



JUNE 2017

PEACE FIRST

POPULATION-BASED SURVEY
ON PEACE AND EDUCATION IN THE
DEMOCRATIC REPUBLIC OF THE
CONGO

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Acknowledgments:

We would like to thank the thousands of randomly selected youths and parents who patiently shared their views and opinions about peace and education in the Democratic Republic of the Congo, as well as the teachers and youth club leaders who shared their views and facilitated this work. Mychelle Balthazard and Jean-Paul Zibika supervised the data collection for HHI. We would like to thank the team at UNICEF, especially Erinna Dia, Paola Grazia Retaggi, Blanqui Ntambwe Kabongo, Agnes Fariala Lidina, Leon Kalolo, Kanyatshi Amani, Jacques Mutoo Balingene Jennifer Hofmann, Andrew Dunbrack, Bosun Jang, and Friedrich Affolter. We also extend our gratitude to Guillaume Korogo Alokoa at the Ministry of Primary, Secondary, and Professional Education for facilitating this study, as well

This research has been initiated and supported by the United Nations Children's Fund (UNICEF) to inform the mainstreaming of peacebuilding and conflict-sensitivity in UNICEF activities and those of other actors. UNICEF would like to thank the Government of the Netherlands for its generous support. Additional support was provided by the John D. and Catherine T. MacArthur Foundation. The views expressed in this study are those of the authors and are not necessarily shared by the Harvard University, the Brigham and Women's Hospital, MacArthur Foundation, UNICEF, the UN or the Government of the Netherlands.

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Peace First:
Population-Based Survey on Peace and Education
in Democratic Republic of the Congo

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Published by

Harvard Humanitarian Initiative
(peacebuildingdata.org)

Brigham and Women's Hospital

Cambridge, Massachusetts
2017

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1. EXECUTIVE SUMMARY

This report presents the results of surveys about peacebuilding and education conducted in two school districts, Mbandaka and Kalemie, in the Democratic Republic of the Congo. Interviews were conducted with a total of 2,577 individuals in the following groups:

- (1) 6th grade students in schools supported by UNICEF's Peacebuilding, Education and Advocacy program (PBEA) and in schools not supported by PBEA
- (2) Parents or caregivers of the selected 6th grade students in schools supported and not supported by PBEA
- (3) Youths aged 12 to 17 years old in clubs supported by PBEA and in the community.

Selection of participants in the various surveys was random. For schools and youth clubs, a list of all schools and clubs was obtained and a sample was drawn based on eligible population size (so a larger school would have a higher probability of selection). Once selected, the schools and clubs were contacted to obtain a list of all eligible participants. A simple random selection procedure was used to select individuals. For 6th grade students, parents were invited to participate in the study. For the youth survey in the community, quartier or villages were selected according to the clubs selection, and youth not involved in clubs were identified using a geographic method for the selection of dwelling.

As the PBEA program closes, this study was undertaken to investigate parental attitudes and youth's perceptions, attitudes and experiences of education in relation to the social and institutional context and legacy of the past. It compares results among students in 6th grade, their parents, and teenagers exposed to the PBEA interventions, and control groups in the same area but not directly exposed to the interventions.

This study offered an opportunity to examine the changing context and the effects of UNICEF's support to peacebuilding and education. The findings affirm the potential of education to spur positive social engagement and the positive association of such engagement with various dimensions of social cohesion and peaceful conflict resolution behaviors. Specifically, the findings are twofold. First, engagement in peacebuilding¹, promoting or sustaining peace activities and involvement in other groups and associations was significantly higher among groups exposed to the PBEA program. To a lesser extent, even parents of students in PBEA supported schools showed a higher level of social engagement for peace compared to parents of students in schools not supported by the program. However, among parents, men were significantly more engaged than women, and engagement was also associated with higher level of education. While causality cannot be established – these findings point to a positive dynamic between school level support and society level engagement, but also to the need for more active support for engagement of women and those less educated.

Second, engagement was positively associated with multiple dimensions of social cohesion (e.g. trust to different actors or groups such as family and community, level of solidarity and support), conflict resolution behaviors, and perception of the value of education – this association was true for all groups: students, youth and parents. More specifically, the analysis of the level of engagement shows that higher engagement is associated with:

- Higher levels of trust in all actors – family, community, within and across groups, and in the state
- Increased perception of education as valuable in itself and valuable for its contribution to peace
- Increased perception that education must be equal for boys and girls
- Increased levels of solidarity and support

The analysis of social cohesion indicators shows that students and youths trust highly their family, and trust other groups (ethnic, religious...) the least. This is also true of parents, although they had on average lower trust scores toward their family and toward the state. Trust is associated with the perceived value of education. However, respondents with higher levels of education tended to have lower levels of trust. The ethnic distance scale nevertheless suggests relatively high level of comfort in social interactions with other groups. The levels of support and solidarity varied across sites and participation in PBEA supported schools or clubs.

Various forms of disputes are reported by students, youths and parents, with the most common issues being related to household disputes, land disputes, thefts, and money issues. However, the relative importance of disputes varied by sites, highlighting the need to contextualize peaceful conflict resolution training to address locally prevalent forms of disputes. Various forms of violence also existed in school, though relatively infrequent. However, parents systematically underestimated the level of violence reported by their children. Domestic violence in the form of a beating by a parent is widespread and generally seen as acceptable because of being disobedient, insulting or stealing.

When confronted with disputes, students, youths and parents engage most frequently in positive solution seeking and to a lesser extent avoidance, as opposed to anger. This was especially true among those engaged in peace programs and other groups and associations. Engagement also appeared to be associated with less violent behaviors. The results also suggest some inter-generational effects, as students' conflict resolution behaviors are associated with the same behaviors among their parents.

Overall, education is highly valued among students, youths, and parents alike. Financial resources and sickness are the most significant factors leading to low attendance, but barriers to education are more generally identified as financial, as well as parenthood and a lack of interest. The contribution of education to peacebuilding is valued, but less so than the overall value of education. Furthermore, the value of education for

peacebuilding is lowest where it may be needed the most: Kalemie school district. Some hold a sense that inequality in education is acceptable. This may reflect historical and cultural differences between regions.

Recommendations

Considering the findings from this study, the affirmation of educations' potential to spur engagement in peacebuilding or promoting/ sustaining peace activities and involvement in other groups and associations by students and parents, and the positive association of such engagement with various dimensions of social cohesion and peaceful conflict resolution behaviors, we offer the following recommendations to the government, the international community, and national and local agencies:

1. PBEA's early efforts to bring peacebuilding into education must be embraced, supported and promoted by the government. These efforts appear to strengthen positive engagement and multiple dimensions of social cohesion that are key for long term peacebuilding, including rebuilding the relation between communities and the state. At the same time, these programs must recognize the specificity and complexity of conflicts and historical factors across DRC. Programs must be tailored to be responsive to the local context and promote peaceful conflict resolution behaviors in response to local conflicts. The international community should accompany and support these efforts to localize peacebuilding and education efforts by bringing the required expertise to develop such programs and continue to invest in pilot projects to identify effective programs and best practices.
2. The government must invest in support and strategies to ensure equal access to education. Lack of financial resources continue to be a major barrier to universal education, and early marriage and pregnancies continue to hinder girls' education. The

universal access to education strategy must also include strengthened access to health services for students, as it is a leading cause of absenteeism after the lack of financial resources. The government must also ensure that adequate investments are made in infrastructure and that qualified and trained teachers are deployed and paid for their work. International and national organizations must support these efforts and support community-based mechanisms to promote school attendance.

3. Linking peace and education must be based on a clear understanding of the factors and actors who are shaping and experiencing the conflict. This can be achieved through expert analysis, but ultimately, communities on the ground know this context the best. A strategy for meaningful engagement of parents and teachers must be developed to empower communities in leading and shaping peace and education programs and holding education service providers accountable. These efforts should contribute to the localization of peacebuilding and education efforts and must be supported by the international community
4. Domestic disputes are frequent and domestic violence children is widespread and seen as acceptable even by children themselves. The government and specifically the ministry of education must review the potential role that teachers and parent committees can play in addressing this issue and take advantage of the peace and education experience to explore opportunities to address domestic violence. This may include reviewing opportunities to identify and engage with key groups and linking with the health and protection sectors to provide integrated support to children. The international community should invest in pilot program evaluation to gather lessons learned and develop knowledge on how to reduce violence against children.

5. Adaptive response is necessary. Considering the fluid context of conflicts and other forms of violence in DRC, the international community must be flexible in allocating resources to reduce violence through education systems – formal and informal, including clubs and associations which are more likely to attract youths and those no longer in school settings. Actors on the ground should have the capacity to operate rapidly and take advantage of local opportunities.

2. INTRODUCTION AND OVERVIEW

2.1. Introduction

The Democratic Republic of the Congo (DRC) has been engulfed in protracted conflicts for decades. Conflicts fueled by poor governance, feuds over access to land and resources, regional warfare and illicit trade in natural resources have resulted in mass-scale war-related deaths,² mutilations, and sexual abuses. In a country with a wealth of natural resources, the population is one of the poorest in the world.³ In response, the international community has injected unprecedented aid in relief and program developments notably in protection of civilians and peacebuilding.⁴

Until recently, however, little attention had been paid to the role of education in peacebuilding in DRC and little investments were made into education, whether at school or at home, to ensure children's development and improve how youth perceive, react and respond to conflicts

In 2012, the United Nations Children's Funds (UNICEF) in DRC developed a four-year peacebuilding program aiming at strengthening resilience,⁵ social cohesion⁶ and human security.⁷ Using education as a driver for peace, the program sought to

- 1) increase inclusion of education into peacebuilding and conflict reduction policies, analyses and implementation;
- 2) increase institutional capacities to supply conflict-sensitive education;
- 3) increase the capacities of children, parents, teachers and other duty bearers to prevent, reduce and cope with conflict and promote peace;

- 4) increase access to quality and relevant conflict-sensitive education that contributes to peace; and
- 5) contribute to the generation and use of evidence and knowledge in policies and programming related to education, conflict and peacebuilding.

The program was part of a broader initiative on Peacebuilding Education and Advocacy (PBEA) supported by UNICEF in collaboration with the Government of the Netherlands, and the Governments of 14 countries at risk of or experiencing and recovering from conflict.

As the PBEA program closes, this study was undertaken to investigate parental' s attitudes and youth's perception, attitudes and experience of education in relation to the social and institutional context and legacy of the past. It compares results among students in 6th grade, their parents, and teenagers exposed to the PBEA interventions, and control groups in the same area but not directly exposed to the interventions.

The study was conducted in partnership with UNICEF's PBEA Program in DRC at the national and regional levels in Kalemie school district, province of Tanganyika,⁹ and in Mbandaka school district, province of the Equateur.

2.2. Shattered Hopes and Uncertainties

Since its independence, DRC has been plagued by conflicts involving a patchwork of domestic and foreign armies and armed groups. Today, in the east of the country, several armed groups are still carrying out attacks on civilians,⁹ killings, injuring, mutilating and raping countless number of civilians including children. The conflicts create a climate contributing to an increased feeling of insecurity in certain areas of eastern Congo,¹⁰ driving people from their homes. More than 2 millions of people are displaced or refugees within the country; 323,000 Congolese are living in refugee camps outside the country.¹¹ In 2014, after the Kivus, Katanga was the third province most affected by

displacements due to armed mai-mai attacks led by Kata Katanga in the 'death triangle' (Manono, Moba, and Pweto territories).¹²

The Congolese armed forces (FARDC) as well as government security forces continue to commit human right abuses against civilians. In the east and in the 'death triangle', the FARDC is accused of rape, arbitrary arrests, abuse and extortion. In Kinshasa and other cities across country, the police, allegedly, got involved in extrajudicial executions and forcibly disappearance of 'kuluna' or gang members, as well as killings, arbitrary detentions, or intimidation of prominent political party leaders and pro-democracy activists.¹³

The signing of several peace agreements and the defeat or surrender of certain armed groups¹⁴ gave hope to a return to peace and security. But difficulties in dismantling armed groups, mistrust between the leaders of the region,¹⁵ and tensions between the DRC government and the MUNOSCO,¹⁶ notably over the implementation of the 2013 Peace, Security and Cooperation Framework (PSCF)¹⁷ have shattered hope.

The delayed elections and democratic transition of power have amplified political tensions, at times causing violence. President Kabila has been accused of capturing power for example through politically motivated reforms of administrative divisions and constitutional changes.¹⁸ He has called for a political dialogue¹⁹ to avoid implosion of the country,²⁰ but the move was perceived as just another 'plot' by the President to extend his presidency.²¹ The failure to hold elections in November 2016 triggered a wave of protests across the country.²² While violence has decreased, tensions remain high and the future uncertain.

The international community has responded to the situation in DRC in several ways. The United Nations Security Council has mandated a mission - The United Nations Organization Stabilization Mission in the Democratic Republic of the Congo or MONUSCO - to protect civilians, and humanitarian personnel and human rights defenders and to support the DRC government in its peace efforts.²³ The United Nations has also aligned its plan to the government's plan to stabilize the east of the

country. The UN's plan, the International Strategy for Supporting Security and Stabilization (ISSSS), became the main vehicle for international support to the Democratic Republic of Congo's Stabilization and Reconstruction Plan in Conflict-Affected Areas of Eastern DRC (STAREC).²⁴

Many more organizations have engaged in humanitarian assistance mostly in response of violent conflicts in the eastern part of the country. However, considering the length of the conflict, some humanitarian organization such as CARE and the International Rescue Committee, have begun implementing Community-Driven Development/ Reconstruction projects aiming at "improve[ing] socio-economic wellbeing, governance and social cohesion at the local level."²⁵

The International Criminal Court (ICC) brought charges in four DRC cases. Thomas Lubanga was sentenced to 14 years of imprisonment for war crimes of enlisting and conscripting children. Germain Katanga received a sentence of 12 years of imprisonment for crimes against humanity and war crimes committed in the Ituri district. Bosco Ntaganda is still on trial for crimes allegedly committed in Ituri district, and Mathieu Ngudjolo was acquitted and returned to DRC.²⁶ Other courts in Europe but also in DRC have convicted or charged leaders of armed groups with war crimes or crimes against humanity.²⁷

Congolese have responded with mixed feelings to international justice. Among those who are part of the ICC legal process as victim participant, many doubt "that the ICC is listening to their concerns."²⁸ In Mbandaka, the recent ICC conviction of Jean Pierre Bemba Gomba for crimes against humanity committed in Central African Republic²⁹ seemed to have created discontent among the population.³⁰ In 2015, one third to two-third of the respondents to a survey were confident that the police and the FARD could ensure their safety, but less than one-third of the same respondents felt the same way towards the MUNOSCO.³¹ Some projects in DRC have provided immediate dividends (e.g. classrooms, health facilities) but showed little if no impact on social changes speaking of the difficulty of generating such a change.³²

2.3. Peacebuilding and Education in DRC

It is against this backdrop of continued cycles of violence and political tensions that UNICEF launched the Peacebuilding, Education and Advocacy in Conflict-Affected Contexts (PBEA) programme in DRC. The PBEA program aims at strengthening social cohesion, resilience and human security in conflict-affected or post-conflict areas. In DRC, the PBEA program was implemented in six provinces most affected by the conflicts, as identified by the humanitarian community in DRC³³: the provinces of Equateur, Katanga, Maniema, North Kivu, South Kivu, and the Oriental Province.³⁴

In these six provinces, UNICEF DRC focused on four conflict-drivers. Those are the result of a conflict analysis conducted by Search for Common Ground (SfCG)³⁵ and a Policy Dialogue³⁶ with education actors such as the Ministry of Education (Ministère de l'Enseignement Primaire, Secondaire et Professionnel). The four drivers are as follows:³⁷

- 1) Poor governance: inequitable and conflict insensitive policies and inadequate institutional capacities undermine state legitimacy and positive state-society relations
- 2) Poor access to quality education in conflict and post-conflict communities fuels continued conflicts in schools and communities and limits resilience
- 3) Absence of distributive justice especially inequality in access to and control of land and other economic and natural resources
- 4) Poor social relations, inter-ethnic and tribal conflicts

To address these drivers, UNICEF adopted two main strategies. First, UNICEF worked closely with the Ministry of Education to integrate peacebuilding and education into conflict-sensitive policies and to build capacity of institutions in analysis, planning, management and data gathering. The PBEA also supported the set up of a national commission on peace education and trained thousands actors (e.g. government ministry personnel, school directors, and committee members, school

based mediation committee members, local leaders, child and adolescents leaders) "to implement education for peace."³⁸

Second, in partnership with schools and community actors, UNICEF improved access to quality and relevant conflict-sensitive education, and increased knowledge and capacity of individuals and communities in preventing, reducing and coping with conflict, as well as in promoting peace and community resilience.³⁹

The backbone of the program is the integration of peacebuilding into the school curriculum and in community activities. Using a 'training of trainers' approach, UNICEF educated a core group of community leaders from each PBEA province. The training included topics such as conflict analysis, peace education and conflicts prevention and resolution. The core group encompassed people from different backgrounds such as representatives of the education system, opinion leaders, members of women and youth associations, and members of different faith-based (e.g. priests, and pastors) or social organizations. Those trainers, in turn, educated teachers in PBEA schools and community members in PBEA provinces.⁴⁰ The training focused on knowledge and teaching skills of peacebuilding, and conflict prevention, respect of ethnic diversity, child protection against violence, and management skills. In complement to their training, the teachers and community members received a teacher or community leader guide,⁴¹ developed by UNICEF and the Ministry of Education.

In PBEA schools, trained teachers introduce peace education, conflict resolution, violence prevention and psychosocial well-being to students in two ways: 1) short lessons of 15-20 minutes specifically on peace education, conflict resolution, violence prevention and psychosocial well-being, and 2) integration of the same themes through school subjects such as French. During those lessons, students can testify of their actions to promote peace. For example, one student talked about stopping an argument between her parents; another mentioned stopping a fight between friends. In Mbandaka, a powerful tool is the slogan: "Entre nous... la paix d'abord" [Among us...peace first).

Developed by the students, the slogan is often used when a child intervenes at school or in the community. The teacher records his/her peacebuilding teaching in writing. The school director documents incidents of violence and its resolution.⁴²

To complement formal education, UNICEF supported the establishment of a peace committee and a participative theater troop in each PBEA school. The tasks of the committee are to document or resolve conflicts arising in the school, and to implement activities promoting conflict resolution and peace. The peace committee members receive two sets of cartoons, one guide on participative theatre, and one booklet on peace committee management developed by UNICEF and the Ministry of Education. They also received essential office supplies such as paper, pens, and notebooks.

The composition of the peace committee varies per province. In Kalemie, a committee comprises six students, girls and boys, of different grades. Its members are also those of the theater troop. They are also trained in mediation. In Mbandaka, the committee encompasses 15 members, girls and boys of different ages. Members of the committee are not necessarily members of the theater troop but are rather identified based on children's competencies and interest.

To reach out to out-of-school youth, PBEA staff, in collaboration with the Ministry of Youth, established or supported youth clubs teaching its members peacebuilding strategies, and encouraging the implementation of peacebuilding activities in schools or in the community.⁴³ The training focused on peacebuilding and civic education. It did not have the depth of the PBEA school program but provided some basic notions in peacebuilding and conflict resolution. The involvement of youth clubs into the PBEA program has been beneficial. First, the youth clubs were able to reach out to drop out students or those who never been in school. Second, the clubs acted as a platform to solidify PBEA teaching allowing those who were in PBEA schools but had left primary school to disseminate their knowledge and skills to other youth. Third, the clubs provided a positive 'peacebuilding'

environment where adolescents could hang out and learned more on the topic at their own pace.⁴⁴

In Kalemie, youth club members were trained as young reporters to document best practices and to organize interactive activities promoting peace in school. In Mbandaka, school and community activities included young reporters training so they could document actions that prevent or help managing conflicts and promote a culture of peace. Other implemented activities included peace competition between schools, sports for peace, camps reinforcing peaceful coexistence between ethnic groups (Bantous, Pygmy and Albinos), and advocacy by and for children. The latter has allowed children to bring their needs to the attention of authorities resulting for example in more benches in school.⁴⁵

In Kinshasa and in the North Kivu, the PBEA program worked in collaboration with civil society and members of parliament, to implement the U-report, a communication platform that enables dialogue on inequities.⁴⁶ In the Kivus, the PBEA program also sought to develop economic livelihoods skills among women and adolescents out of school, and to increase demand for quality learning outcomes and school co-management.

In the community, UNICEF worked with schools and with civil society and faith-based organizations to implement a creative communication strategy promoting peace, social cohesion, and community resilience (e.g. ethnic diversity, national identity, and love for peace). Community members already trained at the national level informed and educated additional community members in villages, in organizations or in churches, creating a large web of 'peace agents'. Those in turn organize activities and disseminate a message of peace using different means (e.g. poster, pictograms, media spot, or recorded information on tape). The PBEA program provides different awareness tools (e.g. hats, t-shirts, pens, notebooks and calendars) to increase its visibility.

The PBEA strategy was also used with refugees in the Equateur province. In 2016, tensions arose between the population and the refugees from Central African Republic in the north of the province. UNICEF in collaboration with the Ministry of Youth sent a mission to promote peaceful coexistence. According to people who participated in the mission, the implementation of the PBEA strategy with local youth and refugees helped easing the tensions.⁴⁷

Case studies in Manono, Tanganyika province and Rubaya, North Kivu, show positive changes in attitudes in schools or behaviors in the community among the targeted groups of the PBEA interventions. In Manono, students of different ethnic groups used the same bench, played and walked together, and sometimes ate together. In Rubaya, members of youth clubs played sport, learned and worked with members of different ethnic groups, an increased number of girls attended schools and a certain number of youths were reintegrated in the community through vocational training. Nonetheless, structural changes such as Pygmies' access to natural resources and basic social services in Manono and addressing conflict root causes such as poverty and social injustice in Rubaya still need to be tackled. ⁴⁸

2.4. Study Aims and Framework for Analysis

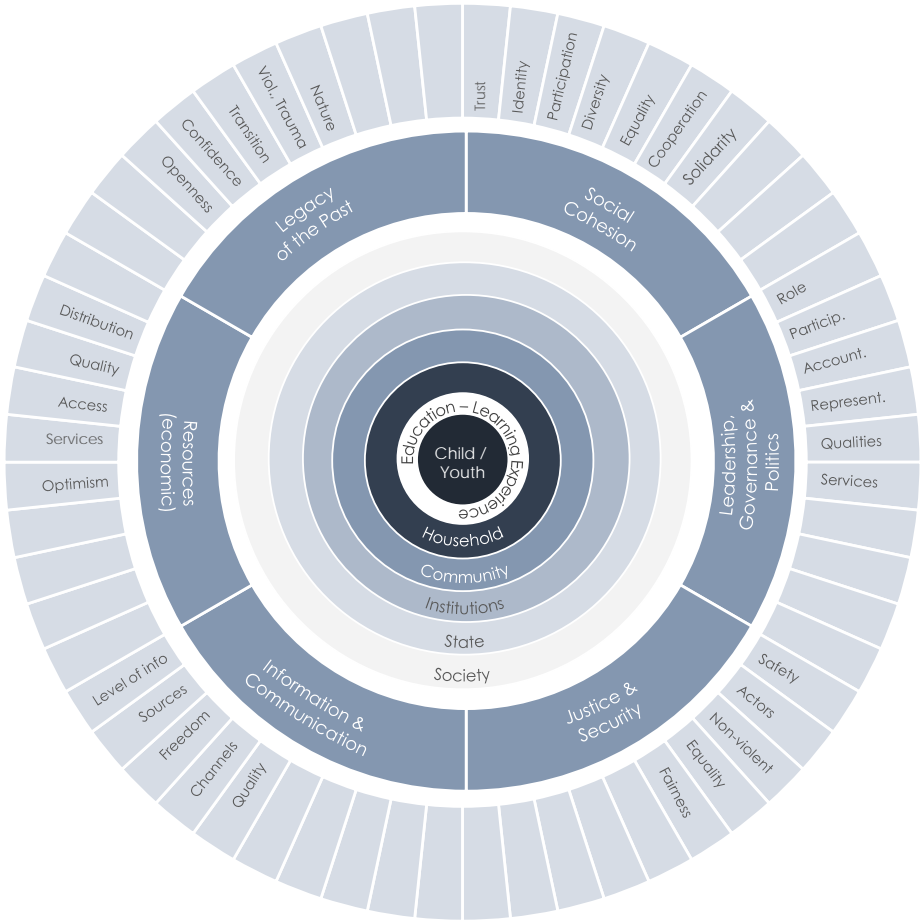
This study was undertaken in two school districts, Kalemie and Mbandaka, in the DRC. The target groups were groups exposed to the UNICEF's PBEA interventions and control groups in the same areas but not directly exposed to the interventions. Specifically, the study assesses attitudes, perceptions, and behaviors of 6th grade students, their parents, and teenagers in relation to (1) their informal (e.g. child rearing philosophy) and formal (e.g. school and community) education experience, including the existence of discrimination, exclusion, marginalization or violence in schools and communities, and its handling; and (2) data on social cohesion, resilience, human security and conflict resolution which are seen as crucial elements in building peace. The objectives are twofold: 1) to examine the relation between

these two factors (education experience and peacebuilding or peace education dimensions) in relation to PBEA's objectives and, 2) to compare attitudes, perceptions and behaviors between targeted and non-targeted groups, where possible.

The educational and learning experience is both influenced and influencing multiple dimensions of peace, within a multi-level ecological model that includes household, community, institutions, state and society-level interactions. Acknowledging the contextual nature of the education experience and dimensions of peace examined in this study, it is possible to position and articulate the places, forms and manifestations of education and peacebuilding within a framework developed by the authors in relation to six peace dimensions: (1) social cohesion, (2) leadership, good governance and inclusive politics, (3) access to resources and opportunities, (4) the legacies of past conflict, (5) societal information and communication networks, and (6) justice and safety (see Figure 1). Social cohesion is considered both in its horizontal component - interpersonal and intergroup relationships at the school district levels, and its vertical component - for example the level of trust between state and community constituencies.

The process of operationalizing the educational experience and dimensions of peace in the context of DRC was informed by discussions with key stakeholders. It resulted in an emphasis on social cohesion and participation, as well as conflict related behaviors. This report follows the logic of the framework proposed above and the outcome of the consultation. It explores key domains of education, social cohesion (belonging and inclusion; respect and trust, and civic and social participation), and legitimate politics and governance, which were identified as the critical dimensions. These components are used to frame the survey data analysis.

Figure 1: Analytical Framework



3. DESIGN AND METHODS

This chapter provides a description of the design and instruments used in the study. To achieve the study objectives an in-person survey methodology was conducted in the Kalemie and Mbandaka areas with the following components:

- A survey among 6th grade students in targeted and non-targeted PBEA schools (12 – 17 years old)
- A survey of the parents or guardians of the selected 6th grade students in targeted and non-targeted PBEA schools.
- A survey among youth, including youth participating in adolescents clubs (clubs ADODEV) and youth in the community of the established ADODEV clubs but who were not members of the youth clubs (12-17 years old).
- Interviews of teachers in targeted and non-targeted PBEA schools.

The sites (Kalemie and Mbandaka) were selected in consultation with UNICEF to represent a variety of context and experience within the program.

In Kalemie and in Mbandaka, the PBEA program selected 30 PBEA schools out of 264 public schools, and 35 PBEA schools out of 175 public schools respectively. The PBEA schools in Mbandaka include five pre-schools and 30 primary schools. Schools were chosen based on numbers of students (no more than 50 students; 25 girls and 25 boys in 6th grade) and diverse characteristics (e.g. urban vs. rural; private; faith-based schools of different denominations).⁴⁹

In 2012, Kalemie had nine youth clubs located in PBEA schools, for a total of 40 girls and 60 boys aged 13 to 17 years. In December 2015, ten new youth clubs were created. Each new youth club has 20 members aged

13 to 17 years old for a total of 98 girls and 102 boys. The clubs' emphasis is on peacebuilding, peace education, and children rights.

In 2013, UNICEF Mbandaka integrated the youth clubs into the PBEA program. Youth club representatives were trained, and then trained members of 20 clubs with a membership varying from 20 to 80 members aged 12-25 years old.

The surveys and interviews were designed and carried out by the Harvard Humanitarian Initiative (HHI). Data collection was conducted from May 05 to June 02, 2016 (29 days). In total, 2,577 individuals were interviewed.

In Kalemie, those included a total of 1,267 individuals divided as follows: 413 students of 6th grade (average age: 13.5 years old), 406 parents or guardians from 17 to 72 years old (average: 40.9 years old), and 448 youths (average age: 14.4 years old). In Mbandaka, the total of interviews were 1,310 people including 436 6th grade students (average age: 13.3 years old), 441 parents or guardians aged 18 to 83 years old (average: 41.8 years old), and 433 youths (average age: 14.5 years old). Additionally, the field supervisors interviewed a total of 30 and 43 teachers in Kalemie and in Mbandaka respectively.

3.1. Research Instrument

Two survey research instruments were designed by the HHI research team in consultation with UNICEF, the ministry of Education and other stakeholders. The survey questionnaires were used with students and youths, and with parents of students in school. One questionnaire was specific to the students and the youths. A different questionnaire was developed for the parents. The questionnaires were piloted prior to deployment to test their feasibility. The questionnaires were adapted from questionnaires used by the authors as part of the broader research on peacebuilding and education. Both questionnaires include contextual questions and selected standardized measures as follow:

Table 1: Overview of different sections of Questionnaires

Section of Questionnaire		Focus
Section A	Demographics	Basic demographics, household composition, wealth
Section B	Formal education experience	Level of education, experience in school (self or children), discrimination, inequality
Section C	Education beliefs	Perception of education (value), perception of equality in education
Section D	Child rearing philosophy	Self-reported parenting style, parental views on physical punishment
Section E	Social cohesion	Reported perception of relationships, and level of trust toward select actors across ecological context.
Section F	Social participation	Engagement in civic and public activities, interdependence, 'belongingness'
Section G	Services and gov't performances	Perception of and experience with services and outcomes, institutions and government performance
Section H	Disputes and conflicts	Perception of security and security actors, self-reported disputes and conflict resolution behaviors.
Section I	Legacy of the past	Exposure to violence, perception about transitional justice, victimization,

The questionnaires use structured formats, including open-ended questions and close-ended questions such as Likert scales (e.g. ranking from very bad to very good). For open-ended questions, pre-coded answers were available based on the pilot interviews but never read to or shared with participants, and a blank field enabled interviewers to record exact answers. The questionnaires were piloted prior to deployment to test their feasibility. Once finalized, the questionnaires were subsequently programmed into Android Nexus 7 Tablets running

KoBoToolbox, our custom data collection package.⁵⁰ The use of the tablets allowed interviewers to enter the data directly as the interviews were conducted. Built-in verification systems reduced the risk of skipping questions or entering erroneous values, resulting in data of a high quality.

In addition to the survey instruments, two interview guidelines were developed, one for teachers in PBEA schools and one for teachers in non-PBEA schools. The interview guidelines used a semi-structured format with closed-ended questions about school and respondents' characteristics (e.g. PBEA vs. non-PBEA, gender), and open-ended questions. In PBEA schools, the open-ended questions focused on knowledge of and attitudes towards the PBEA program and its contribution to peace. In non-PBEA schools, the teachers were asked about their knowledge of the PBEA program and discussed contribution and obstacles to peace in schools. Teachers' responses were hand written at the time of the interview on a paper form.

3.2. Survey Administration

Trained interviewers conducted the interviews. All the interviewers had previous experience conducting one-on-one interviews. A six-day training was organized to cover the study aims and questionnaire content, participant selection protocol, including replacement (see sampling and recruitment), interview techniques including neutral probes and protocols to address security, ethical or protection concerns. The training also included manipulating and troubleshooting the data collection equipment, mock interviews and pilot-testing with randomly selected individuals at non-sampled sites.

A total of 17 teams of two interviewers, nine teams in Kalemie and eight teams in Mbandaka, were deployed. The teams were composed of one woman and one man assigned to same-sex respondents among students and youths due to the sensitivity of some questions. Interviewers were not systematically matched with parents of the same sex due to the uncertainty of the sex of the available parent or guardian at the time

of the interview. Each location had a field supervisor in charge of verifying adherence to protocol and providing support in the field.

The research protocol required each team to collect data in one school, club, or in a specific community per day. More than one team could be conducting interviews at one location. To the exception of youth in the community, interviews were mostly conducted at school or at the youth club. But, interviewers also went to the house of the respondents, if they could not come to the school or the club. Interviews were conducted one-on-one, anonymously, and in confidential settings. When the interview was conducted at school, a small amount was given to parents/guardians after the interview to cover transportation. Each interviewer was responsible for conducting four interviews per day. Each interview lasted an average of one hour. When possible, data were synchronized with a central computer, enabling the lead researchers to check data for completion, consistency, and outliers. The lead researchers and supervisors discussed any issues that arose with the team prior to the next round of data collection.

The supervisors were responsible to conduct interviews with teachers. The interviews were conducted at school one-on-one, and a confidential setting. The number of interviews per day varied depending on availability and accessibility of the teachers or the supervisors. Each interview lasted between 30 minutes and one hour. The information was reviewed with the lead researchers and interview techniques adjusted, when appropriate.

3.3. Sampling and Recruitment

3.3.1. Survey of students in targeted and non-targeted PBEA schools and their parents

The first two survey components were a survey among students in targeted and non-targeted PBEA schools and a survey among the parents of selected students in schools.

Both surveys were designed to gather individual characteristics and estimating prevalence of outcomes of interests such as social cohesion, resilience and attitudes towards peace, and to compare targeted and non-targeted groups. In each area, in Kalemie and in Mbandaka, the target samples were students in 6th grade and aged 12 – 17 years old. The total number of targeted students was 432 students, 216 in PBEA schools and 216 in non-PBEA schools, with an equal number of girls and boys. In each area, the numbers of targeted parents or guardians were also 432 parents/ guardians, 216 linked to students in PBEA schools and 216 linked to students in non-PBEA schools. Parents or guardians could be male or female based on which parent was available.

In total, 849 students, 413 and 436 students were interviewed in Kalemie and in Mbandaka respectively. A total of 847 parents/guardians participated in the study, 406 parents in Kalemie, and 441 parents in Mbandaka. The students were randomly selected in targeted and non-targeted PBEA schools in Kalemie and Mbandaka. Parents of selected students were asked to participate in the study. Students and parents/guardians were linked using non-identifiable barcodes for a total of 406 and 436 student/parent pairs in Kalemie and in Mbandaka, respectively.

To achieve this sample, a two-steps sampling procedure was used. First, PBEA and non-PBEA schools were randomly selected proportionately to the number of students in 6th grade among an exhaustive list of all PBEA and non-PBEA schools. In Kalemie and in Mbandaka, 19 PBEA public schools were selected out of a total of 30 PBEA public schools. In Kalemie, the sample of non-PBEA schools was 27 out of a total of 203 non-PBEA public schools. In Mbandaka, 28 non-PBEA schools were identified out of a total of 175 non-PBEA public schools. The number of non-PBEA schools in Mbandaka is slightly higher to take into consideration all-girls and all-boys schools. Replacement of schools were made using the random selection method outlined above when schools no-longer operated, where inaccessible, or had an insufficient number of eligible participants. In Kalemie, 8 schools were replaced (2

PBEA and 6 Non-PBEA), in Mbandaka, 4 schools were replaced (1 PBEA and 3 non-PBEA).

Second, a total of 8 to 16 students were randomly selected from a comprehensive list of 6th grade students in each selected school. The target was to select an equal number of girls and boys in each school. The selection included a reserve when possible. The school directors provided the list of the students in 6th grade. After selection, the school directors sent an invitation to parents or guardians of selected students to come to the school. Prior to the interviews, interviewers met with the parents/ guardians to explain the purpose and the study, and to ask for parents' participation in the study. It was also an opportunity for the Interviewers to obtain parents' consent prior to the interviews with the students. When the targeted number of girls or boys could not be reached in one specific school, additional girls or boys from another selected school were interviewed to achieve the total target of girls or boys in PBEA and non-PBEA schools in the area,

In Kalemie, interviewers approached a total of 429 students in 6th grade, 194 in PBEA schools and 235 in non-PBEA schools. Among those, a total of 16 students (4%) were not available or could not be reached including 4 students in PBEA schools (2%) and 12 students in non-PBEA schools (5%). Interviews were therefore conducted with 413 students out of the 429 contacted (96%), 190 out of 194 students in PBEA schools (98%) and 223 out of 235 in non-PBEA schools (95%).

In Mbandaka, 468 students were contacted, among those 32 (6%) could not be interviewed because they were not available or could not be reached (19; 4%), or because of other reasons (13; 3%). In PBEA schools, interviewers reached 240 students in 6th grade. Among those, ten (4%) were absent or were not available and 11 (5%) were not interviewed for other reasons. In non-PBEA schools, among 228 students approached, nine (4%) were absent or were not available and two (<1%) could not be interviewed for different reasons. As a result, 436 students were interviewed (93%), including 219 out of 240 students in PBEA schools (91%) and 217 out of 228 students in non-PBEA schools (95%).

In Kalemie, interviewers contacted a total of 421 parents, 192 and 229 parents in PBEA and non-PBEA schools respectively. Among those, a total of 15 parents (4%) were absent or were not interviewed for other reasons. In PBEA schools, six parents (3%) were absent or could not be reached, and one parent was not interviewed for other reasons (<1%). In non-PBEA schools, eight parents were absent and could not be reached (4%). In Mbandaka, a total of 470 parents were approached including 242 and 228 parents in PBEA and non-PBEA schools respectively. Among those, a total of 29 parents (6%) could not be reached, or were dismissed for other reasons. In PBEA schools, 18 parents (7%) were absent and three parents (1%) were not interviewed for other reasons. In non-PBEA schools, eight parents (4%) were absent and could not be reached. In Kalemie, interviews were conducted with 406 out of the 421 parents contacted (96%), including 185 out of 192 parents (96%) in PBEA schools and 221 out of 229 parents (97%) in non-PBEA schools. In Mbandaka, the number of parents interviewed was 441 out of 470 (94%) approached, including 221 out of 242 parents (91%) in PBEA schools and 220 out of 228 parents (96%) in non-PBEA schools. There is discrepancy in the number of parents and students interviewed. In Kalemie, seven parents could not be reached after the interview with the children. In Mbandaka, following the interview with the parent, four children could not be interviewed because they were sick, or no longer in school. One parent was interviewed by mistake.

The following figure and table illustrate the sampling of study participants process and the stratification of the sample by type of respondents, respectively.

Figure 2: Sampling steps – students and parents surveys

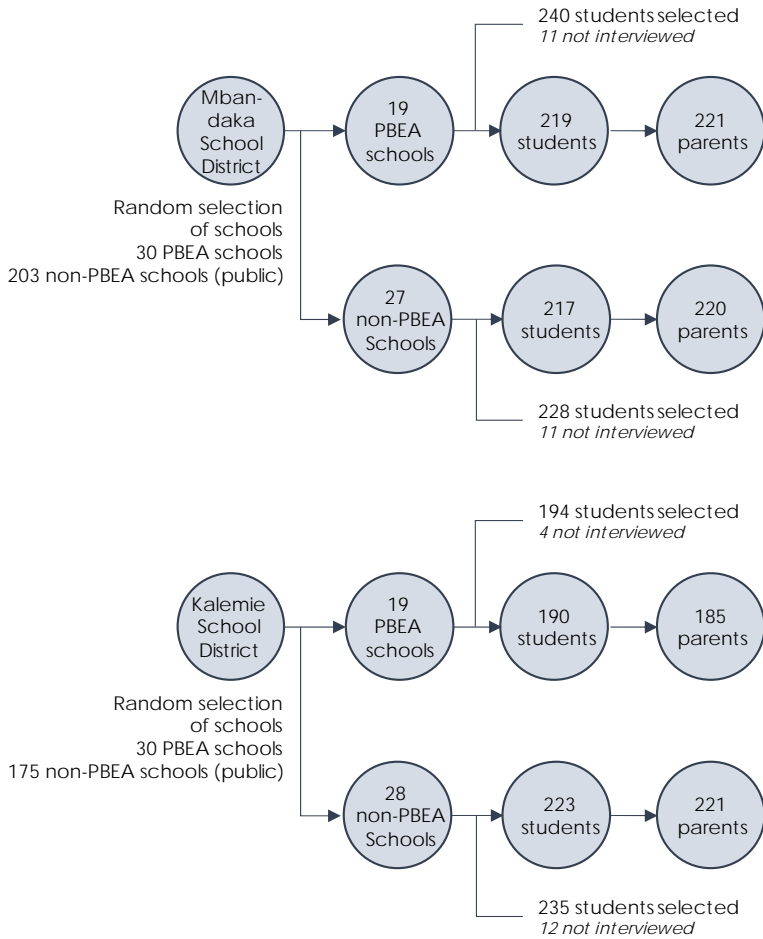


Table 2: Sample distribution – students and parents

	Mbandaka		Kalemie	
	Students	Parent	Students	Parent
PBEA School	219	221	190	185
Non-PBEA School	217	220	223	221

Target: 216 in each group

3.3.2. Survey of youth in ADODEVS clubs and in the community

The third survey component of the study sought to estimate characteristics and outcomes of interests and to compare teenagers who are members of adolescent clubs (ADODEVS clubs), and youth randomly selected in the community who were not member of the youth clubs. In Kalemie, the targeted numbers of club members and youth in the community were 100 and 216 youths respectively. In Mbandaka, the targeted numbers were 216 club members and 216 youths in the community for an equal number of girls and boys, when possible. At the end, the survey was conducted among 881 youths, including 448 youths in Kalemie, and 433 in Mbandaka.

In Kalemie, nine youth clubs were originally included in the sampling frame. Subsequently, because it was difficult to reach its members, ten clubs established in December 2015 were added to the sampling frame for a total of 19 youth clubs. All available members of each club were interviewed. The survey was conducted among 232 members of youth clubs. A total of 254 teenagers were approached in youth clubs. Among those, ten (4%) were absent or could not be located during the survey, two refused to participate (<1%) and ten were dismissed for other reasons (4%).

In Mbandaka, the selection of ADODEVS youths followed a two-stage sampling procedure. First, out of 20 youth clubs, nine clubs were randomly selected proportionality to membership size. A reserve was also selected. Subsequently, three out of those nine clubs were replaced based on accessibility and members' availability. The target of interviews per club was 24 youths, 12 girls and 12 boys for a total of 216 aged 12-17 years old.

At the second stage, 24 participants per club were randomly selected among a comprehensive list of all members aged 12-17 years old, or all club members were interviewed when the available number of members aged 12-17 years old was less than 24. The selection included a reserve, when possible. The president of each club provided the

members list, and facilitated meeting with parents or obtaining parents' consent prior to the interviews with the youths. Interviewers interviewed 215 youths in ADODEVS clubs. A total of 222 youths were contacted. Among those, six (3%) were absent or could not be located during the survey and 1 teenager refused to participate (<1%).

In Kalemie and in Mbandaka, a total of 24 non-member youths were interviewed in communities with one club; 48 interviews were conducted in communities where two youth clubs were established. In each community, the target was equal number of teenage girls and boys. Non-club member youth were selected using a geographic sampling strategy. Each community was geographically divided into 2 quadrants, and each team of 2 interviewers (one male and one female) randomly selected dwellings to interview. Male interviewers were assigned to male respondents at one of the two selected dwellings, and female interviewers were assigned to female respondents at the other selected dwellings. Three attempts were made to contact a household or individual before replacing them with another. In each randomly selected dwelling, only one youth was interviewed, randomly chosen if several youths were eligible. Eligible teenagers had 1) to be 12-17 years; 2) not be a member of a youth club; and 3) not have been already interviewed at school.

In Kalemie, interviewers contacted a total of 220 youths, among whom four (2%) were absent or unavailable. Out of 220 youths, 216 youths were interviewed (98%). In Mbandaka, interviewers approached 233 youths. Among those, ten (4%) were not available or could not be reached, and five (2%) were dismissed for other reasons. Interviewers conducted interviews with 218 out of 233 youths (94%).

The figure below illustrates the sampling recruitment steps for the youth sample. The table illustrates the distribution of the sample by type of respondents.

Figure 3: Selection steps for youths in clubs and in the community

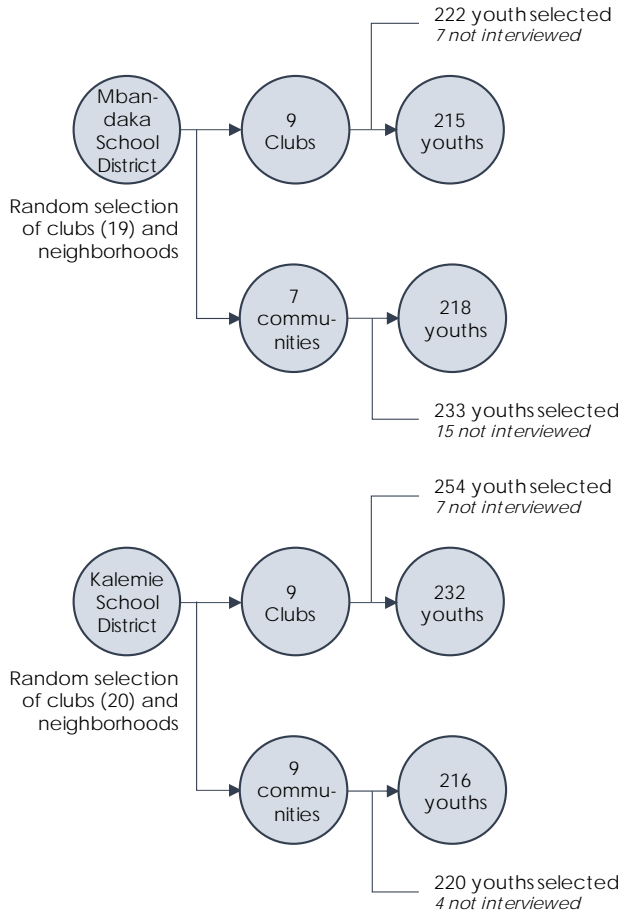


Table 3: Sample distribution – youths

	Mbandaka	Kalemie
Clubs	215	232
Non-clubs	218	216

Target: 216 in each group, except Mbandaka

3.4. Data Analysis

Once all of the data were collected, the survey databases, students/youths and parents, were imported into Statistical Package for Social Science (SPSS) version 21 for data analysis. Data cleaning was conducted to identify outliers and correct errors that had been reported in the field (e.g. assigning the wrong school code). When possible, manual entries in response to open ended questions were recoded for analysis. Basic frequencies and descriptive analysis were computed. In addition, bivariate analysis was computed to compare survey results by program participation status, and locations for students and youth, and by locations for parents.

All interviews with teachers were compiled and its content analyzed looking at similitudes and differences among teachers in targeted and non-targeted schools. Teachers' data serve to contextualize results of the surveys.

3.5. Ethical Considerations and Limitations

This research adhered to basic ethical principles and guidelines for research with human subjects. The protocol and questionnaire were reviewed by the Committee for the Protection of Human Subjects at Partners Healthcare in Boston, Massachusetts. Approval to conduct interviews was also obtained from provincial, and local authorities at survey sites.

Consent for participating in the research was obtained verbally. Parent consents were obtained directly with the respondent at the time of the interview. For students and the youths, consents were obtained first, with the parent or guardian prior to the interview with a student or a youth, and second, with the respondents at the time of the interview. Among other information, respondents were told about the aims of the study, organizations involved and sources of funding, the voluntary,

confidential and anonymous nature of the interview. Neither monetary nor material incentives were offered for participation.

The consent form and overall protocol were further designed to establish rapport, trust and elicit candid participation from the respondents, with the objective of accurately representing the views of the respondents. However, face-to-face interviews are not without limitations. A key concern is the risk of social desirability bias – the tendency to respond in a manner that makes the respondent ‘look good’ and avoid controversial answers. Similarly, recall biases can impact the data collection. However, the survey instrument and probes were designed to enhance respondents’ comfort, gain trust and encourage respondents to talk openly and truthfully. The questionnaire was designed to gradually introduce challenging and personal questions, but starting with simpler items. Recall period where tested to ensure they could easily be recalled by respondents.

The aim of the two surveys was to collect representative data among students, their parents and the youths. While response rates are relatively high in comparison with acceptable response rates in the social science, about 5% of the individuals selected for participation could not be interviewed. It is uncertain how responses from individuals who could not be interviewed would have differed from those of the sampled individuals. Nonetheless, the sampling approach was designed to reduce any potential selection biases, and the non-response rate is minimal.

The aim of the surveys was also to explore the complex relationship between education and peacebuilding in the context of on-going activities. Comparison between groups is possible. However in the absence of a baseline and other control mechanisms, any change may not be directly attributed to project activities.

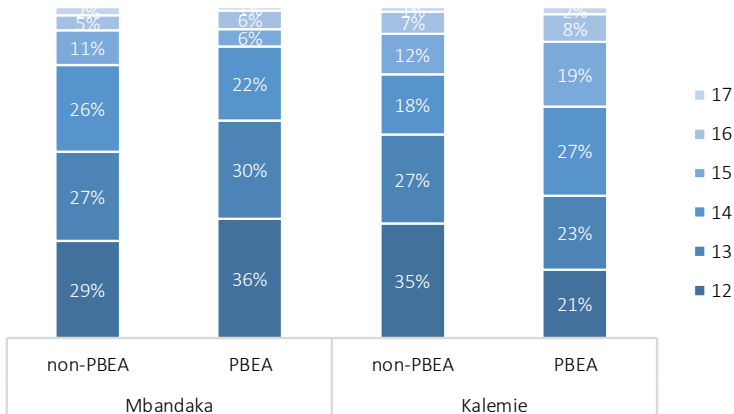
4. RESULTS

4.1. Profile of respondents

The first section provides basic demographic information about the randomly selected respondents as background to the report. It includes information on age, gender, and marital status. Additional details on the household and children are provided.

By design, only students in 6th grade were interviewed for the students' survey. The age range for this group was 12 to 17 years old (to protect young subjects, students younger than 12 years old were not eligible to be selected to participate in the study). While over 70% of 6th grade students were between 12 and 15 years old, the proportion varied across school, and as many as 29% of 6th grade students in PBEA schools in Kalemie were above the age of 15. The average age at all sites was 13. Boys and girls accounted for 50% of the sample.

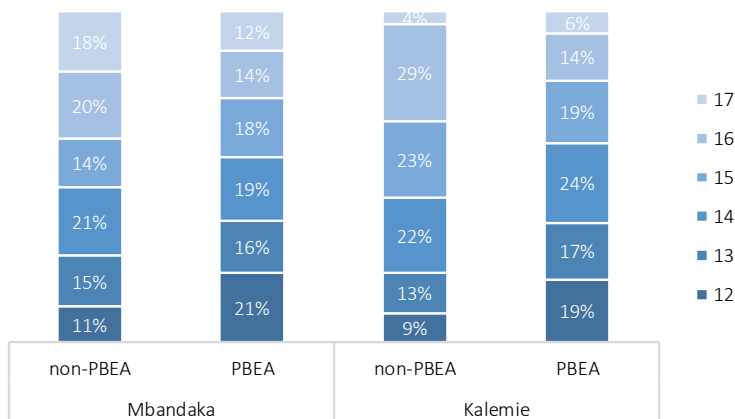
Figure 4: Age distribution among 6th grade students



Parents and caregivers of 6th grade students averaged 41 years old, with no significant differences between sites. The parents and caregivers interviewed were both women (53%) and men (47%). In 70% of the case the caregiver interviewed was a parent; in 25% of the case, it was another direct relative, ether grandparents, uncle and aunts (17%), or a sibling (8%); in the 5% remaining case, the relation was more removed (e.g. family link more than once removed). On average, youths were members of relatively large households, averaging 8.3 and 8.7 in Kalemie PBEA and non-PBEA sites, respectively, and 9.2 and 9.1 in Mbandaka PBEA and non-PBEA sites. In all sites, youth below the age of 18 accounted for 3 out of 5 household members.

Interviews with youth targeted the 12 to 17 years old regardless of their schooling status. For these respondents (youth surveys), the average age was 14.5 across sites. However, looking at the full distribution shows that youth involved in Clubs ADODEVS tend to belong more frequently to younger age groups than youth selected in the community. This may be explained by the fact that most clubs are associated with schools or targeted younger audiences, whereas older youth tend not to be present at the school during the time of the survey for various reasons. Like the survey among students, the gender composition of the youth sample was equally distributed between girls and boys.

Figure 5: Age distribution among youths in clubs and in the community



Across sites, 1% of the students and 1% of the youth interviewed indicated being in a marital relationship, and the same percentage indicated having a child.

4.2. Education Experience and Beliefs

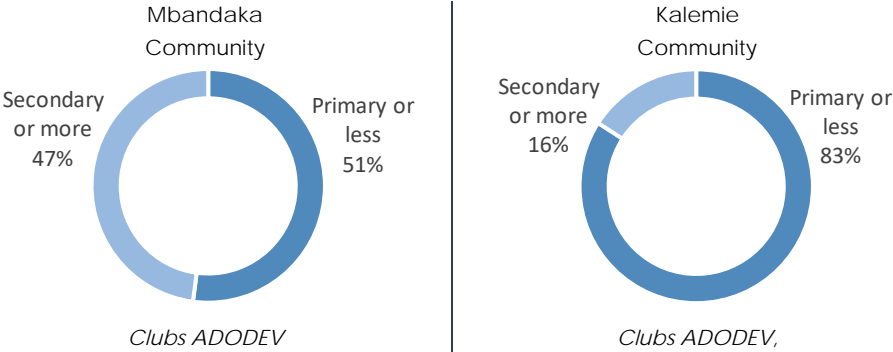
In this section, we examine students, parents' and youths' experience and views about education. In the last decades, DRC education has improved. From 1990 to 2014, the mean years of schooling increased from 2.3 to 6.0 years; the expected years of schooling improved from 6.8 to 9.8 years.⁵¹ From 2001 to 2013, the survival rate to the last grade of primary education improved from 51.7% to 80.4%.⁵² Nonetheless, the six provinces targeted by the PBEA program remained under the national average on several key indicators. In Katanga and Equateur provinces, the percentages of children who did not succeed in the TENAFEP – final primary school exam - were lower in vulnerable areas (56% in Katanga and 67% in Equateur) compared to less vulnerable areas (71% in Katanga and 77% in Equateur). The difference was attributed to child labor in artisanal mining in Katanga and in agriculture in Equateur. In 2015, in Kalemie, the number of girls attending primary schools is

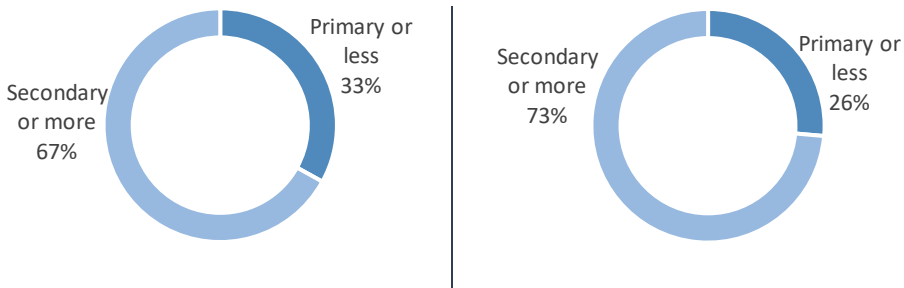
estimated to be about half the number of boys (37,272 girls vs. 75,861).⁵³ Among the provinces of the PBEA program, the eastern provinces benefit from humanitarian assistance, whereas the Katanga and the Equateur are the provinces with lowest humanitarian assistance and funding.⁵⁴

4.2.1. Education level

With regards to education level, students' survey participants were by default all attending 6th grade. Among youth, however, levels of education varied since they were selected either in clubs or in the community. In both Mbandaka and Kalemie, Youths selected in the community had more frequently only primary education compared to those in clubs, likely because clubs are themselves generally associated with schools. However, comparing sites shows important differences: just 16% of the youth selected in the community in Kalemie had some secondary education or more, compared to 47% in Mbandaka. This could be explained in part by the fact that, in Kalemie, many students who reached secondary level had to leave their community to continue their education.

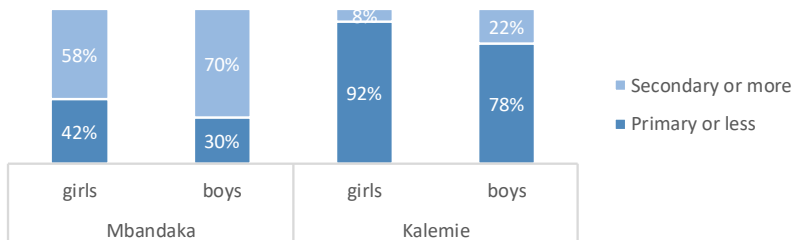
Figure 6: Education level among youths in clubs and in the community





The differences were even more important when taking gender into account. Girls aged 12 to 18 randomly selected in the community in Kalemie were twice more likely than girls selected in Mbandaka to have primary education only. In both sites, girls were less likely than boys to have secondary education. It is possible that the history of conflicts and insecurity in Kalemie has created delays in education for all youths, and girls in particular.

Figure 7: Education level among youths in the community by gender



Youths in the community were also asked about the education of their parents. The results show that 76% of the youth with a father with primary education also had primary education only, compared to 50% of the youth with a father with secondary education. Since youth are often still attending school, their current level of education may not reflect the highest degree they will achieve. Nevertheless, the results point to the influence of parents' education on children's education.⁵⁵

This was further confirmed by an analysis of the parents' survey. Overall, 70% of mothers had secondary education or more in Mbandaka, compared to 93% of fathers. In Kalemie, the percentages were respectively 23% for mothers and 63% for fathers. In both sites, over 50% of those who reported no education also had parents with no education.

The wealth of students' and parents' households was estimated by assessing ownership of 12 non-productive assets such as table, chairs, or mobile phones. A factor analysis was used to compute weights and the overall wealth score. The results suggest that the percentage of households in the poorest quartile is highest in Kalemie, especially among households with children attending PBEA supported schools. The level of education of parents was strongly correlated with the households' wealth: 58% of the parents with no education headed a poor household, compared to 34% among parents with at least some primary education, and 18% among parents with at least some secondary education.

Key points:

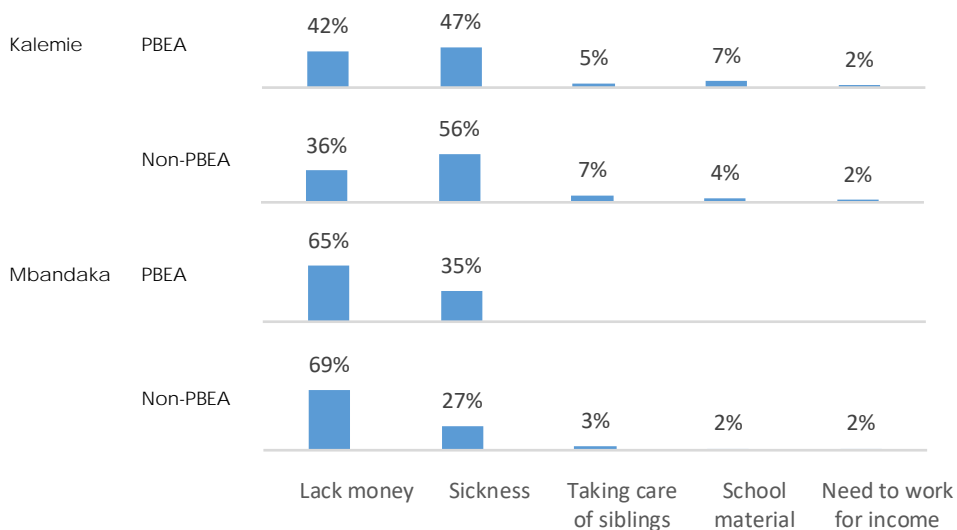
From 1980 to 2014, DRC data show steady increase in mean and expected years of schooling suggesting that one generation could be better educated than the previous generation.⁵⁶ Whether or not this trend will continue with the current generation is unclear since students and youth involved in this study were still in school. What the results show, however, is that major differences exist in education level of youths and parents in Mbandaka and Kalemie, likely because of recent conflicts and historical factors since differences exist among parents as well. Gender and wealth are major factors influencing educational achievements.

4.2.2. Barriers and beliefs

Beyond overall achievement, the surveys examined school attendance among students and overall perception of barriers to education among all participants.

In Kalemie, one in four student recognized missing school for at least a week in the two months prior to the survey: 23% in PBEA schools and 25% in non-PBEA schools. In Mbandaka, the percentages of students missing schools were respectively 18% and 28% for PBEA and non-PBEA schools. The reason for missing schools were similar across sites – mainly relating to finance and health, although their relative importance differed. In Kalemie, health / sickness was mentioned among the reasons for missing school compared to Mbandaka. On the other hand, the lack of money was the most frequent answer in Mbandaka.

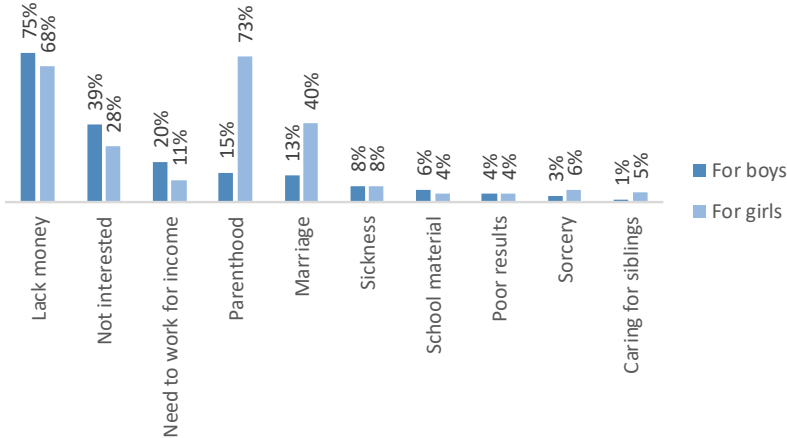
Figure 8: Factors interrupting attendance in school among students



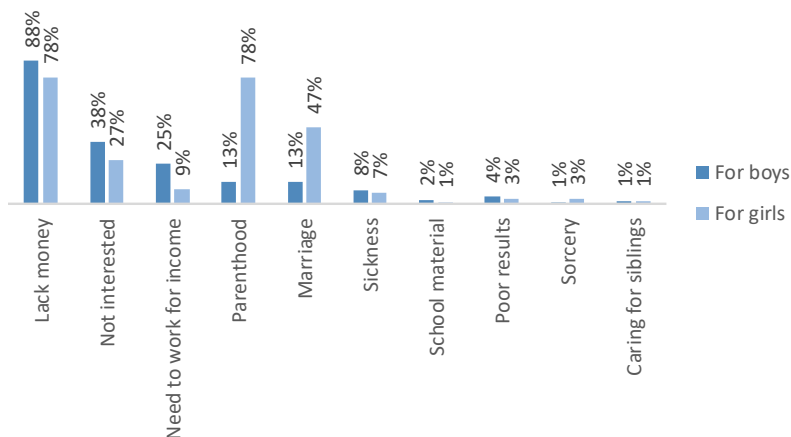
Beyond their own attendance and causes for missing school, students and other survey participants were asked what, if any they see as the

main barriers to education for girls and boys. Results were similar across sites: The lack of money was the most commonly perceived barriers, along with parenthood, especially for girls. The lack of interest, need to work for income, and marriages were also frequently identified barriers for the education of girls and boys. While sickness was often associated with students' own experience of missing school, it was not seen as a major barrier, perhaps because of the short-term nature of the interruption, as opposed to structural factors. For the purpose of comparison, the same question was asked to parents. They provided similar response, emphasizing the lack of money and providing a more gender specific focus on boys when identifying the need to work for income as a barrier.

Figure 9: Barriers to education for girls and boys according to students (Mbandaka)



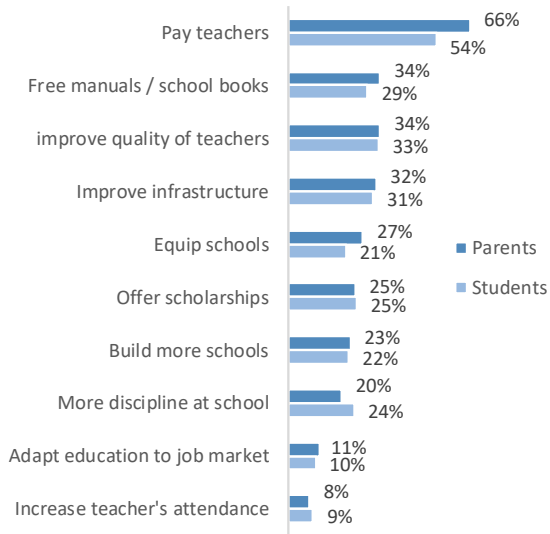
According to parents (Mbandaka)



Despite the challenges, desire for education is strong: At all sites and for all groups of youths and students, over 95% of respondents indicated wanting to continue their education beyond their current level. There was no difference based on the gender of students and youths.

To enhance education quality, students and parents recommended remarkably similar elements across sites, including paying teachers, providing free manual and books, and improving the quality of teachers. Other common answers include improving infrastructure, providing equipment, and offering scholarships. Overall these recommendations mainly focus on infrastructure and equipment improvement, as well cost reduction.

Figure 10: Means to improve education (Mbandaka)



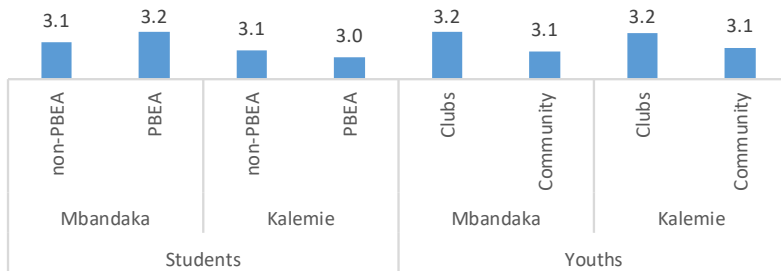
Overall, students want to pursue their education and value its contribution. Five items exploring the perceived value of education were used to build an 'education value score.' Ranging from 0 (no value) to 4 (high value) results, however, show little differences across education districts. Looking at the specific items shows that over 2 thirds of students and youths at all sites agree that school is important and prepares them to make decision and have a job.

Table 4: Perception of value of education

(% agree)	Students				Youths			
	Mbandaka		Kalemie		Mbandaka		Kalemie	
	non-PBEA	PBEA	non-PBEA	PBEA	Clubs	Community	Clubs	Community
It is not important to go to school, best to look for job	12%	11%	9%	11%	6%	11%	5%	11%
School is boring	3%	4%	3%	7%	2%	6%	2%	4%

School is important to have a better future	73%	80%	74%	78%	75%	72%	73%	69%
School prepares to get a job	76%	79%	77%	74%	76%	71%	81%	85%
School prepares to make decisions	67%	73%	63%	58%	69%	67%	72%	72%

Figure 11: Education value score among students and youths.



A similar education value score was computed among parents. The score showed little difference across sites, however, it was lower than the score among students, ranging from 3.0 to 3.1. How parents valued education was associated with how their children valued education – although the association was weak ($r=0.2$), it was significant. The education value perception score did not differ by gender, but was associated with wealth, with respondents in wealthier households valuing education more.

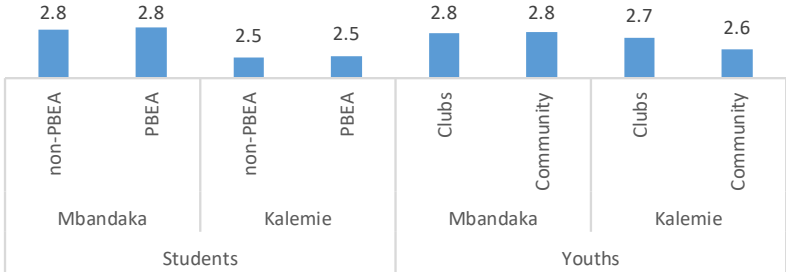
Still looking at the value of education but in direct relation with peacebuilding, the survey explored the perceived contribution of school to peace using five items. There were significant differences between sites, with the contribution of education to peace scoring lower in Kalemie compared to Mbandaka among both students and youths. The scores however, did not differ significantly between PBEA and non-PBEA schools at each site. However specific items such as how well schools prepare students to manage conflict showed significant differences between sites. Among parents, the 'education value for

peace' score was similar to that of students, ranging from 2.5 to 2.8, although parents' and students' score were not significantly associated.

Table 5: Perception of contribution of education to peace

(% agree)	Students				Youths			
	Mbandaka		Kalemie		Mbandaka		Kalemie	
	non-PBEA	PBEA	non-PBEA	PBEA	Clubs	Community	Clubs	Community
School prepares students to manage conflicts without violence	65%	73%	53%	53%	66%	63%	68%	61%
School prepares students to respect other groups	67%	73%	64%	63%	71%	66%	78%	65%
School prepares students to live together in peace	69%	73%	70%	65%	67%	65%	82%	72%
In general education contributes to people living together in peace	75%	79%	69%	61%	73%	68%	74%	71%
Education contributes to a peaceful future	71%	77%	49%	54%	70%	67%	57%	55%

Figure 12: Education value for peace score among students and youths



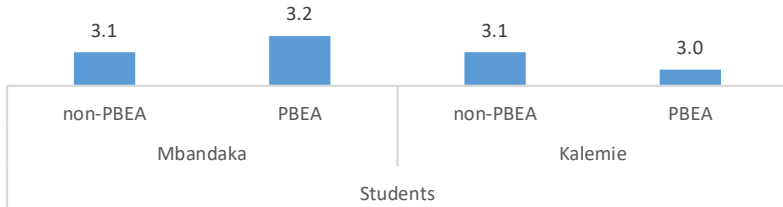
Finally, students were asked about their perception of education equality. Few approved of discriminatory behaviors, and a large majority believed that teachers treat boys and girls equally.

Table 6: Perception of education equality

(% agree)	Students			
	Mbandaka		Kalemie	
	non-PBEA	PBEA	non-PBEA	PBEA
Boys and girls must contribute equally to household choir	65%	62%	79%	77%
It is more important for boys than for girls to go to school	11%	4%	7%	12%
Boys are more successful in school than girls	21%	9%	15%	14%
If you can't afford it, it is best to send boys to school rather than girls	12%	3%	7%	14%
Girls should be sent to school only if they don't have to help at home	9%	2%	4%	7%
Boys should be sent to school only if they don't have to help at home	6%	2%	4%	6%
Teachers treat boys and girls equally	86%	86%	90%	89%
Girls should be cleaning the classrooms	16%	13%	18%	22%
Boys should be the head of the classroom	14%	12%	16%	22%

The 9 items listed in the table above were used to compute a total score (higher score means higher perceived inequality). Overall, although in both sites girls were less likely than boys to have higher education, the results show a general sense that girls and boys must be treated equally when considering education opportunity. Additionally, over 16% approved of gender-based discriminatory roles such as girls being responsible for cleaning the classroom, or noting that boys do better in school than girls. The results show few difference PBEA and non-PBEA sites, but students in Mbandaka tended to support inequalities more frequently than those in Kalemie.

Figure 13: Perception of inequality score among students



Key points:

Education is highly valued among students, youths, and parents alike. Financial resources and sickness are the most significant factors leading to low attendance, but barriers to education are more generally identified as financial, as well as parenthood and a lack of interest. The contribution of education to peacebuilding or promoting / sustaining peace is valued, but less so than the overall value of education. Furthermore the value of education for peacebuilding or promoting/sustaining peace is lowest where it may be needed the most: Kalemie. Some hold a sense that inequality in education is acceptable. This may reflect historical and cultural differences between regions. Importantly, the barriers and beliefs about education showed little difference between PBEA sites and non-PBEA sites, although differences existed between school districts.

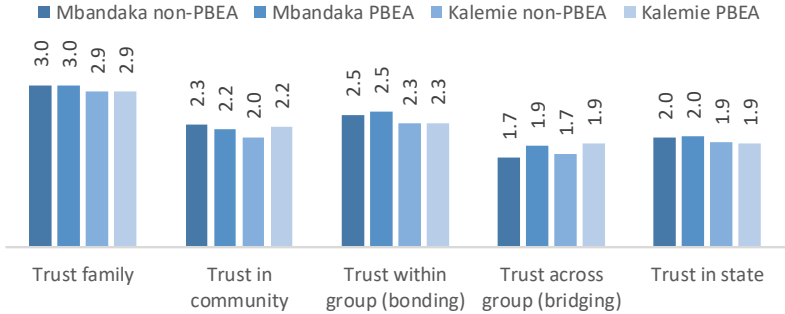
4.3. Social Cohesion

4.3.1. Trust, solidarity and support

Social cohesion can be defined as “the willingness of members of a society to cooperate with each other in order to survive and prosper”⁵⁷; or that which binds together larger social units. The surveys among all groups focused on the specific aspects of respect and trust (tolerance).

Trusting behaviors are associated with higher levels of social connection, and are a good proxy measure of social cohesion. The survey assessed generalized trust by examining the level of trust among respondents toward 25 actors. These actors could be grouped in 5 categories, (1) Trust in family (parents, siblings...), (2) Trust in the community (neighbors, friends...), (3) Trust in groups – bonding (trust within ethnic, religious or political groups), (4) Trust in groups - bridging (trust cross ethnic, religious or political groups), and (5) Trust in the state (trust in government, local authorities...). For each trust category, a score ranging from 0 (no trust) to 4 (extreme trust) was computed. The results show that trust in family was highest. Trust across groups was lowest.

Figure 14: Trust scores among students



In comparison, youths in the community and in clubs had similar levels of trust as students. Parents, however, had lower trust scores in family and in the state compared to students and youths. There were minor differences associated with PBEA support. However, more significant associations existed with gender and wealth. The trust score was significantly associated with education levels among parents and youths in the community. Male respondents also had on average higher trust scores compared to female respondents. The trust scores were positively correlated with each other and with the perceived value of education and the contribution of education to peace.

Figure 15: Trust scores among youths

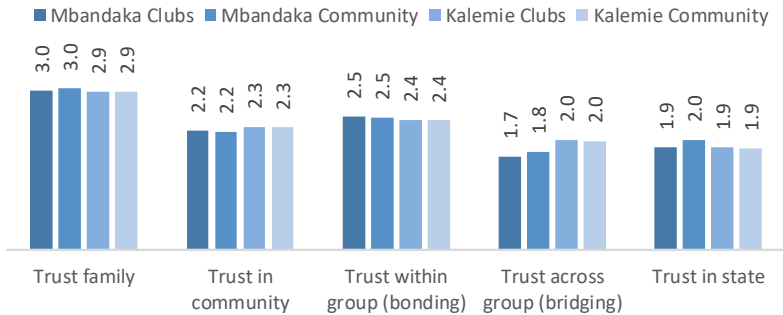
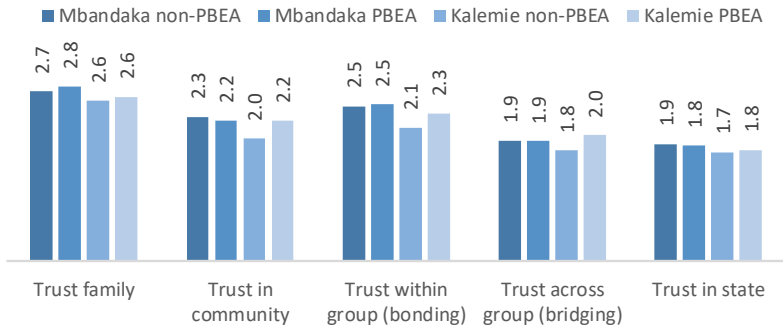


Figure 16: Trust score among parents

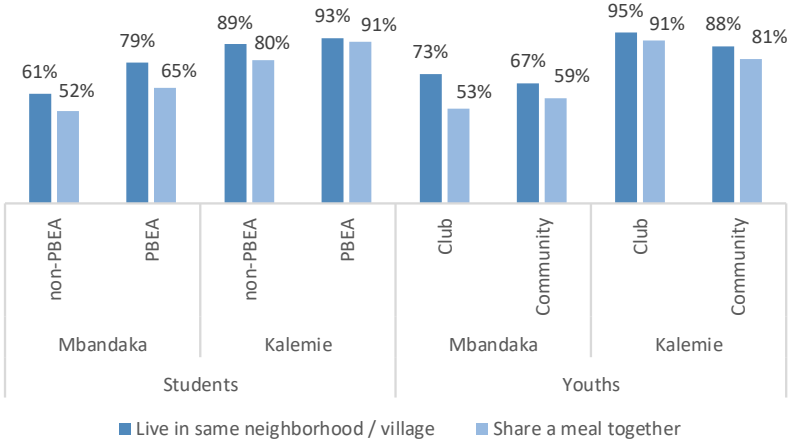


When asked what could be done to create trusting relations, students and parents alike privileged promoting community dialog (64%), engaging in acts of solidarity (32%), and respecting all traditions.

The ‘trust across groups’ measure had the lowest score across sites. The survey included more direct questions on this topic. Overall, a majority of respondents was comfortable in the presence of members of any other ethnic group in situations like living in the same neighborhood / village, or even sharing a meal together. In this case, the level of comfort was higher in Kalemie compared to Mbandaka. Results were similar among parents, with 83% being comfortable sharing a meal with someone of any other group among parents with children in PBEA

schools in Mbandaka, compared to 73% in schools not supported by PBEA.

Figure 17: Comfort in presence of another group (% comfortable)

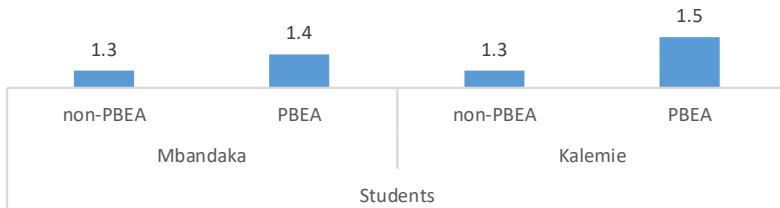


In addition, the level of solidarity was assessed using 10 items and computing a score ranging from 0 to 4, with 4 being the highest perceived level of solidarity. Reports of direct support did not vary significantly by sites but did however vary by status of the PBEA support. We did not find association between solidarity score, gender, and wealth.

Table 7: Selected solidarity and support items

(% agree)	Students			
	Mbandaka		Kalemie	
	non-PBEA	PBEA	non-PBEA	PBEA
People here are ready to help each other (% agree)	31%	34%	28%	37%
Would you ask help from neighbors? (% agree)	25%	31%	24%	34%
How often someone helps you with work (% never)	35%	25%	31%	24%
How often someone gives you emotional support (% never)	6%	11%	14%	14%

Figure 18: Support score among students



Key points:

The analysis of social cohesion indicators shows that students and youths trust highly their family, and trust other groups (ethnic, religious...) the least. This is also true of parents, although they had on average lower trust scores toward their family and toward the state. Trust is associated with the perceived value of education. However, respondents with higher levels of education tended to have lower levels of trust. The ethnic distance scale nevertheless suggests relatively high level of comfort in social interactions with other groups. The levels of support and solidarity varied across sites and participation in PBEA supported schools or clubs.

4.3.2. Engagement

People's engagement and participation in groups, associations and civic activities is an indicator of social cohesion. The survey assessed engagement in various groups and associations (clubs, peace committees, trade associations and other). Among students and youths, the results show that participants in PBEA supported schools and clubs are significantly more engaged in various activities. This is expected given that many events and activities assessed were directly supported by PBEA, but it also highlights the lack of similar initiative in general across the education system. For example, over half the youth engaged in a ADODEV club in Kalemie indicate having participated in peace committees, participatory peace theater, or conflict mediation committee, compared to 20% or less among youth in the same community but not members of club ADODEVs.

This information was used to compute an engagement score and define four levels of engagement – those with no engagement, little engagement, some engagement, and a lot of engagement. As expected students and youths in PBEA supported program are more frequently engaged. However, even in these programs, a sizable portion – 16% in Mbandaka PBEA schools – are not engaged at all.

In addition to the examining participation in extracurricular activities as intermediate indicators of social cohesion, the following analyses attempt to link participation in extracurricular group activities and other indicators of social cohesion. More specifically, the study found greater engagement is associated with:

- Higher levels of trust in all actors – family, community, within and across groups, and in the state
- Increased perception of education as valuable in itself and valuable for its contribution to peace
- Increased perception that education must be equal for boys and girls
- Increased levels of solidarity and support

Among students and youths, the level of engagement was not associated with gender, but more educated respondents tended to have higher levels of engagement. Because of the nature of the study it is not possible to establish a causal path from engagement to positive social outcomes. Nevertheless, the association is positive and statistically significant suggesting the importance of providing opportunities to engagement in educational settings.

Figure 19: Engagement among students and youths

Participated in...

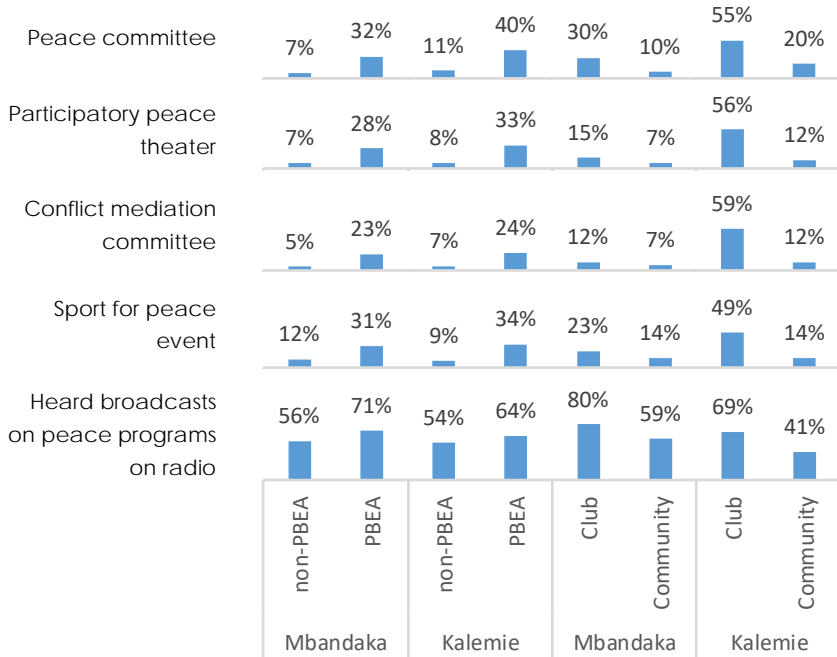
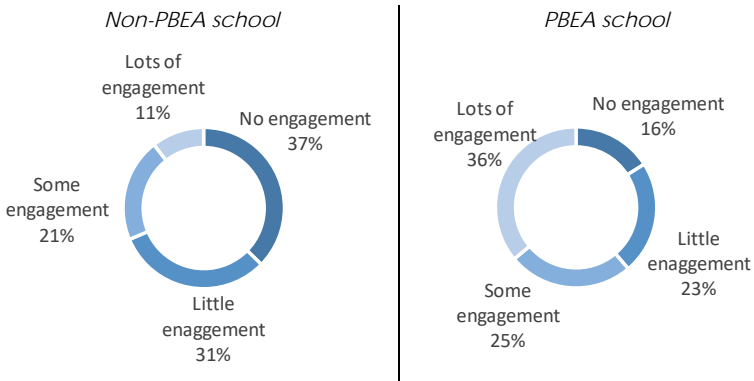
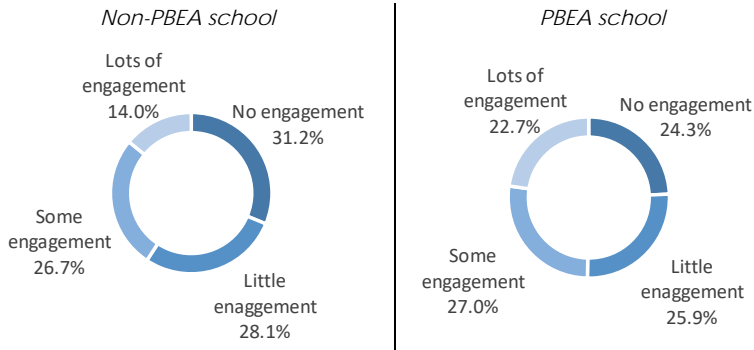


Figure 20: Level of engagement – students in Mbandaka



A similar analysis was conducted among parents of 6th grade students. The result show that parents of students in PBEA supported school are more frequently engaged than parents of children in schools not supported by PBEA, although the difference is not as large as it is for the engagement of students themselves. As for students, however, higher levels of engagement were associated with trust, solidarity and support, and perceived value of education. Among parents, engagement was also associated with education and gender: 25% of the men were categorized as very engaged, compared to just 11% of women; and over 20% of parents with at least secondary education were strongly engaged, compared to just 7% among those with no education and 13% among those with primary education only.

Figure 21: Level of engagement – parents in Kalemie



Key points:

Among youths and students, engagement and participation in associations and activities in general and related to peace specifically was strongly associated with attending schools or clubs supported by PBEA. The level of engagement was in turn strongly associated with multiple dimensions of social cohesion, including trust, solidarity, support, as well as beliefs in value of education. The same associations were observed among parents of 6th grade students. However, among parents, men were significantly more engaged than women, and education was also associated with the level of engagement. These results suggest that opportunities of engagement in educational settings could have a positive association beyond the school settings.

4.4. Disputes and violence: experience and behaviors

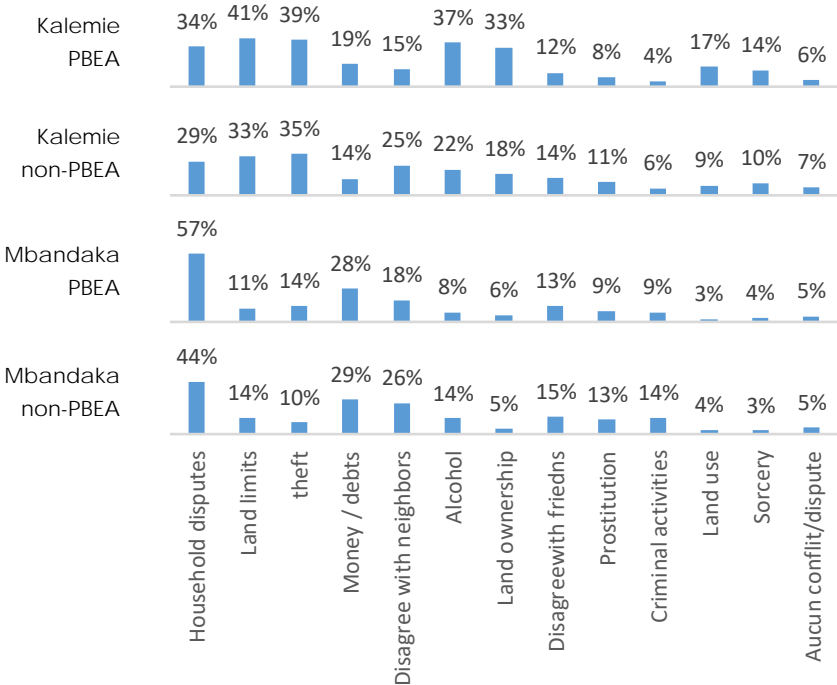
People may experience various forms of violence at home, in school and in the community. This section first explores various potential forms of

exposure to violence, then examines how students, youths and parents handle these conflict, including measures of resilience.

4.4.1. Disputes

Conflicts reported by students, youths and parents were similar, but differed based on the school district considered. In Mbandaka, household disputes prevailed, followed by disputes over money, debts. In Kalemie, the disputes were more frequently related to land issues and thefts. This is significant because training on peaceful conflict resolution must consider the type of conflicts that the population is confronted to.

Figure 22: Main types of disputes in the community



Prior analysis by Search for Common Ground analysis suggests that conflicts in the community were caused by poverty but also generated poverty. The conflicts most frequently cited were: land (27%), ethnic

(13%), neighborhood (7%) and conflicts linked to education (7%). In Kalemie and Mbandaka, participants specified that neighborhood and household conflicts were related to interactions between parents, between parents and children, with extended family, and with neighbors as well as debauchery, infidelity, and domestic violence. Participants in Kalemie added that land disputes were linked to the presence of internally displaced persons mostly from south Kivu, corruption or carelessness of administrative agencies, and witchcraft. In addition to poverty, participants to the study mentioned that impunity, bad governance, social inequalities and failure to utilize the law, as well as rumors, ignorance and illiteracy in Kalemie and Mbandaka, fuel conflicts.⁵⁸

Although ethnic disputes were not frequently mentioned, they do exist in the region. In Katanga, brewing ethnic tensions between the Luba and the Batwa (aka 'Pygmy') has escalated to open fighting spreading to Kabalo, Kalemie, and southern Nyunzu territories. In 2015, it turned deadly Luba fighters attacking a camp of displaced Batwa outside the town of Nyunzu, burning the camp to the ground and killing at least 30 Batwa men, women and children. ⁵⁹ In Mbandaka, participants of the SFCG study mentioned discrimination and ethnic tensions with Pygmies.⁶⁰

The survey also assessed different forms of violence and stigmatizing experiences that students may have had in school or in the community. The results show that such experiences are relatively infrequent, but occur nevertheless (table 8). To note the following experiences to violence were reported by less than 5% of the respondents:make a list ?????

There were no differences in frequencies of events at PBEA supported and non-PBEA supported schools, however, the results suggest that the level of violence that parents report about their child is lower than the level of violence reported by the students themselves. It is possible that parents are not aware or recognize forms of violence experienced by children.

The SfCG's conflict analysis, referenced above, links teaching conditions and conflicts in schools. According to the report, education was affected mainly by conflict happening in schools (e.g. lack of payment of school fees, lack of salaries, corruption, forced child labor on teachers' farms and houses, poor quality of teaching and sexual abuse), discrimination and ethnic rivalry, domestic and land fighting.⁶¹

Table 8: Experience of violence and discrimination in school

(% agree)	Mbandaka				Kalemie			
	non-PBEA		PBEA		non-PBEA		PBEA	
	Student	Parent	Student	Parent	Student	Parent	Student	Parent
Dispute with teacher	5%	7%	1%	5%	1%	4%	1%	5%
Dispute with other youth	12%	8%	17%	6%	16%	5%	8%	7%
Called names, insulted at school	27%	14%	26%	11%	21%	10%	17%	11%
Subject of rumors at school	7%	5%	9%	4%	15%	8%	8%	5%
Threatened with violence at school	14%	7%	17%	10%	17%	9%	7%	7%
Physical violence at school	6%	5%	6%	5%	6%	9%	2%	5%
Threat by teacher at school	14%	8%	9%	6%	8%	4%	4%	5%
Physical violence by teacher	2%	4%	3%	1%	4%	1%	3%	2%
Unfair treatment at school because of gender	1%	3%	1%	1%	4%	3%	1%	2%
Unfair treatment at school because of ethnicity	1%	2%	2%	1%	3%	1%	1%	1%
Unfair treatment at school because of religion	4%	2%	2%	3%	3%	1%	2%	2%
Unfair treatment at school because of sorcery	1%	0%	1%	0%	1%	0%	0%	0%
Unfair treatment because of poverty / wealth	9%	6%	8%	6%	8%	6%	4%	5%
Unfair treatment at school because of political opinions	0%	0%	1%	0%	0%	0%	0%	0%
Dispute with teacher	5%	7%	1%	5%	1%	4%	1%	5%

Key points:

Various forms of disputes are reported by students, youths and parents, with the most common issues being related to household disputes, land disputes, thefts, and money issues. However, the relative importance of disputes varied by sites, highlighting the need to contextualize peaceful conflict resolution training to address locally prevalent forms of disputes. Various forms of violence also existed in school, though relatively infrequent. However, parents systematically underestimated the level of violence reported by their children.

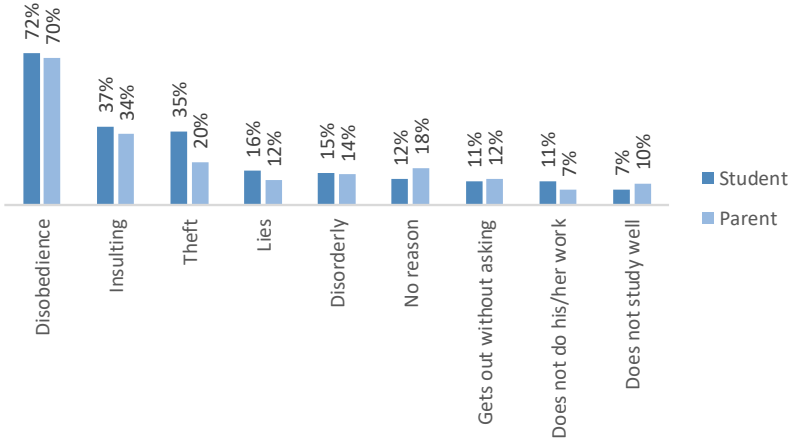
4.4.2. Violence against children at home

Across all sites, about 4 out of 5 children indicated having been beaten at least occasionally by their parents, and 9% described the experience as frequent. Results among students show that exposure to domestic violence is significantly, and is associated with higher level of trusts toward their family. It is possible that children perceive the action of being slapped or hit by their parents as a discipline measure to correct wrongdoing and improve their character rather than a measure of domestic violence per se.

Students often find violence against children by parents acceptable: just 12% of those attending non-PBEA supported school in Mbandaka said it was never acceptable - a large majority said it was acceptable if the child is not obedient (72%), and many found it acceptable if the child is insulting (37%) or steals something (35%). Parents found beating their child acceptable in similar frequencies. There was no significant difference between sites and based on PBEA support. Girls were less likely to experience beating than boys (25% v. 19% had never experienced a beating).

The likelihood of a beating was associated with parenting style. The scale distinguishes between three parenting styles: (1) permissive or lenient and non-directive parenting style, which places few demands, rules or controls on the child, (2) supportive, which involves setting clear goals, rules, and limits and helping the child achieve them, and (3) punitive, in which rewards and punishments are heavily used. Perhaps surprisingly, however, the likelihood of beating was lower for children with autocratic parents – 31% had never been beaten, compared to those with passive parents (22% never beaten) or active parents (26% never beaten). It is possible that while autocratic parent tends to accept punitive parental behaviors, they are less likely to use them. Parenting style and experience of a beating were not associated with engagement, and indicators of support and solidarity.

Figure 23: Circumstances under which beating a child is acceptable (students and parents in Mbandaka, non-PBEA schools)



Key points:

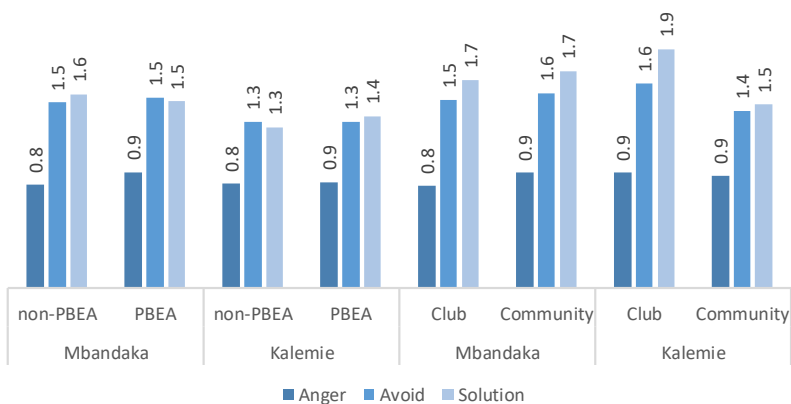
Domestic violence in the form of a beating by a parent is widespread and generally seen as acceptable as a result of being disobedient,

insulting or stealing. There was no significant difference between sites and based on PBEA support.

4.4.3. Conflict resolution and violent behaviors

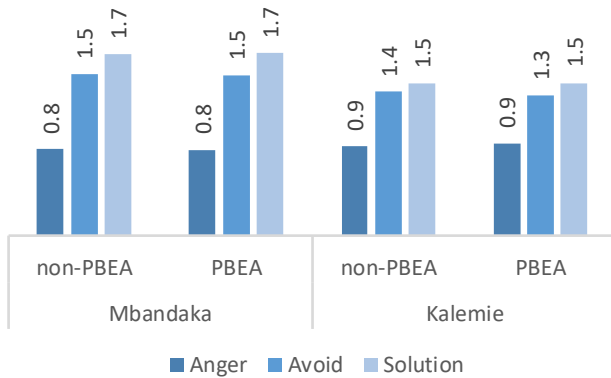
Beyond participating in peace training as discussed in the engagement section, various conflict management behaviors were examined to see whether students, youths and parents were most likely to engage into avoidance (isolating one-self, avoid thinking about the conflict...), whether they were solution oriented (trying to find a solution alone or with other, thinking positively), or whether anger dominated (being angry, using violence). A score from 0 (not used at all) to 4 (used all the time) was associated with each behavior. Across sites, avoidance and solution seeking behaviors were more common, while anger scored lowest.

Figure 24: Conflict management behaviors among students and youths



Conflict management behaviors were similar among parents, with solution oriented behaviors scoring higher overall, followed by avoidance and anger.

Figure 25: Conflict management behaviors among parents



While all behaviors showed some level of associations across generations, the strongest associations were found in matching behaviors – that is avoidance behavior in parents was strongly associated with avoidance behaviors among their children. Similar correlations existed across generations for anger and solution seeking behaviors. Solution seeking behaviors was associated with level of engagement. Students with no engagement scored 1.3 on solution seeking behaviors, compared to 1.7 among those with a lot of engagement. However high level of engagement was also associated with a higher avoidance score, and lower anger score.

In addition, the survey explored violent behaviors that respondents may engage in, such as screaming, threatening someone with violence, fighting or provoking fights. Overall, few students, youths and adults engaged in such behaviors, resulting in low scores ranging from 0.1 to 0.3. However, the results suggest that higher level of engagement is associated with a lower violence score.

Key points:

In response to dispute, students, youths and parents appear to engage most frequently in positive solution and to a lesser extent in avoidance, as opposed to anger. This was especially true among those engaged in peace programs and other groups and associations. Engagement also appeared to be associated with less violent behaviors. The results also suggest some inter-generational effect as students' conflict resolution behaviors are associated with the same behaviors among their parents.

5. KEY FINDINGS, CONSIDERATIONS, AND RECOMMENDATIONS

5.1. Key findings

This report presents the results of surveys about peacebuilding or promoting / sustaining peace and education conducted in two school districts, Mbandaka and Kalemie, in the Democratic Republic of the Congo. Interviews were conducted with:

- (4) 6th grade students in schools supported by UNICEF's Peacebuilding, Education and Advocacy program (PBEA) and in schools not supported by PBEA
- (5) Parents or caregivers of the selected 6th grade students in schools supported and not supported by PBEA
- (6) Youths aged 12 to 17 years old in clubs supported by PBEA and in the community.

Selection of participants in the various surveys was random. For schools and youth clubs, a list of all schools and clubs as obtained and a sample was drawn based on eligible population size (so a larger school would have a higher probability of selection). Once selected, the schools and clubs were contacted to obtain a list of all eligible participants. A simple random selection procedure was used to select individuals. For 6th grade students, parents were invited to participate in the study. For the youth survey in the community, quartier or villages were selected according to the clubs selection, and youth not involved in clubs were identified using a geographic method for the selection of dwelling.

As the PBEA program closes, this study was undertaken to investigate parental attitudes and youth's perceptions, attitudes and experiences of education in relation to their social and institutional contexts. It compares results among students in 6th grade, their parents, and

teenagers exposed to the PBEA interventions, and control groups in the same area but not directly exposed to the interventions.

This study offered an opportunity to examine the changing context and the effects of UNICEF's support to peacebuilding and education. There are two main findings. First, engagement in peacebuilding activities and other groups and associations was significantly higher among groups exposed to the PBEA program. To a lesser extent, even parents of students in PBEA supported schools showed a higher level of social engagement for peace compared to parents of students in schools not supported by the program for peace. However, among parents, men were significantly more engaged than women, and engagement was also associated with higher level of education. While causality cannot be established – these findings points to a positive dynamic between school level support in peace-making activities and society level engagement, but also points to the need for more active support for engagement of women and those less educated.

Second, engagement was positively associated with multiple dimensions of social cohesion, conflict resolution behaviors, and perception of education – this association was true for all groups: students, youth and parents. The analysis of social cohesion indicators shows that students and youths trust highly their family, and trust other groups (ethnic, religious...) the least. This is also true of parents, although they had on average lower trust scores toward their family and toward the state. Trust is associated with the perceived value of education. However, respondents with higher levels of education tended to have lower levels of trust. The ethnic distance scale nevertheless suggests relatively high level of comfort in social interactions with other groups. The levels of support and solidarity varied across sites and participation in PBEA supported schools or clubs.

Various forms of disputes are reported by students, youths and parents, with the most common issues being related to household disputes, land disputes, thefts, and money issues. However, the relative importance of disputes varied by sites, highlighting the need to contextualize peaceful

conflict resolution training to address locally prevalent forms of disputes. Various forms of violence also existed in school, though relatively infrequent. However, parents systematically underestimated the level of violence reported by their children. Domestic violence in the form of a serious beating by a parent is widespread and generally seen as acceptable as a result of being disobedient, insulting or stealing.

When confronted with disputes, students, youths and parents engage most frequently in positive solution seeking and to a lesser extent in avoidance, as opposed to anger. This was especially true among those engaged in peace programs and other groups and associations. Engagement also appeared to be associated with less violent behaviors. The results also suggest some inter-generational effect as students' conflict resolution behaviors are associated with the same behaviors among their parents.

Overall, education is highly valued among students, youths, and parents alike. Financial resources and sickness are the most significant factors leading to low attendance, but barriers to education are more generally identified as financial, as well as parenthood and a lack of interest. The contribution of education to peacebuilding is valued, but less so than the overall value of education. Furthermore, the value of education for peacebuilding is lowest where it may be needed the most: Kalemie. Some hold a sense that inequality in education is acceptable. This may reflect historical and cultural differences between regions.

5.2. Recommendations

Considering the findings from this study, the affirmation of educations' potential to spur engagement in peacebuilding activities and other groups and associations by students and parents, and the positive association of such engagement with various dimensions of social cohesion and peaceful conflict resolution behaviors, we offer the following recommendations to the government, the international community, and national and local agencies:

1. 1. PBEA's early efforts to bring peacebuilding into education must be embraced, supported and promoted by the government. These efforts appear to strengthen positive engagement and multiple dimensions of social cohesion that are key for long term peacebuilding, including rebuilding the relation between communities and the state. At the same time, these programs must recognize the specificity and complexity of conflicts and historical factors across DRC. Programs must be tailored to be responsive to the local context and promote peaceful conflict resolution behaviors in response to local conflicts. The international community should accompany and support these efforts to localize peacebuilding and education efforts by bringing the required expertise to develop such programs and continue to invest in pilot projects to identify effective programs and best practices.

2. The government must invest in support and strategies to ensure equal access to education. Lack of financial resources continue to be a major barrier to universal education, and early marriage and pregnancies continue to hinder girls' education. The universal access to education strategy must also include strengthened access to health services for students, as it is a leading cause of absenteeism after the lack of financial resources. The government must also ensure that adequate investments are made in infrastructure and that qualified and trained teachers are deployed and paid for their work. International and national organizations must support these efforts and support community-based mechanisms to promote school attendance.

3. Linking peace and education must be based on a clear understanding of the factors and actors who are shaping and experiencing the conflict. This can be achieved through expert analysis, but ultimately, communities on the ground know this

context the best. A strategy for meaningful engagement of parents and teachers must be developed to empower communities in leading and shaping peace and education programs and holding education service providers accountable. These efforts should contribute to the localization of peacebuilding and education efforts and must be supported by the international community.

4. Domestic disputes are frequent and domestic violence against children is widespread and seen as acceptable even by children themselves. The government and specifically the ministry of education must review the potential role that teachers and parent committees can play in addressing this issue and take advantage of the peace and education experience to explore opportunities to address domestic violence. This may include reviewing opportunities to identify and engage with key groups and linking with the health and protection sectors to provide integrated support to children. The international community should invest in pilot program evaluation to gather lessons learned and develop knowledge on how to reduce violence against children.
5. Adaptive response is necessary. Considering the fluid context of conflicts and other forms of violence in DRC, the international community must be flexible in allocating resources to reduce violence through education systems – formal and informal, including clubs and associations. Actors on the ground should have the capacity to operate rapidly and take advantage of local opportunities.

6. NOTES

1. The DRC PBA program has two main strategies that address conflict drivers such as inequality and ethnic discrimination. However, the current study focuses on the second strategy of the DRC PBA program that aims at reducing conflicts in schools and communities through skill-based peace education activities at the individual level. As such, in the context of this study, peacebuilding activities refer to activities that promote or sustain peace among the target populations.
2. In 2007, IRC conducted a survey estimating that, between 1998-2007, DRC had an estimated 5.4 million excess deaths mostly due to preventable and treatable conditions. See, Benjamin Coghian et al, Mortality in Democratic Republic of Congo: An Ongoing Crisis, International Rescue Committee and Burnet Institute, 2007. In 2009, those results were contested, the authors estimating it was half of the IRC's numbers. See 2009 Human Security Report, Chapter 3. The Death Toll in Democratic Republic of the Congo, [undated].
3. In 2015, DRC ranked 176 out of 187 on the Human Development Index standards. See, UNDP, Human Development Reports, Congo (Republic of the) Human Development Indicators, available at <http://hdr.undp.org/en/countries/profiles/COD>.
4. From 2005-2010, the international community has injected more than 2.5 billion USD in aid. See, Patrick Vinck, and Phuong N. Pham, Searching for Lasting Peace: Population-Based Survey on Perceptions and Attitudes about Peace, Security and Justice in Eastern Democratic Republic of the Congo. Harvard Humanitarian Initiative, United Nations Development Programme, 2014, p.1.
5. In the context of the PBEA program, resilience is defined as "the ability of children, communities and systems to anticipate, prevent, withstand, adapt to and recover from stresses and shocks advancing the rights of every child, especially the most disadvantaged." (Working definition in the draft UNICEF Position Paper on Resilience), see UNICEF, Learning for Peace. Key Peacebuilding Concepts and Terminology, Available at <http://learningforpeace.unicef.org/cat-about/key-peacebuilding-concepts-and-terminology/>. "Resilience is [also] defined as the ability of an individual, community, society or system exposed to a threat to resist, absorb, adapt and recover from its effects in a timely and effective manner." See, Regional offices for Latin America and the Caribbean of UNICEF and RET – Protecting Through Education, Actions for Children and Youth Resilience. Guide for Governments. UNICEF Panama City, 2013, p. 13-14, and Chapitre 8, Risques et Conflits (RESEN), UNICEF, 2014, p.2 (document on file with the authors).

6. "Social Cohesion refers to the quality of coexistence between the multiple groups that operate within a society. Groups can be distinguished in terms of ethnic and socio-cultural origin, religious and political beliefs, social class or economic sector or on the basis of interpersonal characteristics such as gender and age. Quality of coexistence between the groups can be evaluated along the dimensions of mutual respect and trust, shared values and social participation, life satisfaction and happiness as well as structural equity and social justice. (UNDP ACT, July 2013), see UNICEF, Learning for Peace. Key Peacebuilding Concepts and Terminology.
7. Human security is framed as "an approach to assist Member States in identifying and addressing widespread and cross-cutting challenges to the survival, livelihood and dignity of their people" and acknowledges that all humans are "entitled to freedom from fear and freedom from want, with an equal opportunity to enjoy all their rights and fully develop their human potential" (UN resolution A/RES/60/1). See UNICEF, Learning for Peace. Key Peacebuilding Concepts and Terminology.
8. Kalemie was previously located in the Katanga province. Following the division of the 11 provinces into 26 provinces, Kalemie is now located in the Tanganyika province. In January 2015, the National Assembly passed a law creating the new administrative divisions of the country. The new territorial division took effect in June 2015 dividing the DRC in 26 provinces including Kinshasa as a city-province. See: Republique Democratique du Congo, Assemblée nationale, L'Assemblée nationale adopte les lois relatives aux limites des provinces en RDC , posted on January 10 2015 in Actualites, Pleniére, Provinces, available at <http://www.assemblee-nationale.cd/v2/?p=4551>.
9. For details, see World Report 2015: Democratic Republic of Congo. Events of 2014, Human Rights Watch; see also, Democratic Republic of Congo. Events of 2015, Human Rights Watch.
10. Territoires Profiles, last updated: Poll 3, Q2 2015, Harvard Humanitarian Initiative, UNDP, MONUSCO also available at www.peacebuildingdata.org/DRC
11. The World Bank, Overview, Democratic Republic of the Congo, April 8, 2016, available at <http://www.worldbank.org/en/country/drc/overview>
12. The Office for the Coordination of Humanitarian Affairs- DR Congo, Katanga. More efforts are necessary. A report on humanitarian response and the remaining challenges in DRC's Katanga Province. October 2014.
13. See World Report 2015: Democratic Republic of Congo. Events of 2014, Human Rights Watch; Democratic Republic of Congo. Events of 2015, Human Rights Watch, and Crisis Watch 2013-2016, International Crisis Group, summary downloaded on January 5 2016, available at <http://www.crisisgroup.org/en/publication-type/crisiswatch/crisiswatch-database.aspx>

14. This refers notably to the Goma Conference in 2008, the lhusi Agreement in 2009, the Peace, Security and Cooperation Framework (PSCF) in 2013 and the defeat of M23 in 2013. For details, see Patrick Vinck, Phuong N. Pham, Searching for Lasting Peace: Population-Based Survey on Perceptions and Attitudes about Peace, Security and Justice in Eastern Democratic Republic of the Congo. Harvard Humanitarian Initiative, United Nations Development Programme, 2014, p.1.
15. For details, see UN Security Council, Report of the Secretary-General on the implementation of the Peace, Security and Cooperation Framework for the Democratic Republic of the Congo and the Region, S/2015/173, 13 March 2015.
16. In 2010, the Security Council renamed MONUC (Mission de l'Organisation des Nations Unies en Republique Democratique du Congo) as MONUSCO (the United Nations Organization Stabilization Mission in the Democratic Republic of the Congo and authorized the use of all means to protect civilians and other humanitarian and human rights personnel. See UN Security Council, Security Council resolution 1925 (2010) [on the extension of the mandate of the UN Organization Mission in the Democratic Republic of the Congo (MONUC)], (May 2010), S/RES/1925(2010). In the context of the PSCF and as part of MUNUSCO, the UN Security Council subsequently created the UN mission's Intervention Brigade to reinforce peacekeeping operation. See, Patrick Vinck, Phuong N. Pham, Searching for Lasting Peace: Population-Based Survey on Perceptions and Attitudes about Peace, Security and Justice in Eastern Democratic Republic of the Congo. Harvard Humanitarian Initiative, United Nations Development Programme, 2014, p. 8.
17. The PSCF is an agreement signed by 11 countries in Africa including DRC to build stability in the region addressing root causes of the conflicts and increasing trust between neighbors. See, A Framework of Hope: The Peace, Security and Cooperation Framework for the Democratic Republic of Congo and the Region, Office of the Special Envoy of the Secretary-General for the Great Lakes Region of Africa, available at <http://responsibilitytoprotect.org/SESG%20Great%20Lakes%20Framework%20of%20Hope.pdf>
18. Guy Grossman and Janet I. Lewis, The Democratic Republic of Congo might break up its provinces. Then what?, The Washington Post, The Monkey Cage, June 4 2015, available at <https://www.washingtonpost.com/blogs/monkey-cage/wp/2015/06/04/the-democratic-republic-of-congo-might-break-up-its-provinces-then-what/>
19. Questions to be discussed include a credible and inclusive voters' list, an electoral calendar, security of the electoral process, the financing of the

- elections and the role of international partners, see The World Bank, Overview, Democratic Republic of the Congo.
20. Maud Jullien, DR Congo president unlikely to give up power, BBC Africa, Democratic Republic of Congo, 23 December 2015, available at <http://www.bbc.com/news/world-africa-35072001>
 21. Ibid; see also, Amedee Mwarabu Koboko, Top Congo court says Kabila would stay in power if election delayed, Reuters, World, Congo Africa, Wed May 11, 2016 12:43pm EDT, available at [http://www.reuters.com/article/us-congodemocratic-politics-idUSKCN0Y21PLRDC:manifestations de l'opposition, la situation dans le pays, Radio Okapi, 26/05/2016](http://www.reuters.com/article/us-congodemocratic-politics-idUSKCN0Y21PLRDC:manifestations-de-l'opposition,la-situation-dans-le-pays,Radio-Okapi,26/05/2016), available at <http://www.radiookapi.net/2016/05/26/actualite/politique/rdc-manifestations-de-lopposition-la-situation-dans-le-pays>
 22. United Nations, MUNOSCO, United Nations Organization Stabilization mission in the Democratic Republic of the Congo, available at <http://www.un.org/en/peacekeeping/missions/monusco/mandate.shtml>
 23. The government launched its Stabilization and Reconstruction Plan in Conflict-Affected Areas of Eastern DRC (STAREC) in 2009. STAREC promotes peace and development, focuses on security and restoration of state authority, humanitarian and social services and economic recovery. The Peace Consolidation Plan (PCP), complements STAREC. It focuses on rule of law and good governance, conflicts management and prevention, environment protection and community recovery through alternative viable socio-economic activities. The PCP targets provinces not covered by STAREC. Finally, to complement those two plans, the government has implemented a Growth and Poverty Reduction Strategy to improve the living conditions of the population. See, Policy Dialogue Forum on Education and Peace in the Democratic Republic of Congo, Kinshasa, 4-6 October 2012, p. 11.
 24. Elisabeth King, A Critical Review of Community-Driven Development Programmes in Conflict-Affected Contexts, The International Rescue Committee and UK Aid [undated], available at <https://www.rescue.org/sites/default/files/document/348/acriticalreviewofcddprogrammesinconflictaffectedcontexts.pdf>
 25. The ICC undertook six cases in DRC but the case of Callixte Nbarushimana was closed and Sylvestre Mudacumura is still at large. In the Lubanga and Katanaga cases, the time in ICC custody is deducted from the sentence. In 2015, Lubanga and Katanga were transferred to a prison facility in DRC for the remaining of their ICC sentence. See International Criminal Court, Democratic Republic of the Congo, Situation in the Democratic Republic of the Congo, ICC-01/04, available at <https://www.icc-cpi.int/drc>
 26. Democratic Republic of Congo. Events of 2015, Human Rights Watch

27. The Victims' Court? A study of 622 Victim Participants at the International Criminal Court, Human Rights Center, UC Berkeley School of Law, 2015, p.46.
28. International Criminal Court, Central African Republic, Situation in Central African Republic, ICC-01/05, available at <https://www.icc-cpi.int/car>
29. Mbandaka was hometown of Jean Pierre Bemba Gomba. Many people in Mbandaka expressed discontent with the court. Informal information gathered by the author in Mbandaka.
30. Territoires Profiles, last updated: Poll 3, Q2 2015, Harvard Humanitarian Initiative, UNDP, MONUSCO
31. Elisabeth King, A Critical Review of Community-Driven Development Programmes in Conflict-Affected Contexts, The International Rescue Committee and UK Aid [undated], p.24-26
32. See, RESEN, UNICEF, 2014, p.2.
33. Those were provinces before the 'decoupage' of the country in 26 provinces. Adopted in 2006, the Constitution of the Democratic Republic of the Congo specifies a territorial organization in 26 provinces.
34. SFCG and UNICEF, « Education and Conflicts ». A Survey carried out by Search For Common Ground in 4 Provinces of the DRC, September 2012.
35. The Policy Dialogue Forum was a partnership between the Inter-Agency Network for Education in Emergencies (INEE), UNICEF, the Association for the Development of Education in Africa (ADEA), the United States Agency for International Development (USAID) and the Ministry of Primary, Secondary and Professional Training (MEPSP). For details see, Policy Dialogue Forum on Education and Peace in the Democratic Republic of Congo, Ministry of Primary, Secondary and Professional Training (MEPSP), DRC INEE Working Group on Education and Fragility, UNICEF, Association for the Development of Education in Africa (ADEA) and United States Agency for International Development (USAID), Kinshasa, 4-6 October 2012,
36. UNICEF Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme, DRC 2015 PBEA Work Plan Proposal Guiding Template, 14 October 2015.
37. Ibid
38. Ibid
39. In 2012, in Mbandaka, all teachers in PBEA schools attended a five-day training. The total of teachers trained was 300. In 2016, however, some teachers providing teaching in peacebuilding were no longer trained teachers due to mobility or reassignment. Observations and discussions with PBEA staff and other actors in Mbandaka, June 2016.
40. The teacher' guide is entitled: Module de formation des enseignants sur l'éducation et la consolidation de la paix, Direction des programmes scolaires et matériel, Ministère de l'enseignement primaire, secondaire et professionnel, avec l'appui technique et financier de l'UNICEF, septembre

2014. The community member's guide was mentioned by community members trained by UNICEF.
41. Based on author's observations in Mbandaka.
 42. UNICEF Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme, DRC 2015 PBEA Work Plan Proposal Guiding Template, 14 October 2015.
 43. Following the short insurrection in 2010 and to address youth's problems such as drugs, pregnancies, HIV/AIDS, the Congolese youth associations network (Reseau des Associations Congolesees des jeunes – RACOJ) in collaboration with the Ministry of Youth and Sports developed six adolescent centers (Centres d'ecoute et d'information convivial des adolescents – CEICA) and supported the creation of 60 youth clubs across the Equateur province. In general, each club has a president and 20 to 40 members. Some clubs have up to 80 members aged 12 to 25 years old. The clubs act outside of the schools system. The centers are a safe place where adolescents could talk about their problems, receive psychologically support, and participate in cultural and recreational activities. The clubs are the vehicles to promote the CEICA. Discussion with responsible and representative of RACOJ and the Ministry of Youth in Mbandaka, June 02 2016, Mbandaka.
 44. Discussion with PBEA staff in Mbandaka, June 2016.
 45. The U-report is an innovative communication strategy that could be used for discussions on issues related to wealth distribution for example. It is a vehicle through which it is possible "to send questions and receive feedback, as well as to send information. It is a communications tool that enables rights holders to receive information pertinent to them and to keep duty bearers accountable. "
 46. Discussion with responsible and representative of PBEA program and the Ministry of Youth in Mbandaka, June 2016, Mbandaka.
 47. UNICEF, Integration sociale des Pygmees a Manono, Katanga, RDC, Etude de cas, Février 2015, and UNICEF, Contribution des clubs et mouvements associatifs des jeunes dans la consolidation de a paix a Rubaya, Nord Kivu, RDC. Case Study, Fevrier 2015.
 48. The schools selection process is for Mbandaka. It could be slightly different in other provinces.
 49. Since 2007, the authors have developed KoBoToolbox, a set of tools to facilitate electronic data collection – www.kobotoolbox.org.
 50. Human Development Report 2015. Work for human development. Briefing notes for countries on the 2015 human Development Report. Congo (Democratic Republic of the), available at http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/COD.pdf
 51. See, Rapport OMD 2000 – 2015, p.36

52. See Cellule d'analyse des indicateurs de developpement (CAID), Territoire de Kalemie, Republique Democratique du Congo
53. RESEN, UNICEF 2014,
54. Similar results have been observed in Ivory Coast. In a study conducted by l'Ecole Nationale Superieure de Statistique et d'Economie (ENSEA), results showed that children are more likely to be out of school if, among other factors, the mother is illiterate. See, ENSEA, les enfants en dehors de l'ecole: l'ecole obligatoire une solution?, 2015 (on file with the authors).
55. Human Development Report2015. Work for human development. Briefing notes for countries on the 2015 human Development Report. Congo (Democratic Republic of the),
56. Stanley D. What Do We Know about Social Cohesion: The Research Perspective of the Federal Government's Social Cohesion Research Network. The Canadian Journal of Sociology 2003: 28(1), 5-17
57. SfCG and UNICEF, « Education and Conflicts ». A Survey carried out by Search For Common Ground in 4 Provinces of the DRC, September 2012.
58. Human Rights Watch, DR Congo: Ethnic Militias Attack Civilians in Katanga, Dozens of 'Pygmy' Killed in Camp Following Deadly Raids on Luba, August 11, 2015, available at <https://www.hrw.org/news/2015/08/11/dr-congo-ethnic-militias-attack-civilians-katanga>
59. SfCG, supra note 58
60. Ibid.



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