environment, as well as who are the perpetrators and the places where violence occurs.

The purpose of the PLA tools was to:

- Identify safe and unsafe places in the community.
- Identify the types of violence which students feel are most common and serious.
- Identify students’ perceptions of where they can obtain help in their community.

The results will be used to inform community action plans and EAGLE-funded small grants to school communities for addressing school-related gender-based violence as well as to provide a healthier environment for all students. The information will assist the communities and parents' associations to identify where they can intervene to create a safe zone around the school and getting to and from school.

3.1 Methodology

Study Design

This was a qualitative study utilizing Participatory Learning and Action tools, namely mapping where students felt safe and unsafe and ranking the types of violence they experienced. The study took place in all 54 schools with EAGLE project interventions.

Participants

Participants were male and female upper primary and lower secondary school students (approximately aged 11–15 years) who were enrolled during the 2013–2014 school year in targeted schools and classes (grades 5 and 6 primary, as well as the first two years of secondary school). Children of teachers were excluded, except in one case in which the facilitator did not realize until the end of the session that the child's father taught at the school.

A total of 1,080 students participated in the qualitative study. For each school there were four groups composed of five students each—two male groups and two female groups, for a total of 216 groups (two groups of female and two groups of male students). All groups were homogeneous, in that same sex and either primary or secondary school students were grouped together. The table below describes the breakdown of target groups for the study.
Table 1: PLA participants by site, sex, and primary/secondary school

<table>
<thead>
<tr>
<th></th>
<th>KINSHASA</th>
<th></th>
<th>LUBUMBASHI</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Students</td>
<td>180</td>
<td>90</td>
<td>180</td>
<td>90</td>
<td>540</td>
</tr>
<tr>
<td>Male Students</td>
<td>180</td>
<td>90</td>
<td>180</td>
<td>90</td>
<td>540</td>
</tr>
<tr>
<td>Total</td>
<td>360</td>
<td>180</td>
<td>360</td>
<td>180</td>
<td>1080</td>
</tr>
</tbody>
</table>

Study Sites

Study sites included all intervention primary/secondary schools where EAGLE implements in peri-urban Kinshasa and Lubumbashi. A total of 54 intervention schools were included in the study. See Annex 1 for a list of schools.

Participant Selection

Students were randomly selected to participate in the qualitative study on the basis of being enrolled in the target schools/classes. Before contacting any of the students, the EAGLE project requested written parental/guardian permission for the child, a minor, to participate in the study. If parental/guardian permission was granted, those students were included in the pool of potential participants to be randomly selected. Using parental consent forms, a list of eligible students was created. The total number of students was divided by 20 (for the total number of male and female students to participate per school), and that number or no less than the number 3 was the random number used to select participants. If, for example, the random number was 4, then every fourth name on the list would be selected for participation. The consent forms did not indicate the sex of the child, so a single list was made of both male and female students, and the research teams selected the first five girls or boys listed, respectively, on site. If a student was absent, the next student on the list of the correct sex was selected.

Selected students were then read the informed assent form, and were asked to give their verbal assent for participation in the study. When a verbal assent was given, both the facilitator and note taker then signed the assent form so as to protect the anonymity of each participant. Only one participant refused to participate in the study, and that person was replaced.
Study Methods

As noted above this study utilized two different PLA tools: mapping and ranking. The PLA tools and techniques adopted for this study are based on those used in similar studies in Malawi and other countries.57 The PLA tools were submitted to FHI 360 Protection of Human Subjects Committee (PHSC) and were reviewed and approved prior to use in the field.

Data collection occurred May 22 through 31, 2014. PLA activities lasted for two to three hours and occurred during regular class hours, with some exceptions in which students could return to school either in the afternoon or morning.58 Discussions were held in French and the local language, Lingala or Swahili, according to the needs of students. All activities were held either in an unused classroom or another space deemed isolated enough that all discussions remained private. In some cases the groups paused to recess because the sessions took place where school-wide recess was held. Some teams reported that teachers and directors sometimes lingered near asking exactly what the students will be discussing. But facilitators explained that this was an exercise in education and that they should contact the principal investigator if there are further questions, as instructed. No further disruptions were reported after that.

After group introductions, explanation of the activities, reconfirmation of consent, explanation of guaranteed confidentiality, and group icebreakers, each group of boys and girls continued with the three PLA activities.

Mapping was the first PLA tool to be used. Each group of five boys and five girls were asked to draw a map showing the major features of their school (such as classrooms, playgrounds, toilets) as well as the roads and paths leading to their neighborhoods. After drawing the maps, the students were asked to place green dots on places where they feel safe and red dots on places where they feel unsafe. Then the facilitator led a discussion to identify the reasons for marking a place as “safe” or “unsafe,” thereby allowing the issue of SRGBV to arise spontaneously from the students. On the following page is one of the maps students created.

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58 Schools in DRC general meet for half a day – either the morning or the afternoon.
Abuse Spider: In the second activity, participants were asked to draw an “abuse spider” with each leg representing a type of abuse that they identified on their maps as one that happens in and around the school or home. Participants were explained that the abuse spider can have as many legs as necessary. Each student was then given an equal number of dots to rank the identified abuses according to their perceived frequency and severity. Shown below is an abuse spider students drew.
**Resources for Help:** Subsequent to the Abuse Spider exercise, the facilitator brought the students back to their maps and led them to map resources/places/people in their school and community where a student can access help, which was indicated with yellow stickers. For a complete explanation of the PLA tool, see the PLA tools in Annex 2.

Facilitators and note takers were trained to refer and/or accompany students to appropriate services had they revealed that they experienced violence; however, all students tended to speak of violence in general terms and not about their personal experiences.

**Research Teams**

Twelve facilitators and 12 note takers made up the research teams, with EAGLE staff, especially the Gender Technical Advisor overseeing the research. Facilitators and note takers were selected after candidates were preselected and then tested for relevant skills. For each site—Kinshasa and Lubumbashi—there were three teams led by a female facilitator and three teams led by a male facilitator. All groups were led by facilitators of the same sex.

The training of the facilitators lasted three days and included gender-based violence discussions, PLA tools orientation as well as ethical considerations to ensure that they comply with the requirement to obtain parental permission and informed assent of all minor student participants and to ensure the safety and respect of all participants. The PLA facilitators had the overall responsibility of explaining and introducing the PLA activities, leading and facilitating the process, and managing group dynamics. The PLA note takers had the responsibility for recording all of the discussions (verbatim, whenever possible), including the questions posed by the facilitator and taking note of group dynamics and participant reactions the activities.

The entire team had the responsibility for ensuring the confidentiality of the sensitive information obtained in the PLA activities in order to minimize risk and to ensure the rights of research participants.

**Data Analyses**

Using the notes, reports, and PLA tools, data were coded by secure places, insecure places, types of abuse, perpetrators of abuse, and resources for help. All data were disaggregated by site and sex. Secondary versus primary school was also evaluated, but it was determined that there were not very many differences in the types of responses.

Secure and insecure places, as well as places of help were coded by type of place and then ranked by how frequently they were cited, both within groups and across schools. For example, specific classrooms were cited (such as “6th grade B”), but all were coded as “classrooms.” Similarly, specific avenues were cited (such as “Kambasa Avenue”), but were coded as “the streets.” Specific places in the streets were, however, coded separately, such as “bars,” “the market,” and “railways.”

Types of violence were first coded accordingly: physical violence, psychological violence, economic violence, and sexual violence. Psychological violence encompasses both emotional and mental abuse, although some might categorize emotional and mental abuse
separately. For the purposes of this study, the two were categorized together, since many acts may cause both mental and emotional trauma. Furthermore, it would be difficult to ascertain which type of trauma—emotional or mental—has been experienced. For example, bullying can arguably cause both emotional and mental trauma. Finally, data were coded by category of perpetrator within each type of violence.

3.2 Principal Results

Overall, there was a high level of conformity among the students within the groups. There were also similar trends across schools, and between the two sites, Lubumbashi and Kinshasa. There was also some overlap in the majority of types of responses from boys and girls, although there were several nuances that will be discussed in detail.

The results on school-related gender-based violence will be subdivided into three subsections: 1) types of violence and perpetrators in EAGLE school environments, 2) secure and insecure places in EAGLE school environments, and 3) resources for aid.

3.2.1 Types of violence and perpetrators in EAGLE school environments

Both female and male students reported numerous types of violence that occur in their school environment; and males were overwhelmingly the majority of perpetrators of violence, although several female teachers and female students were also named as perpetrators. There were some differences in the frequency and types of violence most frequently reported between the two sites and between the sexes, as will be described further below. The table below demonstrates the ranking of the types of violence most frequently reported by each of the target groups, from most frequently reported (1) to the types of violence less frequently reported. For each type of violence incurred, the perpetrators are also listed from most frequently reported (1) to less frequently. Types of violence only experienced by a very small minority were not included in this list.
Table 2: Types of violence and perpetrators ranked by site and sex

<table>
<thead>
<tr>
<th>Rank</th>
<th>Kinshasa</th>
<th>Lubumbashi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female students reporting</td>
<td>Male students reporting</td>
</tr>
<tr>
<td>1</td>
<td><strong>Psychological violence</strong> (insults, mockeries, provocations, teasing, bullying, and threats):</td>
<td><strong>Physical violence</strong>:</td>
</tr>
<tr>
<td></td>
<td>1) Between students of same or different school, mostly boys perpetracting</td>
<td>1) Teachers/directors/other school personnel</td>
</tr>
<tr>
<td></td>
<td>2) Teachers/directors</td>
<td>2) “Kuluna” and street children</td>
</tr>
<tr>
<td></td>
<td>3) “Kuluna”59 and street children</td>
<td>3) Between students of same or different school</td>
</tr>
<tr>
<td></td>
<td>4) Parents</td>
<td>4) Parents and other family members</td>
</tr>
<tr>
<td>2</td>
<td><strong>Physical violence</strong>:</td>
<td><strong>Psychological violence</strong> (insults, mockeries, provocations, teasing, bullying, and threats):</td>
</tr>
<tr>
<td></td>
<td>1) Teachers/directors/other school personnel</td>
<td>1) Between students of same or different school</td>
</tr>
<tr>
<td></td>
<td>2) Between students</td>
<td>2) Teachers/directors</td>
</tr>
<tr>
<td></td>
<td>3) Parents and other family members</td>
<td>3) “Kuluna” and street children</td>
</tr>
<tr>
<td></td>
<td>4) “Kuluna” and street children</td>
<td>4) Parents and family members</td>
</tr>
<tr>
<td>3</td>
<td><strong>Sexual violence</strong>:</td>
<td><strong>Economic violence</strong>: theft:</td>
</tr>
<tr>
<td></td>
<td>1) Teachers</td>
<td>1) Students in class</td>
</tr>
<tr>
<td></td>
<td>2) Boy students</td>
<td>2) “Kuluna” and street children</td>
</tr>
<tr>
<td></td>
<td>3) “Kuluna” and street children</td>
<td>3) Teachers/directors/other school personnel</td>
</tr>
<tr>
<td></td>
<td>4) Men harassing young girls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5) Parents “prostituting” their daughters</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>Economic violence</strong>: theft:</td>
<td><strong>Physical violence</strong>: traffic accidents</td>
</tr>
<tr>
<td></td>
<td>1) Students in class</td>
<td>1) Students in class</td>
</tr>
<tr>
<td></td>
<td>2) “Kuluna” and street children</td>
<td>2) Thugs/vagabonds</td>
</tr>
</tbody>
</table>

59 Kuluna is a term in Lingala that can be translated to gang member. Specific gangs cited were: *Fourmies Rouges, Jamaicans, Libulu Metro, Rizikiziki, ABGK, Tiya Mayele, Vieux Simon, and Bataille Mino.*
<table>
<thead>
<tr>
<th>#</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Teachers/school personnel</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Economic and psychological violence:</td>
<td>teachers or school officials demanding money.</td>
</tr>
<tr>
<td>5</td>
<td>Economic violence (denying education):</td>
<td>suspension from school for non-payment of school fees (and harassment)</td>
</tr>
<tr>
<td>6</td>
<td>Economic violence:</td>
<td>teachers or school directors</td>
</tr>
<tr>
<td>7</td>
<td>Physical and psychological violence:</td>
<td>excessive labor or inappropriate labor:</td>
</tr>
<tr>
<td>8</td>
<td>Psychological violence:</td>
<td>students cheating in class</td>
</tr>
<tr>
<td>9</td>
<td>Psychological and physical violence:</td>
<td>dirty or unsafe environment:</td>
</tr>
<tr>
<td>10</td>
<td>Physical violence:</td>
<td>traffic accidents</td>
</tr>
<tr>
<td>11</td>
<td>Psychological violence:</td>
<td>sorcery/accusations of sorcery</td>
</tr>
</tbody>
</table>

1) Snakes in school grounds and path to school  
2) Dirty toilets  
3) Vagabonds damage school property  
4) Dirty streets  
5) Economic and psychological violence: teachers or school officials demanding money  
6) Economic violence (denying education): teachers or school officials demanding money  
7) Physical violence: traffic accidents  
8) Psychological violence: public drunkenness, thugs smoking marijuana nearby/in school grounds, prostitution  
9) Psychological violence: sorcery  
10) Psychological violence: traffic accidents  
11) Psychological violence: sorcery/accusations of sorcery
Physical Violence

Male students from both Kinshasa and Lubumbashi indicated that physical violence constituted the biggest and most frequent problem, although the perpetrators who inflicted violence the most differed for the two sites. Physical violence was also a significant problem for female students, although much more so for Kinshasa. Students in Kinshasa indicated that teachers inflicted the most physical violence, followed by others such as kuluna, street children, other students, and parents. Students in Lubumbashi suffered most from physical violence from thugs or vagabonds, followed by students and teachers. Male students also suffered from violence at the hands of military personnel and parents. It seems that in many schools, male students suffer from corporal punishment at school more than females. Compared to the other three groups, most female students from Lubumbashi did not cite teachers to be perpetrators of physical violence. It is unclear why boys suffer more than girls from corporal punishment in EAGLE schools in Lubumbashi.\(^{60}\) Subsequent discussions with Katanga natives revealed that there is a general belief that girls are more fragile than boys, especially if she might be pregnant. Teachers typically dole out other punishments to girls, such as cleaning the bathroom or insults.\(^{61}\)

Teachers and school officials (school directors, discipline directors, school monitors, security guards) were reported to have inflicted harsh corporal punishment, such as hitting (with their hand, rubber, or a stick), slapping, flicking, whipping, pulling students’ ears, pinching their cheeks, kicking, cutting their hair (one teacher), making students kneel, and making students stand or kneel in the sun during the hottest time of the day. Some students reported that certain teachers lay on especially cruel punishment, like denying students water or use of the bathroom. A few teachers were said to be especially callous, as described to “enjoy punishing students with all his heart,” is angry all of the time, or “is a terrorist.”

“A child had to leave school because he was beaten by a teacher.” (Male student, Kinshasa)

“I lost a lot of weight because our teacher hits me too much.” (Female student, Kinshasa)

Some teachers and school directors were also said to compel students to do excessive or inappropriate chores either as a form of punishment or for unknown reasons, such as fetching water at a teacher’s or directors’ home, cleaning the bathrooms with their bare hands, cleaning the teachers’ bathrooms, working in fields, and bringing bricks to the teacher’s house. One school monitor was said to make students pick up stones with their teeth, and another school monitor made students drink water through their nose when thirsty. Although this type of treatment is certainly a physical abuse, it is also a psychological abuse as these acts are humiliating and disrespectful to students as human beings.

\(^{60}\) Data collectors from Lubumbashi speculated that teachers committed sexual violence instead of physical violence. This does not fully explain the results, as female students from Kinshasa reported experiencing both.

\(^{61}\) Data was disaggregated by schools formerly supported by the C-Change School-related Gender-Based Violence (SRGBV) Prevention project, and those that were not. There were no differences in the level of violence reported.
“The Discipline Director slaps us often for being late, and we are made to cultivate and water [the fields]. There is no one to help, neither at school or at home. We’re just silent.” (Female student, Lubumbashi)

Fighting between students was reported in all schools, although most physical fighting happened between male students. Female students typically reported that boys often fight with one another, but many boys also reportedly used physical violence against girls. Most male students admitted to fighting with their classmates, but also said that older boys assaulted them. It was reported in most cases the presence of school directors or teachers will prevent physical violence from occurring between students, or they will at least punish the perpetrators of physical violence. However, the punishment is often more physical violence, excessive labor, or extortion (to be discussed under economic violence); this does not prevent it from happening again when the teacher leaves the room, in the schoolyard, or in the streets. It has also been reported that some teachers incite students to hit one another, either in the schoolyard, allegedly for their entertainment, or in the classroom for punishment.

Students from all 54 schools indicated that walking to and from school is a dangerous endeavor. Not only is there fighting between students, but thugs or kuluna, vagabonds, and military personnel routinely assault students. Many students worried that they may be killed by thugs and vagabonds. Traffic accidents in certain areas also pose a serious risk when walking to school. Interestingly, male students were more likely to cite traffic accidents as a serious problem in both sites (among the top half ranked types of violence); however, they were listed as last or next-to-last among girls in Lubumbashi and Kinshasa, respectively. This may indicate that although the types of violence experienced by the two sexes were similar, female students may experience some types of violence more often or more intensely than boys. Since traffic accidents should not affect one sex more than the other, one would expect it to be ranked similarly between the two.

**Psychological Violence**

Psychological violence may be the most pervasive in the target schools, in that all students said that they experienced something that made them feel distressed, traumatized, or fearful very often if not on a daily basis. Many violent acts and circumstances can cause psychological trauma, and thus be considered psychological violence, such as harassment (sexual and other), verbal abuse (mocking, provoking, teasing, insulting), threats to do physical harm, bullying, extortion and corruption from teachers (which will be discussed under Economic violence), sorcery and/or accusations of sorcery, a dirty or unsafe environment, and excessive or cruel punishment, as has been discussed above. Of course, experiencing any type of violence, such as physical or sexual, also has an effect on one’s psyche, so all violence may be considered psychological violence. With that noted, the organizational structure of the types of violence will remain as described above.

Various actors routinely harass, insult, mock, bully, threaten, provoke, and tease students as well as use profane language or gestures that make them uncomfortable. The most reported perpetrators were students, teachers, street thugs, and parents, and the order of frequency differed for male and female students as well as between the two sites. Female students from
Kinshasa reported that harassment, insults, mocking, and bullying are the most frequent and the most bothersome of all types of violence that they experienced. In general, female students were more likely to attribute other students to be the most problematic, as did male students from Kinshasa. Male students from Lubumbashi said that those they encounter on the street—thugs, prostitutes, and street vendors—harassed, threatened, and insulted them most.

All students reported that their peers exchanged insults, and mocked, bullied, provoked and threatened one another. However, some students expressed this in terms of being an active participant, while others claimed to be only a victim. Females students named their peers, mostly boys, as those who commit the verbal abuse, harassment, and bullying. In only two schools were girls said to also mock and insult boys, and in one school it was only one specific girl named. Given the fact that it may be culturally inappropriate for girls to defend themselves against boys, either verbally or physically, girls may be powerless against these abuses, whereas boys are expected to defend themselves. The difference in how the two sexes are expected to react may affect their perception of its severity, as well as its effect on their psychological state. Teachers or directors rarely punish students for teasing or mocking others, so there is little recourse when experiencing these types of psychological abuse.

Although some teachers were said to provide a calm environment focusing on learning, others routinely insult, mock, and humiliate students. The most common insults seem to be “poor” and “stupid,” but students were also called imbeciles, bastards, and teachers insulted students’ parents.

“The professor told me in front of everyone ‘your mom should come, I want to sleep with her’.” (Female student, Kinshasa)

Verbal assaults often ensued if students did not answer questions in class correctly, did not do their homework, talked during class, came late to class, or without cause. A physically disabled student said that her teacher calls her “duck legs,” which is one example, but this behavior indicates a larger problem of teacher intolerance against people who are poor, physically or mentally disabled, or have varying learning aptitudes. Students reported not to have informed their parents because they believe they will suffer reprisals in class or because they believe their parents will “find it normal,” especially if their parents also communicate verbal abuse.

Students in several schools complained that their school environment was either dirty or unsafe. The most common example of this was the toilets, which students complained that the odor was so bad that they did not want to enter. They also indicated that it was rarely cleaned, there was no water for flushing or hand washing, or that vagabonds entered (usually at night) and left it a mess, including leaving behind used condoms (although condoms could have been left by anyone, including students). It was often said that students were afraid to use the bathroom for fear of contracting a disease, and in some instances females claimed to have contracted a urinary tract infection from dirty toilets. But, some students also complained of the school grounds in general to be dirty or in disrepair, such as crumbling walls and schools structures. Students from a minority of schools mentioned fallen or exposed
electrical wires on the streets leading to their school. Having a dirty environment can be a health hazard, and thus perhaps a form of physical violence; however, it is certainly a form of psychological violence in that students may begin to think that if their school is not well kept and if they cannot be provided with clean and safe facilities, that maybe they do not merit it. This may affect their ability to do well in school, as well as their overall self-worth and self-esteem.

Sorcery was reported by a minority of students in a minority of schools, but did pose a worry among those students. Students worry that others, perhaps those who are jealous or do not like them, can conjure bad luck and negative events in their lives. To be accused of sorcery is perhaps even more worrying, because some priests\textsuperscript{62} have convinced parents that their child is beyond exorcism and will advise they cast out these “sorcerers.” Students cited examples of street children who are in their situation precisely for this reason.\textsuperscript{63} The fear of this happening and the fact that it is beyond their control is certainly psychologically traumatizing.

Another phenomenon that some male students and fewer female students reported to be upsetting, is general debauchery, or “depravation of morals.” On the way to school, there are bars with intoxicated men, prostitution, and marijuana use. Students report that they are often harassed when passing by a bar. Students report that homosexuals, either on the street or in school, propositioned students to have sex. Students also said that public affection between homosexuals offended them. This is not surprising, since there is little tolerance for homosexuality in Congolese culture, and there has been very little awareness of gay rights and anti-stigmatization. Abortions were also stated to be offensive, since they are illegal and believed to be immoral. In Lubumbashi, some students reported seeing dead bodies and aborted fetuses in the stream, on the street, or even in the schoolyard.

“Here, even at this school, we found a dead baby thrown in the schoolyard, it was horrible!” (Female student, Lubumbashi)

Sexual Violence

Both females and males reported sexual violence against girls as a significant problem in both sites.\textsuperscript{64} Teachers and male classmates were said to perpetrate various forms of sexual violence, such as touching female students’ breasts and bottoms, soliciting sex, using profane and sexually explicit language, looking up their skirts, looking at them when they use the bathroom and in many cases, raping. In all schools with mixed-sex toilets, sexual and other types of violence was commonly reported and obliged girls to avoid the bathroom during certain times of the day.

“At school, touching happens very often. In the classroom, boys touch our behinds and breasts.” (Female student, Lubumbashi)

\textsuperscript{62} Some priests abuse their position of power as a religious leader.
\textsuperscript{63} It is well known that some parents cast out suspected sorcerers or children they believe “will bring back luck to the family,” and they then live in the streets.
\textsuperscript{64} There were no reports of sexual violence against boys.
Teachers in both sites were also reported to coerce girls to have sexual relations with them in exchange for passing grades. Students said that some girls succumbed to this coercion, while others refused, the consequences for which were cruel treatment in class or failing grades.

“Behind our school there is a hospital construction site and teachers sometimes invite us, but we refused and said we would report this at home.” (Female student, Lubumbashi)

“We can rarely enter the reading room unless we are called upon to go there, and when you are called to go there, it’s not always a good sign. You can go there and a teacher speaks to you of love and there he will put his hands under your skirt or kiss you.” (Female student, Lubumbashi)

Girls said they rarely report the misconduct of teachers not only for fear of failing, but also because they believed that the school directors and parents will always believe a teacher over a student.

“There is no help, the director is not respected, and at home they don’t believe us.” (Female student, Lubumbashi)

There were, however, some cases of students telling their parents and the police of these egregious abuses of power and human rights, and a conviction ensuing.

“There are teachers who make us do work in the reading room, even pushing us to do so, but once inside they touch girls and ask them to touch their genitals. There was one girl whom the teacher asked to suck his penis, and for this he would pass her to 6th grade. When she failed [to pass to 6th grade], she told her father, who had this teacher arrested.” (Female student, Lubumbashi)

Girls regularly experience the threat of sexual violence from men they encounter on the street, most often street thugs and street children, but sometimes military personnel (in Lubumbashi) and even men they know in their neighborhood.

“An elder man in my neighborhood asked me for my phone number because he said he’s in love with me.” (Female student, Kinshasa)

Their coping strategy is to avoid being alone and to avoid certain streets, wooded areas, or paths, especially during certain times of the day. Some girls were said to have been survivors of rape in the most violent way, by men who chase them and drag them out of sight. Students reported that some girls were raped then killed. In some cases, rape survivors and/or their families were said to have reported to the police, but only a few cases resulted in the perpetrator’s imprisonment.

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65 This has been documented in the DRC very often, and is commonly referred to as “sexually transmitted grades.”

66 Four of the five students in the group said that they have been invited by this teacher.
“I know a girl who came to school, and when returning home a boy stopped her and raped her. She didn’t have any more strength as she spent the night in the woods and was found the following day.” (Female student, Lubumbashi)

A minority of female students reported that parents encourage their daughters to engage in transactional sex to help the family’s financial status. A small minority of female students in Lubumbashi said that sexual violence also occurred at home, either by uncles or even fathers.

“It’s frequent in the city for mothers to send their daughters to prostitute in order to feed them instead of sending them to school.” (Female student, Kinshasa)

Economic Violence

Students report experiencing several forms of economic violence, although they may not name it as such. All students reported that theft of money, school supplies, food, and even clothes and shoes were commonly committed by other students, street thugs, vagabonds, and street children (for Kinshasa).

“On Lumumba Boulevard, there are thieves, kuluna, and street children who do not cease to steal.” (Male students, Kinshasa)

Male students in both sites ranked theft slightly higher than female students. It is unclear if this is because males actually experience more theft, or whether other types of violence are more problematic for girls, thus ranking theft lower overall. In Kinshasa, students reported that teachers or school officials confiscate items as punishment, such as clothes or cell phones, then never return them.

Teachers were also reported to ask students for money for transport, tobacco, food, drinks, soap, brooms, or light bulbs. It was said that sometimes teachers gave them “homework” to bring in certain items or money, and other times paying off teachers was an alternative to corporal punishment for talking in class or another infraction. Sometimes teachers asked for money without pretext. When students refuse, teachers were said to insult them or treat them poorly in class.

“The professors give as homework an obligation to bring milk, margarine, and other goods in kind.” (Male students, Kinshasa)

Students who do not pay school fees are susceptible to suspension from school, which is also a type of economic violence since it denies a child’s right to education and thus, opportunities. Teachers and school directors were said to harass students and their parents if they have not paid school fees, and then will prevent them from attending classes, presumably to coerce parents to find the means to pay the school.

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67 DRC is said to have free primary school; however, schools impose various fees in order to cover operating costs, which parents must incur. Kinshasa and Lubumbashi do not yet have free primary school.
3.2.3 Secure and insecure places in EAGLE school environments

The trends for secure and insecure sites were largely similar for the two sites, but varied somewhat between the sexes. Below are the principal places identified on the students' mapping exercise and the reported perception of security.

**The Streets to/from School**

The streets around the school and the path to and from school were by far the most reported unsafe areas for both male and female students in both Lubumbashi and Kinshasa; however it was only certain streets and areas that were deemed unsafe. Students named unsafe places to be specific avenues and areas, such as railroads, near bars, wooded areas, ravines, cemeteries, alleyways, markets, other schools, and construction sites. When walking, one may encounter thugs, vagabonds, military personnel, street children, other students, or men (for female students) who may assault, harass or verbally assault, rape, or steal.

“*You can pass by there and be insulted or even get a bottle thrown at your head.*” *(Female students, Lubumbashi)*

“*After 6:00pm, we can no longer pass by the railroad because vagabonds harass, steal, and even rape girls.*” *(Male students, Lubumbashi)*

Heavy traffic and unsafe drivers on certain roads also pose a risk for students.

There were also certain streets that were deemed safe, because of the presence of trusted people, such as neighbors or mothers who sell merchandise, or because of the absence of thugs, vagabonds, and street children.

All streets were said to be unsafe after dark. A few female students said their parents send them on errands after dark, such as to fetch water or pay bills, and they are often harassed, chased, assaulted, and in some cases, sexually assaulted.

**The Classroom**

The classroom is considered a safe place for half of the male students, and an unsafe place for the other half. For a majority of female students, however, the classroom is an unsafe place. It should be noted that this is a generalization, and there were nuances at each school. For example, students in some schools said that certain classes were secure, while others were known to be places of insecurity. It largely depended on the teacher. If the teacher encouraged a positive, learning environment, then students generally felt safe. However, male students were reported to misbehave the moment the teacher left the room. On the other hand, if teachers were the cause of abuse or tolerated or even encouraged it, then it was deemed among the most unsafe places. As discussed above, a student might suffer myriad physical, sexual, emotional, and economic abuses from both teachers and peers.

“*They punish us; we are hit by the director; the Physical Education Professor asks us for money; and we beat each other up in the schoolyard and the classroom exits.*” *(Male students, Kinshasa)*
The Schoolyard/School Grounds

In general, a majority of male students felt safe in the schoolyard, and half of female students felt safe. Many male students reported feeling safe “at school,” meaning anywhere within the school grounds; whereas, girls never reported feeling safe anywhere in school. Similar to classrooms, the perception of security in the schoolyard depended upon those monitoring it: teachers, school directors, school monitors, discipline directors, and security guards. The schoolyard or recreation area is a place where fighting occurs, usually between boys, but also between girls and between the sexes. Students also tease, harass, mock, and insult one another.

Within the schoolyard, there were specific areas that were reported to be unsafe for boys and girls alike, such as the faucet or the water source, behind classrooms, the school entryway, and professors’ office. The school director’s office was named as both a place of security and insecurity, depending on the director. Some directors are seen to help students and others inflict harsh corporal punishment and insults.

Students did say that school grounds after dark are a very dangerous place, as thugs and vagabonds enter. It was also said that “people” do drugs there at night.

School Toilets

Mixed-sex toilets were reported to be a dangerous place for girls, as boys harass, touch, and sexually assault girls. Even in some same-sex toilets, boys harass girls either by looking in on them or entering their space. For this reason, many girls avoid using the bathroom during school hours, or at certain times of the day.

When there are toilets designated for girls, they usually felt safe. However, both male and female students deplored the lack of sanitary conditions and the odor of toilets.

“The school toilets don’t allow us to [defecate], because of feces, used condoms, and dangerous insects.” (Male student, Lubumbashi)

Nearby Field or Soccer Field

The soccer field seems to be a gendered space, in that only boys use it. A majority of male students said that they felt safe on the soccer field and loved to play with their friends, although some did say that older students or other people bothered them. Female students, on the other hand, usually said that this was an unsafe place for them, as boys harassed, teased, insulted, and mocked them. Some male students did report that older boys or adults prevented them from using the field and even verbally or physically assaulted them.

“We cannot stay and play in our school soccer field in the evening because older people come and play and chase us like a dog, and if we resist we are victims of punches and insults.” (Male student, Lubumbashi)
Home

Responses differed between sites in terms of their perception of security at home. Students in Lubumbashi cited home as a secure place, with a small minority of female students reporting that some girls experience sexual violence at home. More than half of female and male students in Kinshasa said that home was a safe place, but just under half of them said that they are beaten and insulted by parents and older siblings, and they are subjected to excessive housework, preventing them from doing their homework. There did not appear to be a gender difference in home experiences in Kinshasa.

“At home, parents and older siblings hit us and insult us.” (Male student, Kinshasa)

Church

The church was reported as generally a secure place, where students were free of violence and there is “the presence of God.” However, there were a few students who reported that they were threatened and hit by deacons or pastors. The church grounds are often a dangerous place when they are left unguarded where thugs and vagabonds are free to wander, especially at night.

Police station

A police station was very rarely cited as a secure place for female students; and a minority of male students said it was. Students said that they have heard of police torturing, beating, and arresting people. Some female students feared sexual violence from police officers, since they were sometimes harassed by them. It was said numerous times that the police station should be especially avoided at night. Paradoxically, the police were often named as a place where students can find help.

The two figures below are schemas of safe and unsafe places for females and males, which is meant to summarize the results above. All places within school grounds are inside the box with a triangle above it (meant to depict a school), and all other places outside of school grounds appear outside the box.
Figure 1

Safe and Unsafe Places for Female Students

IN SCHOOL

OUTSIDE OF SCHOOL

- BEHIND CLASSROOM
- CLASSROOMS
- SINGLE SEX TOILETS
- FAUCET/WATER
- OTHER Classroom Entryway, Dormitories, Professor’s Office
- DIRECTOR’S OFFICE
- SCHOOL ENTRANCE
- MIXED TOILETS
- COURT YARD

TO/FROM SCHOOL
- Certain Streets
- TO/FROM SCHOOL
- Railways, Market, Woods, Military Compound, Stream, Certain Streets
- POLICE
- NEARBY FIELDS
- HOME
- NEIGHBORHOOD NEAR HOME

- Safe for more than half
- Approximately half and half
- Unsafe for more than half
- Unsafe for the vast majority
Figure 2

Safe and Unsafe Places for Male Students

**IN SCHOOL**
- **BEHIND CLASSROOM**
- **CLASSROOMS**
- **FAUCET/WATER**
- **DIRECTOR’S OFFICE**
- **SCHOOL ENTRANCE**
- **TOILETS**
- **COURTYARD**

**OUTSIDE OF SCHOOL**
- **TO/FROM SCHOOL**
  - Certain Streets
- **TO/FROM SCHOOL**
  - Railways, Market, Woods, Military Compound, Stream, Certain Streets
- **NEIGHBORHOOD NEAR HOME**
- **CHURCH**
- **POLICE**
- **NEARBY FIELDS**
- **HOME**

Legend:
- Safe for more than half
- Approximately half and half
- Unsafe for more than half
- Unsafe for the vast majority
3.2.3 Resources for aid

When students were asked where a student can go for help, the research teams encouraged the participants to think of help in the following ways:

- Supporting the victim
- Ensuring the safety of the young person experiencing the abuse
  - Holding the perpetrator accountable through criminal prosecutions, public inquiries, compensation programs, civil actions, community-based settlement, or customary legal systems
  - Reporting mechanisms that enable victims and/or their advocates to report crimes or violations of a teachers’ code of conduct
- Referral systems in which students are directed to the services they need
- Emotional support and counseling
- Medical treatment and services
- Legal aid for victims and their families
- Security and safety and legal justice (formal and traditional)

When analyzing the results for this portion of activities, several things became apparent about how students perceive getting help. First, students generally were not aware of formal services for aid. Second, students seem to think of place of help as places where the abuse will not occur or will stop, and think rarely in terms of receiving emotional or psychological support, holding the perpetrator accountable, or legal aid. Third, even when formal services were cited, such as the police, many students said that these services were ineffective. Several students reported that other people reported crimes to the police, but no action was taken.

There were a few mentions of a formal entity or service for help, but only for very specific types of cases. Some students reported that the police can be contacted in case of abuse encountered on the road, such as *kuluna* or thugs beating them or committing sexual violence. As mentioned above, not all students found the police station to be a welcoming place, especially among female students. Some students reported that they can go to the hospital in cases of severe physical harm, but there was no mention of going to the hospital in cases of sexual violence. In cases in which violence occurred at the school, the director’s office was sometimes cited as a place to get help. However, it was more frequently reported that directors intervened in cases of abuse among students than when teachers were perpetrators. Very few students in secondary schools cited the counselor’s office as a place to find help. Finally, a small minority of students in Lubumbashi schools reported that the Child Protection Services, a branch of the police, can be contacted for any type of abuse encountered. All of these reports were from students in schools where the former Communication for Change (C-Change) *School-Related Gender-Based Violence* program was implemented.

When asked about where a student can find help, it seems that students did not always differentiate between “secure places,” which was the first activity, and “places to find help.” Often the two activities produced the same list of places. Similar to secure places, students reported that they can find help at home, at church, in class (certain classes, and with certain
teachers), and, for some in Lubumbashi, at military camps and the neighborhood or village chief. In Kinshasa, some students said adults on the road sometimes helped them when kuluna or street children became aggressive.

When probed for what type of solution can be attained from these types of help, students seemed less clear. It was apparent that in most cases, the type of aid they expected was for the abuse to stop. Although this is perfectly reasonable, there was very little discussion about their psychological and emotional needs. There was also no discussion about the root of the problems. For example, there was no mention of changing the school policy on corporal punishment. In some cases, students stated that perpetrators should be punished, such as abusive teachers should be fired or that rapists should be put in jail. In many reports, students named places to hide or run to in case of trouble, like to a neighbor’s house or an older brother, perhaps at a neighboring school. For example, a few said that the church was a place to hide if they ran into trouble.

Although students were able to name places where they theoretically can get help, such as the police or the director’s office, they did not always believe that help would ensue. Although there were infrequent cases of directors aiding students when abused by teachers, it was more often reported that students were either too afraid to report to directors or that directors supported the teacher when told (for example, the director may hit the student for reporting, saying that he/she deserved the “punishment”). Students said that if they were to report the abuses they experienced at school to their parents, they would say it is “trivial.” Many students said that the police “don’t do anything” or “are inactive.” Since many students do not believe asking for help will change anything, they often do not seek it.

“I prefer to stay silent, to avoid causing more problems.” (Female student, Kinshasa)

3.3 Conclusion
The three PLA exercises revealed that physical, psychological, sexual, and economic violence are pervasive in schools and in the school environments where the EAGLE project intervenes. There were both gender and site-level differences, however, in terms of the types of violence experienced. Males precipitated the overwhelming majority of violent acts, although female teachers were also cited as well as a few female students. Female students reported psychological, sexual, and physical violence as the most prevalent and bothersome. Physical violence was reported to be the biggest concern for male students in both sites, followed by psychological and economic violence. The mapping exercise illustrated that these abuses occur in classrooms, the school yard, the toilets, the school entrance, and the director’s office, as well as various places to and from school. Although both boys and girls experienced violence, data indicate that only girls experienced sexual violence, including rape, sexual harassment, and sexual coercion by teachers. Interestingly, male students in Lubumbashi ranked sexual violence against girls to be the third most disturbing and most prevalent type of violence.
Although some boy students reported that school in general is a safe place, not a single girl reported the same. There were some reported safe places in school, such as the director’s office, certain classrooms, and in the girls’ toilet (if separated from that of boys’); the reported unsafe places always outnumbered the safe places.

It is abundantly clear that traveling to school is a dangerous endeavor, and students do not feel much safer at school, especially girls. Furthermore, there are few reliable places where students can report violence, and hold perpetrators accountable for their abuses and crimes. In general, students were not aware of formal services for psychological or judicial support, and they did not trust certain formal structures for reporting abuses, such as the police or the school director. Quotations from students allude to a sense of helplessness, in that authority figures are either perpetrators or are apathetic to the abuses they suffer, including their parents.

These results will help to inform school communities on how to address some of the problems highlighted by the students by way of small EAGLE-funded grants awarded to parents’ committees. EAGLE has designed the project to address some of the issues brought up, with activities such as educating the school community on human rights and gender-based violence, redesigning school-level and classroom-level codes of conduct, training teachers to use positive discipline as opposed to corporal punishment, and creating or reinforcing referral networks for cases of abuse. Other actions need to be taken on by the community, however, such as upholding codes of conduct by punishing perpetrators, making streets safer, making school lavatories safer (for example separating girls’ and boys’ toilets), and encouraging intergenerational and interdisciplinary dialogue about violence and human rights. It needs to be understood by all entities that children’s safety is everyone’s responsibility and is in the interest of society in general. Children cannot logically be expected to continue developing the country and become tomorrow’s leaders if they worry about their safety and are abused daily.
CHAPTER IV: CLASSROOM OBSERVATIONS FOR GENDER BIASES

Classroom observations for gender biases were conducted in schools in peri-urban Kinshasa and Lubumbashi during the month of November 2013 as part of this gender analysis, with two objectives:

- To observe whether teachers manifested gender biases in classrooms, and to document those biases
- To have a baseline for future classroom observations, which will be conducted both for the project to measure changes in gender norms and to provide feedback to teachers, directors, and the Ministry of Education

The results of the classroom observations were used to inform the creation of EAGLE’s Gender Sensitive Pedagogy teacher training module.\(^6\) In addition, the classroom observation tool will be modified for use in EAGLE-supported schools. The list was given to EAGLE staff by the Ministry of Education.

4.1 Methodology

EAGLE staff conducted classroom observations in November 2013, before EAGLE schools were selected. Therefore, the schools were randomly selected from a list of candidate schools in both Kinshasa and Lubumbashi peri-urban areas.

After getting permission from ministry authorities, the school director led the observer, an EAGLE staff, to a classroom, explaining to the teacher that he/she will conduct an observation, without further explaining the purpose of the activity. The observer sat in the back of the classroom and quietly observed whichever lesson was being taught, using the classroom observation tool (see Annex 3). The form requires the observer to check certain types of behaviors, such as level of questioning and type of feedback given to students, as well as to indicate the person and sex involved for each interaction. EAGLE staff were trained in its application beforehand. At the end of the observation, directors were apprised in detail of the purpose of the observations and were given a summary of results.

Observations were conducted for 30 minutes in a total of 15 schools (8 primary schools and 7 secondary schools) and 41 classrooms, roughly divided between the two sites. See Annex 4 for a list of schools where classroom observations were held.

\(^6\) The module was completed in July, 2014.
4.2 Principal Results

Although each school had its strengths and weaknesses, there were trends among all 15 schools, between the two sites, Kinshasa and Lubumbashi. The key results of classroom observations are summarized below.

Positive Classroom Practices

1. Most teachers directed questions to everyone without distinction (but did little to encourage weak or timid students).
2. Many teachers provided positive feedback for correct responses, such as "very good" or "bravo." However, girl students received more positive feedback (67% of responses) than boys (56% of responses).
3. Some teachers asked the class to give their point of view with respect to the response of their colleagues.
4. Some teachers tried to encourage girls to participate.
5. Some teacher asked the class to respond after a student responded incorrectly.

Negative Classroom Practices

1. Most teachers did not call students by name, but simply pointed to students.
2. Most teachers did not ensure the participation of everyone. Girls were slightly less likely to respond to a question.
3. In general, teachers did not ask high level questions, meaning they did not encourage students to use critical thinking or evaluation.
4. Some teachers created an environment of competition between boy and girl students.
5. Some teachers used negative body language, in that they turned their backs while students were responding.
6. Most teachers tended to focus their attention on students who raised their hand first (usually boys), and did not encourage the participation of all.
7. Some teachers either insulted students or gave them very negative feedback when they responded incorrectly, such as “No, that's not it,” “It is false!” “I refuse, zero!” “Pagan,” “Fools!” “We are not here for marriage,” or “You have not eaten!” It was also observed that they punished them saying, “Get on your knees.”
8. Around 26% of girls and boys have received negative feedback after answering a question posed by the teacher.
9. Teachers did not give students the opportunity to ask questions.
10. Most teachers threatened to whip students if they did not give the correct answer.

As described in the table on the following page, there were also gender differences in the percentage of responses to teachers' questions, as well as the type of teacher feedback. In both Kinshasa and Lubumbashi, girls received considerably more positive feedback, which may negatively affect boys' self-esteem. There were no gender differences in the percentage of responses followed by negative feedback. However, teachers in Lubumbashi were much less likely to give negative feedback.
## Table 3: Summary of key classroom observations

<table>
<thead>
<tr>
<th>Site</th>
<th>% Girls Total</th>
<th>% Questions answered by girls</th>
<th>% Girls’ responses that were followed by positive feedback</th>
<th>% Boys’ responses that were followed by positive feedback</th>
<th>% Girls’ responses that were followed by negative feedback</th>
<th>% Boys’ responses that were followed by negative feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinshasa</td>
<td>46%</td>
<td>44%</td>
<td>55%</td>
<td>37%</td>
<td>43%</td>
<td>44%</td>
</tr>
<tr>
<td>Lubumbashi</td>
<td>55%</td>
<td>49%</td>
<td>83%</td>
<td>78%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>51%</td>
<td>47%</td>
<td>69%</td>
<td>58%</td>
<td>26%</td>
<td>27%</td>
</tr>
</tbody>
</table>

### 4.3 Conclusion

Classroom observations revealed that teachers exhibited numerous negative behaviors, threatened and insulted students, and inflicted corporal punishment. Many teachers did little to encourage weak or timid students, or girls; but instead worked with the most enthusiastic students. The overall data show that there were only slight gender differences in the proportion of questions responded to and the amount of positive feedback. There was variability between classrooms, however, in that some classrooms had egregious gender biases, and others seemed to favor girls, although the observer effect cannot be ruled out in those cases. Also, in classes where girls participated, it was often one or two girls, while the others were silent. Nonetheless, there is an overall trend for teachers to give more positive feedback to girls, which may affect boys’ self-esteem.

It is unclear why teachers in Lubumbashi gave less negative feedback overall. It may be a cultural difference between Lubumbashi and Kinshasa, since Kinshasa is generally regarded as a harsher environment. EAGLE will continue to conduct classroom observations and give teachers constructive feedback in using gender equitable teaching techniques and eliminating gender biases.
CHAPTER VI: DISCUSSION, LEARNINGS, AND RECOMMENDATIONS

It is clear that EAGLE-supported schools are rife with gender discrimination and gender-based violence. Students recounted numerous forms of physical, psychological, sexual, and economic abuse that they experience and witness on a regular basis. Perpetrators are most often teachers and male students, but also thugs, vagabonds, gang members, street children, school directors, neighbors, and parents. Students recognize that what they experience is, in fact, violence, but did not express that they experienced gender-based violence, or that they were victimized because they were male or female.

Physical violence committed by adults is often termed “punishment,” even though the same behavior would likely be called abuse or violence if it were committed against another adult. It seems to be socially acceptable to hit, punch, slap, and even touch a young person’s body, as if minors do not have rights. A certain level of violence is tolerated in Congolese society, such as parents beating children or a husband beating his wife. Indisputably, undergoing regular physical abuse may affect self-esteem, and it has been linked to depression and anxiety. Worse, there does not seem to be any channel of reporting teachers’ abuses, since school directors were said to sometimes hit students again for complaining, and parents were said to dismiss their complaints of corporal punishment as “trivial.” Teachers may purport that corporal punishment is the only way they know how to control such large classrooms. Therefore, it is important to work with teachers to learn and respect students’ rights and responsibilities, as well as their own rights and responsibilities.

It may be that male students suffer from physical violence more, but they are also more likely to be perpetrators. Students were named as often as teachers to be perpetrators of physical violence. Although directors and some teachers punish culprits, they usually do so with more violence. Other times, school personnel are witness to such violence, but do not react, or even encourage fighting in some cases. In such an environment where violence is so pervasive, changing the norm will be difficult; however, it must be done with students, teachers, and directors working together, and ideally parents as well.

Psychological abuse is perhaps the least discernible and perhaps the most insidious; thus it is usually not addressed. It may not be well understood that insults and threats are damaging to a student’s well-being, self-perception, and self-esteem. Students sustain psychological abuse in every sphere of their life: in class and in the schoolyard, walking to and from school, and at home. Even though students recognize this as an abuse, they do not seem hopeful that informing someone will end the abuse. On average, female students ranked psychological abuse to be more frequent and more distressing than male students, which either means that they are more often the victim, or that they are more perceptive of it than their male counterparts.

69 The maximum number of students per classroom in DRC is 55, and there are no teacher’s assistants.
Classroom observations also revealed psychological abuse in the form of insults and threats of corporal punishment. The fact that it was so common during these observations hints at how pervasive it is, and that teachers quite possibly find this type of communication to be normal. As mentioned above, knowing rights and responsibilities can address this, but awareness needs to be raised about general respect and that words can be just as harmful as other types of violence.

Female students were the only ones to have been reported to suffer sexual violence, which included rape, sexual harassment, and unwanted touching committed by both male students and teachers. Some teachers coerce girl students to have sexual relations with them in exchange for better grades or passing to the next level. This is commonly called “sexually transmitted grades.” Some teachers court young girls to be their girlfriends. Teachers’ predatory behavior is rarely punished, either because students are afraid to denounce these crimes or because parents encourage it, or look the other way. Some poor families see this as an opportunity, especially if they think a marriage proposal could ensue. Boys’ testimonies corroborate the minefield of sexual predation that their sisters and friends must navigate at school, on the way to school, and in their neighborhoods. In a society known for its impunity, general lack of services, and victim-blaming, young girls and women often have nowhere to turn. As a basic human right, girls deserve to have services available to them and trusted adults who protect them.

A Congolese girl is less likely than a boy to complete primary school, enroll in and complete secondary school, and enroll in and complete tertiary education. Comparisons in performance at all levels also typically favor boys, except in very early grades when it is roughly equal. Although girls’ enrollment, persistence, and performance are certainly affected by numerous factors, (that is, early marriage, early pregnancy, parents’ low priority for girls’ education, opportunity costs, heavy domestic duty burden), gender discrimination and gender-based violence may be the greatest factors in girls leaving school of their own volition. If a girl is lucky enough to have parents who support her education, she is still likely to face a hostile environment. Men and boys must understand that they are responsible for their behavior, and teachers need to step up to their role as guardians.

Even in consensual sexual relations between adolescents, girls are taking more risks by engaging in them. A girl may bear the burden alone if she becomes pregnant, since only she will be forced to leave school and is often left a single mother. Girls are also more likely to contract HIV, as much due to biology as related to unequal decision-making power to use contraception, especially in inter-generational or transactional relations. Adolescent boys and girls alike suffer from sexually transmitted infections (STIs). However, the stigma of having had sexual relations before marriage is greater for girls, since only boys are believed to have uncontrollable sexual urges. The lack of adolescents’ access to condoms and poor or incomplete information on sexual and reproductive health is disproportionately affecting girls’ education, particularly as grade levels increase.

School is a place not only of learning to read and mastering information set by national standards, but it is a place where much social learning occurs. Students are learning how to relate to one another, what their roles are, and how to behave in society as men and women.
Congolettese students are learning violence. They are learning that it is acceptable to hit and insult children. They are learning that girls’ bodies are there for men and boys to use for their pleasure, because there are usually no consequences for sexually abusing them. They are learning that it is more important for boys to be educated than girls, since they see the number of their female classmates diminish with each passing year. They are learning that girls’ lives can be commoditized as her desires to continue school are unheeded when an adult man desires her either for his sexual pleasure or as his wife. They are learning that there are double standards, in that girls cannot have sexual relations without being stigmatized, but boys are expected to show sexual prowess. They are learning that society expects greater things for boys than for girls.

Educating girls is possibly the best thing that can be done to improve the health and development of communities as well as the country. However, it is not enough. Even educated women face discrimination and gender inequalities, especially at home. Men are still the “head of the household,” even if the wife has a higher paying job. In fact, women are at a higher risk of violence when the man feels his masculinity threatened, such as when a woman earns more than her husband. A woman is most likely to experience violence from someone she is romantically involved with, and society tolerates it since there are no laws protecting a woman from physical abuse from her husband, let alone psychological and economic abuse.

Achieving gender equality is a lofty goal, especially in the DRC where it is not well understood, and not even desired by many—men and women alike. It seems that gender equality is understood as men relinquishing their power and women dominating, and this is threatening to men. And, the process of “taking away power” from a man, as equality seems to be understood, may be a frightening prospect for women; thus many prefer the status quo. In addition to educating girls, there needs to be a greater understanding of power and control, which is at the root of strict gender norms and gender-based violence. This is challenging in an environment where power is used to exploit both social and professional interactions. Discussions on power, gender, and gender-based violence must be had among boys and girls alike, since they are both perpetuators of norms and both are needed to achieve equality. The EAGLE project has activities in place to facilitate these discussions; however, it is not enough to make a cultural shift. It will likely be a long, arduous process, but it can happen once people realize that gender equality truly benefits men and women. Without making strides toward gender equality, this country may “develop” shiny new buildings and more paved roads, but true development in terms of improving the lives of average citizens will stagnate.
Learnings and Next Steps

Some activities are a part of EAGLE’s original design, which would respond to some of the issues this gender analysis uncovers. Below is a list of targeted actions EAGLE has planned to address known problems, with specific recommendations based on PLA and classroom observation findings:

1) Based on C-Change’s SRGBV model, EAGLE plans to train all teachers in target schools on the rights and responsibilities of students and teachers and how to execute positive discipline. Students and teachers will work together to create classroom-level rights and responsibilities.

**Learning:** It is important to also involve parents. Ideally, parents would also be trained in children’s rights and responsibilities, since numerous abuses occur in the home (such as physical and psychological violence; preventing children from going to school, exorbitant domestic tasks, prostituting daughters, sending children to run errands after dark). Parents should at least be aware of what their children’s rights and responsibilities are at school, and should know that they have the right to hold school personnel accountable. This can be done in conjunction with other trainings held with parents and through parents’ committees (COPA).

2) School administrators and ministry agents will be trained on the teachers’ code of conduct.

**Learning:** It is very important that consequences for abuses are clear, transparent, and agreed upon by all. Ideally, there would be a zero-tolerance policy for severe forms of abuse and abuse of power, such as sexual coercion and rape. It will be very important to monitor how well this is respected.

3) EAGLE will train one male and one female focal person, who will be responsible for receiving complaints of gender-based violence, and accompanying or referring students to appropriate services.

**Learning:** It is important that focal persons are trained to understand that all forms of violence (not just physical and sexual) are harmful and should be taken seriously. Focal persons and all school staff (during SRGBV trainings) must also understand the consequences of psychological violence. There is a risk that focal persons will protect their colleagues or may be susceptible to bribes instead of exposing their crimes. EAGLE will need to conduct periodic key informant interviews.

4) EAGLE will train teachers and mentors to provide sexual and adolescent health education for boys and girls. Youth club leaders will also discuss ASRH using comic books.

**Learning:** Key messages must be that boys have to take responsibility for their actions and both girls and boys must learn that girls own and have control over their own bodies. Participating students must be encouraged to identify social problems in their school
environment and try to find solutions. Youth clubs are as much about learning new information and practices as about learning leadership skills.

5) EAGLE will award small grants to selected schools to make their school environments safer and more gender equitable. The PLA activities were designed principally to inform this activity.

**Learnings:**

i. All schools must be briefed on this gender analysis’ findings in order to inform their proposals. School-specific information should not be shared, since this would put students at risk, given the small sample size per school (10 boys and 10 girls), and the fact that their responses implicate specific people. However, solutions must be school-specific.

ii. Awardees will be selected for their commitment to transformative changes in the school environment. Not only do structural changes need to be made, such as installing separate girls’ and boys’ toilets, but also normative behaviors such as ensuring girls have equal access to extracurricular activities (that is, school fields are a gendered space, in that girls are not normally welcome) and holding adults responsible for reducing violence.

iii. Students should be involved in identifying priorities and writing the school proposals, since they are the primary beneficiaries.

iv. Both students and adults should be responsible for monitoring progress on proposed small grants.

6) Following the classroom observations, EAGLE designed a Gender-Sensitive Pedagogy module and plans to train teachers on non-discriminatory and equitable classroom practices.

**Learning:** Gender biases are often subtle, thus training on gender-sensitive pedagogy must go beyond the blatant gender discrimination (although blatant discrimination also exists). Progress needs to be monitored through classroom observations. For sustainability, school inspectors must also be trained to use the instrument.

7) EAGLE has several activities that promote leadership and self-efficacy to make life choices, such as peer mentoring, leadership camps, youth clubs, and several sessions within both the extra-curricular mentoring and the classroom-based life skills sessions that inspire taking initiatives to solve problems.

**Learning:** Publicly recognizing and possibly incentivizing leadership with awards to exceptional leaders or for most innovative activities may keep leaders motivated and inspire others to act for change. This can be done through ceremonies, newsletters (“EAGLE Leadership Newsletter”), and prizes. Although this project focuses on female leaders (which is very important), male leaders also need to be encouraged, especially in terms of promoting positive, gender-equitable behaviors. Boys are also needed to fight gender inequalities.
8) EAGLE will conduct awareness sessions on gender equality, GBV, human rights and ASRH with COPA members.

**Learning:** The results of this gender analysis should also be shared with parents, as they are not only sometimes the perpetrators of violence, but they are also complacent to the violent acts their children endure at school. Parents must understand their role as protectors, but also to hold schools accountable to their actions. As the number of parents to participate in awareness sessions is minimal (only 2 COPA members per school), EAGLE must either scale up or ensure the cascading of this information.

In addition, EAGLE must ensure that the COPA are respecting gender balances of power and egalitarian decision making. A first step would be to analyze the roles and responsibilities of COPA members to determine if there is a gap between the sexes. Then, EAGLE could review their procedure manual and participate in some meetings. After which, EAGLE could provide recommendations for gender equality within COPAs.

9) EAGLE will train health service providers and community-based organizations (CBO) to provide youth-friendly services, especially in the GBV, ASRH, and HIV/STI domains. EAGLE will also provide all providers as well as school administrators with mappings of services for referral, based on their needs. Selection of health facilities and CBOs that will be included in the service mapping are based on their proximity and whether staff were previously trained in either GBV response or reproductive health care.

**Learning:** EAGLE should focus on training women from these structures, as the majority of clients will likely be females. It is also, however, important that the head of the structure be trained in order to ensure the implementation of new policies and recommendations. Trainees should be encouraged to conduct public awareness sessions on youth-friendly services.

**Recommendations**

The following recommendations are likely beyond the scope of the project, but might be considered for future SRGBV projects, especially in the DRC.

1. Conduct training workshops of police on SGBV and youth-friendly services. Youth generally fear the police and do not report crimes.
2. Conduct training workshops of provincial teachers’ unions in positive discipline and SRGBV in order to institutionalize these approaches and expand the scope beyond EAGLE schools.
3. Advocate for, or possibly conduct a pilot activity, training and utilizing community members or police officers as “guardians.” Their role would be similar to Crossing Guards in the United States, which is not only to ensure they cross the road safely, but also as to generally look out for children’s safety. Much of the violence reported occurred on the streets, and adults rarely helped out. There also needs to be an
overall cultural shift for adults to play the role of protectors of all children, which could be done with trainings and awareness campaigns.

4. Propose to the Ministry of Education (MEPSP) a 360-degree teacher evaluation process in which students and parents evaluate the teachers. However, it would be difficult to hold teachers to such high standards when they are oftentimes not paid. In other words, systemic changes would need to happen before this would be effective.

5. Provide out-of-school youth with vocational training or reinsert them into the traditional education system.

6. Advocate to the Government of the Democratic Republic of Congo (GDRC) for a system to support homeless or “street” children.

7. Advocate to the GDRC to provide free primary school education for all. Although there are technically no school fees, parents must pay other fees (such as community fees) to cover school operating costs and teachers’ salaries.
## ANNEXES

### Annex 1: List of EAGLE Intervention Schools

#### Kinshasa

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<thead>
<tr>
<th>Neighborhood</th>
<th>Schools</th>
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<tbody>
<tr>
<td>Masina II</td>
<td>St. Barthelemy Primary School</td>
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<td></td>
<td>St. Barthelemy Secondary School</td>
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<td></td>
<td>Mapela Primary School</td>
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<td>Muka Secondary School</td>
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<td>Misonga Primary School</td>
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<td>Kingasani Primary School 3</td>
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<td>Institute Passio Secondary School</td>
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<td>Kingasani Primary School 2</td>
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<td>La Rosée Primary School</td>
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<td>Kingasani Technical Secondary School</td>
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<td>Kingasani Q/17 MAI</td>
<td>Malako Secondary School</td>
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<td>Tolendisa Secondary School</td>
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<td>Mayele Na Bomoyi Primary School</td>
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### Lubumbashi

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<th>Neighborhood</th>
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<td>Mapinduzi Primary School 2</td>
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<td>Mujumbe Secondary School</td>
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<td>Matunda Ya Kesho Primary School 1</td>
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<td>Ushujaa Primary School</td>
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<td>Kampemba</td>
<td>Vangu Primary School 1</td>
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<td>Vangu Primary School 2</td>
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<td>Lwishia</td>
<td>Bungubungu Primary School</td>
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<td>Makimbilizo Primary School</td>
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<td>Musoshi Secondary School</td>
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**Note:** Schools highlighted are schools where C-Change implemented its School-Related Gender Based Violence Program.
Annex 2: SRGBV PLA TOOLS

Introduction
These PLA tools are visual, highly participatory, and enable students to express themselves freely, identifying not only safe and unsafe places in their school/community but also currently available resources in the community, as well as resource gaps – key information for designing responsive school and community interventions. For example, the information will assist the community action groups in identifying where they can intervene to create a safe zone around the school and getting to and from school as well as to identify potential reasons why girls or boys are late to school, miss school, or drop out.

Objective
The purpose of the PLA tools is to:
- Identify safe and unsafe places in the community.
- Identify the types of violence which students feel are most common and serious.
- Identify students’ perceptions of where they can obtain help in their community.

Results will be used to inform community action plans and small grants for addressing school-related gender-based violence (SRGBV) in the community.

Timeframe 3 hours

Materials Needed
- Ideally flip chart or butcher paper—four sheets taped together to form a large enough sheet to map the school and surrounding community— one set for each of four groups
- Colored markers
- Three colors of dots – one color for safe places, one color for unsafe places, and one color for places for seeking help
- Seeds, rocks, or more dots in equal numbers for each participant.

NOTE: The best way to map is to use a large piece of flip chart or butcher paper (or multiple pieces taped together) colored pens and colored sticking dots but you can also draw a map in the dirt using pebbles, sticks, and other materials to mark important landmarks on the young people’s map. If you use this “low-tech” version of mapping then it is important to be able to capture the map in some way—in a photograph or a sketch—so that these data are not lost.

Ideal Workspace
This exercise should be carried out on the ground where there is sufficient space for all of the students to gather around the paper/ground where the mapping will take place in order to maximize participation. Given the sensitive nature of the discussions, the mapping should take place in classrooms or a secluded area where those not involved in the exercise cannot watch or overhear what is being said.

Number of Participants
For each school there will be two groups of 10 students each—one male and one female. The groups of 10 should be broken down into two groups of 5 each to facilitate participation. Each group of five will develop its own map and abuse spider. Female participants should have a female facilitator and note taker and male participants a male facilitator and note taker.
**COMMUNITY MAPPING**

**STEP 1**
If participants are not already acquainted, ask them to introduce themselves. Introduce the facilitator and note taker and explain the purpose of the study. Explain the roles of the facilitator and note taker in the activity and that they are here to learn from the students. Let them know the reason for writing or note taking and seek their permission to document the sessions in writing and by recording. Explain the measures taken to ensure their privacy and confidentiality and remind them that they should respect the privacy of others by maintaining confidentiality. Although parental consent will already have been obtained as well as students assent, ask for their consent again. Remind them that even though they have given consent to participate, they can refuse to answer any questions and/or stop participating at any time. Thank the students for their participation.

**STEP 2**
Start with an icebreaker, a song, dance, or game to put the students at ease. Assure the participants that it is okay to have fun even though this is a learning activity.

**STEP 3**
Start by describing the mapping exercise, its purpose, how it will work, and the amount of time it will take to complete. Remind participants that this is a group learning exercise, and that while everyone may not agree on everything, everyone does have to be respectful of others and their opinions. Participants should refrain from judging, interrupting, or ridiculing others.

**STEP 4**
Distribute markers to all participants as well as the large paper for their map. Since young people may not be familiar with maps, explain that they should pretend to be in an airplane or to be a large bird flying over their school and community. When they look down on their community what does it look like from way up high? That is what they will draw. It may help to show them the example below.

Reassure the students that their map does not have to be drawn perfectly or exactly; the purpose is to get a general idea of what the school community looks like and where important places are.
They should start by drawing:
- Their school, its buildings and grounds (this is the most important aspect of the map)
- The community immediately around it
- Important landmarks like the church or mosque, market, health facility, government building
- Places where young people spend their time for fun
- Places where young people work—whether paid or unpaid labor or household chores
- Transportation spots
- Any place that the young people think is important culturally or historically
- The roads going to and from school

**STEP 5**
Make sure that as the mapping progresses that all of the young people get involved. Give them plenty of time and space. Do not hurry the process. They will need to discuss what they are doing among themselves.

**STEP 6**
After the young people have finished their initial mapping, you can move to the next step of “safety mapping” whereby the young men or young women go back to their maps and label sites as “safe” or “unsafe.” This can be done either by writing on the map or by using color-coded dots such as blue dots for “Safe” and red dots for “Unsafe” as in the example above. This map shows safe and unsafe sites in and around a school in Malawi.

First distribute the blue dots and ask them: Are there places on your map where a girl like yourselves would feel safe, comfortable or welcomed as girls? (If boys group, then boys.) Ask the girls/boys to put a blue dot on each place that their group identifies as safe, comfortable, or welcoming. It may take a while for the girls/boys to discuss and agree.

**STEP 7**
After the group has labeled their safe places, distribute the red dots and tell them that now you would like for them to identify where in their school and community a girl like themselves would feel unsafe, unwelcome, or uncomfortable being as girls? (If boys group, then boys.)

NOTE: This aspect of the mapping may prompt a discussion about what “unsafe/unwelcoming/uncomfortable” mean. Explain that you want to understand where there are places where physical, sexual or verbal harassment or intimidation might happen to a girl (or to a boy) that is harmful or makes them feel uncomfortable or unwelcome in that place.

Ask the girls/boys to put a red dot on each place that their group identifies as unsafe, unwelcoming, or uncomfortable. It may take a while for the girls/boys to discuss and agree.

**STEP 8**

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70 The Safe Schools Program A Qualitative Study to Examine School-Related Gender-Based Violence in Malawi, The Centre for Educational Research and Training and DevTech Systems, Inc. 2008.
Once the young people have finished labeling their map, you can ask clarifying questions about the map. In general, you will seek to understand the map and its markings by asking:

- I see you’ve labeled X as being safe/welcoming/comfortable. What makes this particular place or site safe/welcoming/comfortable for a girl/boy such as yourselves?
- I see you’ve labeled X as being unsafe/unwelcoming/uncomfortable. What makes this particular place or site unsafe/unwelcoming/uncomfortable for a girl/boy such as yourselves?
- What would make this particular place or site safer/more welcoming/more comfortable?
- Are there some places that are unsafe or places where things happen to you because you are a girl?
- What are the safest routes to take to get to school?
- What are the least safe routes to take to get to school?
- Are there certain times of the day when a place is safe and other times when the same place becomes unsafe? When? Why?
- Do you think there is a difference between what boys experience in some places and what girls experience in the same places?
- Does being a girl affect how you are treated in these places?

Overall the facilitator should be working to identify and the note taker to document:

- Where are the safe/unsafe, comfortable/uncomfortable, welcoming/unwelcoming places?
- What makes a given place safe/unsafe or what happens there to make it so?
- Who is involved?

**STEP 9**
Thank the students for their participation and congratulate them on their maps. Explain that we will be using the information in the next exercise.

**ABUSE SPIDER**

**STEP 1**
Remind the girls/boys that they have identified things that people do to girls/boys either physically, sexually, or verbally to make them feel unsafe, unwelcome or uncomfortable in certain places. Cite a few examples, referring back to the notes as necessary. Tell them that now you would like to understand which of these types of abuse are most serious to them.

**STEP 2**
Give each group of girls a blank sheet of flip chart paper and ask them to draw a spider with many legs. Each leg represents a type of abuse and the perpetrator71 that they identified on their maps as one that happens in and around the school or home. There can be as many legs as needed. See the example below:

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71 It doesn’t need to be a name, just “boys” or “teacher” or “bus driver” for example.
**STEP 3**
Next, each pupil in the group will be given an equal amount of dots, seeds or rocks (5–7 for each student) and asked to rank the identified abuses according to how big of an issue this type of abuse is in their school and how important is it to them and their friends.

The spider drawing should be on the floor if using rocks or seeds to rank but it can be posted on the wall if using sticky dots for ranking.

Each girl/boy should bring their seeds/rocks/dots and place them on the legs/types of abuse that they think is most important in their lives and the lives of girls/boys just like them. They should place one seed/rock/dot on each type of abuse that they deem the most important in their lives.

**STEP 4**
Ask the girls/boys to identify the types of abuse that have the most votes.

**RESOURCE MAPPING**

**STEP 1**
Ask the young people to keep the top types of abuse they identified in their minds and have them step back to their school/community maps. Name the type of abuse that was ranked number one on their spider and ask: If a girl such as yourselves experiences this type of abuse, what kind of help might she need?

Facilitators should bear in mind the broad aspects of “help” needed and probe for all of the types of “help” listed below. However, if the students cannot identify a place where a type of help can be accessed then that should be recorded as a gap. Types of help:

- Supporting the victim
- Ensuring the safety of the young person experiencing the abuse
• Holding the perpetrator accountable through criminal prosecutions, public inquiries, compensation programs, civil actions, community-based settlements, or customary legal systems
• Reporting mechanisms that enable victims and/or their advocates to report crimes or violations of a teachers’ code of conduct
• Referral systems in which students are directed to the services they need
• Emotional support and counseling
• Medical treatment and services
• Legal aid for victims and their families
• Security and safety and legal justice (formal and traditional)

**STEP 2**
For each type of help identified the student should place a green dot on the map where this help can be accessed. The dot/location should be clearly labeled with the place, type of help and provider of help. This is important because a school can be the location of many types of help provided by different people.

**STEP 3**
Work through the top 5–10 types of abuse identified and the places where one could seek support.

**WRAP UP**
Take some time to summarize the activities. Remind the young people that they have identified places in their communities where they feel unsafe, unwelcome, or uncomfortable. But remind them that they also identified places where they feel safe, welcome, and comfortable. Remind them that they have places where they can seek support when they experience problems. Ask them to remember to be a support to one another as girls/boys and classmates.

Remind the young people of their promise and responsibility to one another to keep what has been shared today private and confidential. Remind them of the steps that are being taken by the research team to keep this information private. Remind them that general information will be shared with the Community Action Planning team but that no confidences will be broken.

Thank the young people for their participation!
### Annex 3: Classroom observation tool

School ________________________________________________________________Grade_________________________
Teacher______________________________________________________________ M or F? ____________________
Observer______________________________________________________________

<table>
<thead>
<tr>
<th>Initiator</th>
<th>Target Audience</th>
<th>Level of question</th>
<th>Responder</th>
<th>Type of Response</th>
<th>Teacher Feedback</th>
<th>Wait time</th>
<th>Body language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>girl</td>
<td>A boy</td>
<td>High level</td>
<td>A girl</td>
<td>No response</td>
<td>No feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>boy</td>
<td>All students</td>
<td>Low level</td>
<td>A boy</td>
<td>Verbal</td>
<td>Negative criticism</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All students, in chorus</td>
<td>Not pertinent</td>
<td>A part of the class</td>
<td>Nonverbal</td>
<td>Accent on substance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part of the class</td>
<td></td>
<td>Teacher</td>
<td>No feedback</td>
<td>Autonomizing</td>
<td></td>
<td>POSITIVE</td>
</tr>
<tr>
<td></td>
<td>A girl</td>
<td></td>
<td></td>
<td></td>
<td>Before selecting a responder</td>
<td></td>
<td>NEGATIVE</td>
</tr>
<tr>
<td></td>
<td>A boy</td>
<td></td>
<td></td>
<td></td>
<td>For the responder to respond</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1
2
3
4
5
6
7
8
9
10
11
12
Annex 4: List of schools – classroom observations

<table>
<thead>
<tr>
<th>No.</th>
<th>Kinshasa School name</th>
<th>Neighborhood</th>
<th>No. of classes observed</th>
<th>Lubumbashi School name</th>
<th>Neighborhood</th>
<th>No. of classes observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kinzazi II Primary School</td>
<td>Matete</td>
<td>5</td>
<td>Ruashi Primary School I</td>
<td>Ruashi</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Malandi II Secondary School</td>
<td>Matete</td>
<td>2</td>
<td>Ruashi Primary School II</td>
<td>Ruashi</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Misonga Primary School</td>
<td>Masina</td>
<td>2</td>
<td>Bendera Secondary School</td>
<td>Ruashi</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>St. Benoit Primary School</td>
<td>Masina</td>
<td>4</td>
<td>Maongezo Primary School</td>
<td>Ruashi</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Elu Primary School</td>
<td>Masina</td>
<td>3</td>
<td>Shaba Secondary School</td>
<td>Katuba</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Mvundu Secondary School</td>
<td>Masina II</td>
<td>4</td>
<td>Kankamanall Secondary School</td>
<td>Katuba</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Imani Secondary School</td>
<td>Masina</td>
<td>2</td>
<td>Katuba II Primary School</td>
<td>Katuba</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td>Nyota Secondary School</td>
<td>Katuba</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>22</strong></td>
<td><strong>2</strong></td>
<td></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>
References

4. Immigration and Refugee Board of Canada. (2006). Democratic Republic of Congo (DRC): Whether forced marriages exist; if so, the frequency of such marriages, the people who organize them (maternal or paternal family), the regions and ethnic groups involved, the treatment of people who refuse such marriages and the state protection available to them. (9 January 2006, COD100957.FE).