

For a management of violence in schools in the Republic of Congo: problems and perspectives

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Abstract

Our study is carried out on two establishments in the 1st and 2nd cycles of secondary education, which have been strongly affected by violence in recent years. Recall that the explosions in the barracks of Mpila on March 4, 2012 caused significant material damage. Among the degradations we have noted the destruction of school infrastructure, the first victims of which are the children who have moved, requiring school integration in surrounding structures. This is the high school of the revolution which is located within the grounds of the Antonio Agostino Neto college from the start of the 2012-2013 school year. Through this research we have found that the cohabitation between these two establishments is very difficult. As a result, the public authorities, the parents of pupils, the pupils, the teachers. Politico-administrative officials, NGOs and associations have recognized all kinds of violence that arise from this cohabitation instead of living together. Eighteen (18) or 90% are dissatisfied with the cohabitation of the two establishments and five (05) teachers or 25% think that there is intolerance. As a remedy, we proceeded to the appointment of the Advisor in charge of school life and the prevention of school violence who is welcomed by 100% who believe that he is poorly known and less equipped to carry out his mission. Also it is suggested the integration of the ECMP and management strategies for the prevention and management of violence in schools in the programs.

Keywords: Prevention, Management, Violence, School environment, solutions

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I. Introduction

we allowed to dream of a world without violence?

For the moment, the current evolution of things and facts seems to plunge all of humanity into pessimism. Violence in the streets, violence at home, violence in institutions, violence against women, against the elderly, against children, violence even against the power of the State. Its frequency and its intensity animate today, the written and oral press, and that everywhere in the world.

Violence has crossed all borders, consciences and ages to take refuge in a universe where it has a more favorable echo: youth. The younger generation is much more blameworthy for acts of vandalism and violent demonstrations of various kinds.

what happens in the street is deplorable. What can be observed in the school environment is regrettable, it is worrying. Yet this is the lifestyle of our students today. Destruction of infrastructure, deterioration of public or private property, physical attacks, hunting for administrative and teaching staff of educational establishments, consumption of alcohol, drugs and similar, carrying bladed or firearms, non-compliance with the texts ... this is what fills the register of acts of our establishments.

Nelson Mandela does not contradict himself when he declares: " We owe our children, who are the most vulnerable members of any society, a life free from fear and violence. »

The diagnosis made it possible to identify aspects to consolidate or improve in curricula, in teacher training, policies and strategies, and regulatory provisions. The rules of procedure contribute to reducing the harmful effects of violence in the school environment. Unfortunately, the fight against violence in school is not yet the subject of educational policies in Congo and it is not part of the programs of the national authorities either.

This research comes at the right time to determine what are the strengths and limitations of structures for the prevention and management of violence at school, in particular the counselor in charge of school life and the prevention of school violence, and what approaches to solutions proposed.

Despite the existence of internal regulations applicable in primary and secondary schools, there are many schools where students are still victims of violence by other students or by teachers and non-teaching staff. Depending on the cycle, this violence can be corporal punishment and abuse such as unauthorized punishment or exclusion, discrimination, stigmatization and sexual harassment. They are the major cause of dropouts and dropouts.

Thus, to improve the quality of school performance and banish all forms of violence, the student must get involved effectively and must become an actor in the management of his school. From this point of view, the Congo has already had the experience of setting up structures for the participation of young people, in this case "children's governments" in the Pool, hygiene and environment clubs (in collaboration with Association of Scouts and Guides of Congo) and youth clubs in Likouala (Terre Sans Frontière) ,.

However, due to a lack of institutional anchoring, this experience was not sustainable and therefore none of these structures is functional today.

Choose to analyze the strengths and limitations of structures for the prevention and management of violence in schools, and mainly the case of the Ministry of Preschool, Primary, Secondary and Literacy Education (MEPPSA) with the appointment of an adviser in charge of school life and the Prevention of Violence at School, in order to make suggestions, follows the painful observation of the frequency of scenes of violence noted in establishments and universities, throughout the extent of Congolese territory, even in regions that were previously peaceful. This violence, while weakening people's minds, reduces the effectiveness of the education system. It is the slowness of its effective implementation and the current limits that we observe, in the face of the galloping steps of violence, which pushes us to carry out the study on the situation with a view to contributing to making the adviser more visible and operational.

Our study is more particularly centered on the management of violence in school environment more precisely on the cohabitation of the two public establishments of various types and levels of general education.

We have circumscribed the field of action at the level of the department of North Brazzaville: Case of the Antonio Agostinho Neto college and the Lycée de la Révolution;

Also to identify the problem, we asked two main and specific questions.

-Why is the mission of the Counselor in charge of school life and the prevention of school violence, although beneficial, not ensured effectively in schools?

-What are Civic and Moral Education and Peace Education (ECMP) prevention and management of violence in schools are integrated into secondary education programs ?

Following these questions we formulated the following hypotheses;

-The existence of the adviser in charge of school life and the prevention of violence in the school environment is beneficial, but he is little known, less equipped to be effective and succeed in his mission.

- Non-integration of the ECMP and the school violence prevention strategies in the programs mean that the teacher is not trained in the matter, consequently the pupils will not demonstrate the behaviors necessary for the ECMP and the strategies of the prevention and dealing with violence in schools.

In order to facilitate our research, we have set ourselves a general objective which is subdivided into specific objectives.

The general objective that we are pursuing through the development of this study is the following: Contribute to the fight against violence at school

From this general objective, follow others, capable of orienting our research more precisely. These are the specific objectives

-Make an inventory of the fight against violence in schools

- Analyze the strengths and limitations of structures for the prevention and management of violence at school, in particular the counselor in charge of school life and the prevention of school violence

- Propose new approaches for the prevention and management of school violence

I. Methodology

I.1- Field of investigation

All the colleges and high schools of district 6 Talangai (public schools) constitute the field of investigation of our research. These schools were chosen as representative to obtain the most reliable information for the cohabitation of public schools in Talangai in the department of North Brazzaville.

I.2: Study population

Regarding our study, the population concerned comes under the public sector. It is made up of supervisors (06) of active teachers, principals (02) and directors (03).

To discover the various problems that lead to violence in these establishments, several populations were contacted: such as political and administrative officials, NGOs and associations working for education, parents of pupils, students (10492) who themselves are the actors in everything that happens, including students from other establishments in the locality.

These students were selected according to a cross-criteria of age and level of education achieved. It is therefore with them that the difficulties that explain the violence of public establishments of different types and levels can be inventoried.

About the teachers, there are:

- 79 at Antonio Agostino Néto high school ;
- 45 at Antonio Agostino Néto College ;
- 79 at the Lycée de la Révolution and 22 at the Collège de la Liberté. "A" 21 in college de la Liberté "B" for a total of 246 teachers.

Table No. I Surveyed according to status

Status Establishment	Students	Teachers	Supervisors	Principals Directors	Total T	Percentage
C. E. G Antonio Agostino Néto	330	10	03	02	445	50%
Revolution High School	30	10	03	02	445	50%
Total	660	20	06	04	909	100%

1.3-Study sample

Table n°II: Relating to the status of respondents

Status	Number	Percentage
Students	60	48%
Teachers	20	
Supervisors	06	
Principals ;Directors	04	
Managers , Politico-administrations, NGOs	10	
Parents	25	
Total	125	

Source: Our 2017 survey

It should be noted that in this table we have not included parents and political-administrative officials because these people are not part of the two establishments including Antonio Agostinho Néto and the high school of the revolution

I.3-Data collection and analysis methods and instruments

I.3.1-documentary study.

We went to the inspections to collect the quarterly and annual activity reports from the directors and principals. The programs, the schedules of activities have been consulted

I.3.2-Observation

We observed the location of the two establishments, the distances between them and their compliance with the standards applicable to the school according to decree no. 96-174 of 15 April 1996 setting the standards applicable to the school.

I.3.3-The questionnaire

- the questionnaire: it is better suited in a context where we wish to have a lot of information in record time. It is easy to use them for making statistical reports. It is aimed at students, parents of students, school personnel, political and admiring officials (MEPPSA, and INRAP), trainers from training schools and non-governmental associations working for education.

I.3.4-Data processing

-Counting

The counting of the results consists in determining how many of the statistical units observed correspond to the different modalities of the character.

In the specific case, the different modalities are represented by the different questions whose collected data will be presented in the form of quantitative and qualitative analysis.

II. RESULTS AND DISCUSSION.

We present here in detail all the results we obtained after data collection. These results come from three poles, namely: direct observation, documentary study and the questionnaire.

2.1 Results from observation

From the meetings between the two establishments we checked whether they exist in their daily practice of sports activities. During our investigation, the following elements were noted

Table n°III: Achievements favoring meetings between middle school and high school students

Met	Number	Percentage
Soccer	13	21.66%
Handball	0	0
Dzango	0	0
Athletics	0	0
Theater	0	0
Others ?	47	78.33%
Total	60	100%

Source: Our 2017 survey

This table shows us the inadequacy of meetings between pupils.

There were 13 football matches, i.e. 21.66% and other games, 47 i.e. 78.33%, which are implicit, fictitious games, while thanks to team sports, the relearning of group or community life is carried out easily. And awakens the sense of "Fair Play"

Thanks to the games, we develop the values of solidarity, respect for teammates and opponents as well as the rules of the game.

Team sport as a project and means of social reintegration and the fight against violence, the adversary should not be considered an enemy

After the football meeting we observed some retrograde behavior and we talked to some students about what they do when they lose the game.

Table n°IV Results when students lose

Answers	Number	Percentage
You're crying		
Yes	03	5%
More or less	07	11.66%
Nope	50	83.33%
Total	60	100%
Do you throw stones at your comrades?		
Yes	45	75%
More or less	04	6.66%
Nope	11	18.33%

Total	60	100%
Other operating methods and means (knives, machetes, forks, vice-turners, military belt, and a red beret, empty bottles, metal chains, large stapler, pincers, etc.)		
Yes	50	83.33%
More or less	07	11.66%
Nope	03	5%
Total	60	100%

This table gives us a very bleak description of the phenomenon of carrying bladed weapons at school 50 students or 83.33%. This shows that there is introduction of bladed weapons in schools. Students use violent confrontation strategies.

They can be perceived as effective strategies to achieve one's ends «provided one is on the winning side». For the loser, on the other hand, there is anxiety, hostility and the physical and another desire for revenge that will do nothing but perpetuate the “conflict” is the case of 45 subjects, that is 75%, who feel they are throwing stones at others. The three (03) subjects either who cried felt the humiliation

Testimonials Heads of establishments through observation.

Table n°: V testimony of school life supervisors on the frequency of violence at school

	Directors	Principals
Witness to verbal aggression between students	02	01
Witness to physical assault between students and death of a man	03	01
Witness of aggression of a student by an adult.	02	01
Witness of violence between staff of the establishment	01	00

This table shows that cases of violence between pupils are recorded daily at the school life service. And even at the level of teaching or administrative staff, cases of violence are recorded and deaths

2.2- Results from the questionnaire administered to teachers and supervisors

The appointment of the Advisor in charge of school life and the prevention of school violence (CVSPVS) is salutary

By virtue of his appointment, the CVSPVS in charge of school life and prevention inspires confidence and requires the approval of those surveyed.

Appreciation of teachers and supervisors

Table no. VI : Summary of teachers' and supervisors' assessments of the existence of the CVSPVS

Body	Positive appreciation	negativeAppreciation
Teachers	20	00
Supervisors	06	00
TOTAL	26	00

This table indicates that given the frequency of violence, the creation of such a structure is welcome. This is the opinion of all teachers and supervisors.

Cohabitation does not promote living together

-Opinions of teachers

Boardn°VIIThe dissatisfaction of the cohabitation of middle school and high school by teachers

Answers	Number	Percentage
Yes	02	10%
Nope	18	90%
Total	20	100%

Source: Our 2017 survey

From this table, it appears that the majority of teachers are not satisfied with the cohabitation of establishments, eighteen (18) teachers or 90% against two (2) teachers or a rate of 10% who are satisfied with the cohabitation of establishments for our case.

2.2-Results from the questionnaire administered to headteachers

Appreciation of the heads of establishments

Table no. VII : Summary of headteachers' assessments of the existence of the CVSPVS.

Profile	Positive appreciation		negativeAppreciation	
Principals	02	100%	00	00%
Directors	02	100%	00	00%

According to this table, the assessments of school heads are in favor of the existence of the CVSPVS. They are unanimous that the implementation of the CVSPVS is beneficial.

2.3-Results from the questionnaire administered to students

The CVSPVS is not known to the actors.

To know the CVSPVS here is to know its organization, its activities, or to have collaborated with it.

Knowledge of CVSPVS by students

Table n°IX: Summary of testimonies on knowledge of CVSPVS by students

rounds	Know the CVSPVS	Do not know the CVSPVS
Middle School	00 0%	30 100%
High school	00 0%	30 100%
TOTAL	00 0%	60 100%

This table tells us that the CVSPVS is not known to the students. No middle and high school student attests to having known the CVSPVS. The CVSPVS is a stranger to these sixty (60) students who spoke on the issue.

This table shows us that out of the sixty (60) people interested in the question, none know the CVSPVS. So 0% knows the structure, 100% ignore it.

As for the headteachers, they have heard about it, but they have not yet had the opportunity to meet the counselor to find out more about it.

The CVSPVS does not carry out activities in the establishments

Table No. X Summary of student testimonies on the activities carried out in schools by the CVSPVS

rounds	The CVPVS carries out activities in our establishment	The CVSPVS does not carry out activities in our establishment
Middle School	00 0%	30 100%
High school	00 0%	30 100%
Total	00 0%	60 100%

This table reveals that out of the sixty (60) students surveyed, no one said that the CVSPVS carries out activities in their establishments. On the other hand, all argue that the structure does not carry out activities in their establishments.

2.4 Results from the questionnaire administered to headteachers

Table No. XI: Summary of testimonies from heads of establishments on the activities carried out in establishments by the CVSPVS

Profile	The CVSPVS carries out activities in our establishment	The CVSPVS does not carry out activities in our establishment
Principals	00 0%	02 100%
Directors	00 0%	02 100%
Total	00 0%	04 100%

In this table, we note that the four (04) people in charge of school life surveyed unanimously attest that the CVSPVS does not carry out activities in their establishments.

Testimonials from head teachers .

At the end of all the interviews with the headteachers, none of them acknowledged having recorded an activity carried out by the CVSPVS in their establishment.

The CNPVS has carried out activities through other approaches .

If the establishments do not acknowledge having recorded activities organized by the CNPVE, the structure can cite a few*

The CVPVS workshops .

At the end of the interviews with the heads of service of the CVPVS, we were able to note that the CVSPVS organized the regional workshop for the prevention and management of violence at school with the support of UNESCO; then another says “workshop for consultation and exchanges with the various associations and many

other meetings for exchanges. Added to this is the participation in a training workshop on " women in the peaceful resolution of conflict management co -organized by the Ministry for the Advancement of Women, also working with the Ministry of Civic Education and youth to promote ethical values as well as respect for the laws and regulations and institutions of the Republic

Approaches to CVSPVS .

The CVSPVS recommends consultation, dialogue, awareness-raising and training. But these approaches are the ones he defends, but lacks the means to implement them.

The CVSPVS is not equipped .

A fighter, before being mandated, must be equipped. Knowledge through training and the provision of resources (human, material, financial) constitute the basis of this equipment

The CVSPVS lacks human resources .

He accomplishes his mission alone with youth associations

Moreover, when we consider the mission of the CVSPVS and the fields of action, it is necessary to create a whole structure with agents and that it be equipped with a rolling means.

The material and financial resources of the CVSPVS are insufficient .

Apart from office equipment and a service vehicle, the CVSPVS no longer has any other means to fully carry out its mission, which covers the whole country and concerns all levels of education.

Financial resources come mainly from the State budget. They arrive late and are always insufficient, hence the non-implementation of scheduled activities, including their presence in the field.

2 .5 -Results from the questionnaire administered to political-administrative agents

Civic education and strategies for the prevention and management of violence in schools

We had put forward another hypothesis according to which, civic education and conflict prevention strategies in the school environment had virtues capable of contributing to effectively reduce the extent of violence. The resource persons interviewed have spoken.

Opinions of political-admiring leaders, trainers of NGO training schools and associations working for education

Table No. XII Satisfaction with student behavior in public establishments by political and administrative officials

Answers	Number	Percentage
Yes	02	20%
Nope	08	80%
Total	10	100%

Source: Our 2017 survey

The study of this table shows us that of all the ten (10) surveyed, 08 or 80% are not satisfied with the behavior of students in public establishments.

Opinions of Political-Administrative Leaders

Table No. XII: Moral civic education and education for peace and strategies for the prevention and management of violence in schools as an object of educational policies in the Congo

Answers	Number	Percentage
Yes	2	20%
Nope	8	80%
Total	10	100%

Source: Our 2017 survey

The survey reveals that eight (08) respondents, or 80%, think that civic and moral education for peace and strategies for preventing and managing violence in schools are not the subject of educational policies in Congo while two (02) or 20% think the opposite

Table No. XIII Existence of national policies relating to education in emergency situations and conflict prevention

Answers	Number	Percentage
Yes	03	30%
Nope	07	70%
Total	10	100%

Source: Our 2017 survey

The data in the table above show that seven (7) respondents or 70% gave the negative answer on emergency situations with regard to policies in the field of education in Congo. This number of respondents does not recognize this in the event of a problem in the education sector, otherwise it is with a delay that these policies act.

Prospects for preventing or reducing violence in schools.

Table no. XIV : Actions to be taken to eradicate violence in schools

Categories of population	Institution	effective	Function	Answer
Politico - administrative officials	MEPPSA	2	Advisor in charge of school life and the prevention of school violence	Awareness campaign in schools
			Staff Training Advisor	Standardization of school uniform for better identification of students. Installations of police stations at the entrance. The organization of surveillance brigades by the students themselves
	INRAP	2	Head of the ECMP section	The programs relating to moral civic education and education for peace will allow the popularization of the culture of peace in schools and this will be able to eradicate violence.
Trainers from training schools	ENS teachers _	2	Head of service of the ECMP section	Organize various meetings during the holidays
			teacher on the Education to citizenship	- Sensitization of young people on the theme of violence in schools -Increasing the number of general supervisors will alleviate the problem of vandalism at school
NGOs, Associations	FAWE-Congo	2	Teacher on the university work method	- Respect for the internal regulations of schools by all.
			Secretary general	Advocacy for peace education -identification of the facts giving rise to the different forms of violence and seeking ways to list them: Installation of school clubs

			permanent secretary	Advocacy for peace education identification of the funds generating the different forms of violence and seeking ways to list them Organization of school clubs in establishments as part of the "children for children" strategy in order to involve the pupils themselves in the management of issues concerning them: health, conflict management, harassment, different forms of violence are debated between students from the same establishment and other establishments to allow constructive exchanges and the transformation of behavior
City Hall Agents Talangai	Town hall	2	Secretary to the Mayor of Talangai	Installing police pickets in schools and applying the culture of peace to teachers and students
			Director of Administrative and Financial Affairs (DAAF) of the Mayor of Talangai	Funding of meetings with parents' associations, neighborhood leaders, teachers' unions, movement of pupils and students of Congo (MEEC), for awareness on violence

Politico-administrative officials (MEPPSA AND INRAP), trainers in training schools, NGOs, associations working for education, officials of the town hall were invited to propose strategies likely to prevent or reduce violence in schools. At the level of the strategies mentioned, it is necessary to distinguish those which are easily manipulated and those which are not or difficult to manipulate. For example, for the financing of meetings for raising awareness on violence proposed by the DAAF, it seems difficult to act on this strategy but all the other strategies can be manipulated, that is to say that the managers of the education system and education partners can act directly to prevent or reduce the phenomenon of violence.

III. RESULTS FROM THE DESK REVIEW

gender-based violence

There is no teacher code of conduct on the prevention of sexual exploitation and sexual abuse ; school-based gender-based violence includes all forms of violence or abuse based on gender stereotypes or that targets female students on the basis of their gender.

Institutional violence .

This form of violence includes all the failures of the school institution and which have harmful effects on the actors. We can note the dilapidation of the rooms, the non-delimitation of the school domain, the development of martial-type regulatory texts, the non-existence of separate toilets for girls and boys, the suspension of classes for reasons other than pedagogical...

All these forms of violence are present in all educational establishments, but their frequency and intensity differ from one establishment to another, depending on the causes that produced them.

The non-integration of Civic, Moral and Peace Education (ECMP) in the curricula

The ECMP are new requirements of our society. Despite the Universal Declaration of Human Rights which stipulates that "every individual has the right to life, liberty and security of his person", multiple conflicts have, throughout the world, unforeseeable consequences on the lives of men. and nations. Peace is disturbed everywhere There is no exception. In addition to the theoretical knowledge it imparts to the learner, it tames his heart and trains him to be an accomplished man. The deletion changed the provisions. We now have learners rich in knowledge but poor in virtues with hearts quick to violence

Poor staff management

The poor distribution of human resources and arbitrary assignments sometimes make the educational community murmur and predispose it to revolt. Associated with other negative elements, it can generate violence in a form which will be particular to it.

The lack of vocation of the staff

Doing a job out of love is a source of happiness; to do it without vocation one would always feel in oppression and regularly in the chains of bad humor, all of which constitutes an obstacle to collaboration but rather favorable to aggressiveness. We consulted the files of the teachers 65% are temporary workers awaiting their integration and underlined the irregularity of the grant.

Lack of knowledge of professional ethics

Ethics, the set of rules that govern the behavior of an agent who has opted for a given job, is unfortunately little known to some agents. To step on the texts that govern one's profession is to venture into an environment where one has only dishonor, frustrations and loss of one's authority as a reward. Regulatory texts at management level are almost non-existent

Overstaffed staff .

Student management is a difficult task. It is still a little, when the workforce is relatively high. The needs are diverse, the specificities multiple and the class becomes difficult to organize. We identified 10,492 students in the Talangai district according to the inspection report

Lack of internal regulations

If each student knew that the rules of procedure aim to guarantee freedom to everyone and not to punish, if everyone discovered that its implementation and obedience that they owe him guaranteed peace in the establishment, they would strive to appropriate it. Unfortunately, the rules of procedure are absent in some establishments, silent or badly applied in others, making it difficult to manage school life. Lack of respect, obvious impoliteness, marked indiscipline, incessant fights; this is what taints the school environment.

The absence of student socialization activities or their poor organization

Children learn to live happily together through cultural activities by the headteacher's initiative

IV. DISCUSSIONS OF THE RESULTS .

At the level of this part, we will interpret the results relatively with our objectives and our hypotheses fixed beforehand.

Our research aimed to analyze the strengths and limitations of school violence prevention and management structures, in particular the CVSPVS. Our hypotheses revealed our satisfaction with the creation of such a structure, but also revealed our doubts as to its operability in the field. (his knowledge by the actors in the field, his equipment for the mission). Without trivializing the effectiveness of the CVSPVS, we put forward the other hypothesis according to which, Civic and Moral education at the level of secondary education could reduce the extent of the phenomenon.

After the analysis of the data, we can decide in a certain way, on these two hypotheses.

1 First hypothesis .

It is entitled as follows: " *the appointment of the CVSPVS is salutary, but it is little known and less equipped to succeed in its mission* "

By virtue of his appointment, one can have reasons for satisfaction as to the existence of such a structure at the MEPPSA, but knowing the CVSPVS here, implies, knowing what it does, having relations with it, having led activities together.

100% of school life supervisors welcome the appointment of the CVSPVS. (Table 12) It is the same opinion on the side of the heads of establishment and the p (Table 13). Faced with the expansion of the virus of violence in establishments, such a position is logical.

His appointment is highly welcomed by all respondents, but he is little known in the field where he is expected to carry out his actions.

100% of the students surveyed stated that they did not know the CVSPVS (Table 14). This is the same answer given by the school life supervisors (Table 15).

The interviews carried out with the CVSPVS services revealed the reality of things. As underlined above, did not benefit from training in conflict management to fully accomplish their missions.

In addition, the CVSPVS denounce the lack of financial resources, which would justify the non-implementation of their scheduled activities. (II.6.3)

From the above, we affirm that this first hypothesis is confirmed.

2 Second hypotheses.

“We noted some activities carried out by the CVSPVS. It is essentially the organization of consultation workshops with their partners, and participation in a sub-regional meeting. With all due honors, he did a communication. He defends approaches that he himself does not have the opportunity to practice perhaps for lack of means; these are: consultation, dialogue, awareness-raising, training.

We do not underestimate these approaches. They can all be integrated into a larger one: Civic and Moral education, reinforces our vision.

. Let us add that the question of the return of civic and moral education finds through this, a palliative measure.

The expected civic lessons and defended moral values are subtly slipped into the various works created.

Convinced of what has been developed above, our second hypothesis is also confirmed.

V. SUGGESTIONS _

Our full range of proposals to contribute to the fight against violence in schools are as follows : .

Suggestions made to the State .

The state has more power than any other body in decision-making. So they suggest that:

✓ The State reinstates moral and civic education. This will be the subject of a specific subject, evaluated and accounted for in the same way as the others. The courses will be given by teachers recruited and trained for this purpose.

✓ Provides the CVSPVS with the means necessary to accomplish its mission

✓ The State includes in the content of staff training, a module on strategies for preventing and managing violence in schools.

Suggestions made to CVSPVS .

The lack of means of human and financial resources is glaring, of course, but some activities can be carried out with few resources. As suggestions we that:

✓ The CVSPVS is setting up watch cells in the establishments, which will be responsible for maintaining peace there through permanent awareness-raising and the resolution of interpersonal conflicts. The establishment of a respondent at the level of the departmental management could make the structure more visible, more operational.

✓ The CVSPVS can visit establishments that have experienced violent disturbances, to meet with officials for a better resolution of crises

✓ At the Ecole Normale Supérieure of Marien Ngouabi University in collaboration with INRAP

- The introduction of a module on the prevention and management of violence at school, in the training of staff supervising school life.

✓ To establishments

- The establishment of school clubs for those who do not have one;

- The strengthening of school clubs for those who have them.

- Raising awareness through non-violent communication.

- The decongestion of large school complexes: case of the A.Aneto site where the high school of the revolution must return to its site

VI. CONCLUSION

It is legitimate to ask whether violence in the school environment can be reduced, given the present observation of its magnitude. But it is also permissible to believe in the creative force of fertile minds.

Who knew that HIV/AIDS and sexually transmitted infections were going to cross a veritable wall of resistance?

Who beat the Ebola virus? It is still those who have overcome AIDS.

Is the germ of violence invincible?

The only determining factors in any large-scale human project, including the fight against the scourges, are the commitment of all in all actions, determination in spite of serious obstacles, until the final victory is achieved. .

We must not wait for the intervention of new men from another planet, we are looking for new consciousnesses, putting their sciences to use. These skills are available today. Each of us is one.

If we approach the phenomenon, we can better analyze the factors responsible for its expansion, everyone could perceive their share of responsibility.

Our study reveals that the Advisor..... is welcome at a time when establishments are no longer places where people come to learn or work with serenity. We set out to analyze the strengths and limitations of its

implementation. We made a first hypothesis according to which he would be little known and less equipped to succeed in his mission.

We recall that the study specifically concerns the Advisor. But as it must carry out actions in the establishments, we targeted two of them in Brazzaville, to get information from sixty (60) students. Then, fifteen (15) education officers, five (05) education advisers, establishments in Brazzaville We also conducted interviews with resource persons.

The data from the respondents confirmed the first hypothesis.

Thus, the request that runs on our lips is that the State considers violence in schools as a microbe that handicaps the entire education system, for which a broad prevention campaign is needed, as it does against poliomyelitis through vaccination. , and this on a regular basis. The two germs are identical. One handicaps physical mobility, the other stagnates social and economic development

As the approaches used by the CVSPVS could be improved, we had put forward a second hypothesis which maintains that Civic Education has effective virtues in reducing the scale of the scourge. Professionals in this field have allowed us to discover all the saving values that are hidden there. This second hypothesis is also confirmed.

Only, we recognize that we have not been able to define the whole question, but we dare to believe that others will take the study further, for a happier outcome.

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