



L'Equipe- The Team:

DR Congo

Final Evaluation Report

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Abbreviations and Acronyms

DRC	= Democratic Republic of Congo
CSO	= Civil Society Organization
SFCG	= Search for Common Ground
UPEACE	= University for Peace

Executive Summary

Since conducting the baseline research for *L'Equipe* (The Team) in July 2010, *L'Equipe* Season One (12 episodes) was aired from The 27th August 2010 to the 31st March 2011 on Digital Congo, a national wide broadcasting station. Local broadcasters (18) started a month later and aired the series until late April 2011. Season Two (7 episodes) was aired at RTNC a National wide broadcasting station form the 3rd October 2011 to early January 2012. Local broadcaster (10 TV station aired in the same period). SMS quiz around the 7 seven episodes has been organized with the national wide broadcaster, and mobile cinema screenings were organized in different parts of the country.

L'Equipe DRC Logframe (see Appendix A) had four major areas of focus: 1) improved citizen involvement with governance; 2) improved knowledge, attitude and behavior related to the themes addressed in the drama; 3) improved government response to issues addressed in the drama; and, 4) improved civil society and media response to the same issues. Accordingly, the research team attempted four final evaluation research methods to measure the achievement of these objectives: 1) a public citizen survey; 2) key informant interviews with government and civil society officials; 3) assessment of outreach activities; and, 4) cases of change and transformation due to the effect of *L'Equipe*.

The results of the final evaluation show that *L'Equipe* in the DRC has succeeded indeed in transforming the attitudes and actions of citizens. The results of this final evaluation have shown, quantitatively more than qualitatively, that the TV drama influenced the views and attitudes of many. This became evident via comparative analyses of the results for those who watched the drama, those who did not watch, and those who responded at the baseline stage.

For all research categories, including knowledge, attitudes, actions related to governance, communication and the role of media, the data strongly suggests that *L'Equipe* viewers were positively different from the rest. These effects were particularly obvious when issues related to women and children. Yet, positive changes regarding the public role of citizens were also proven.

The data suggests that exposure to *L'Equipe* was a strong predictor of positive change regarding the themes specified in the Logframe. At the same time, higher exposure or dosage of watching the drama did not always correspond to improved attitudes and actions. This trend in the data, for some categories and not others, suggest that the positive effects of *L'Equipe* are perhaps more correlational than causal. In others words, there may be other factors which have been influencing the audience, and also influencing those who have not been exposed to the drama. This explains why in some instances the results for those who watched the drama, and those who did not, were significant compared to the results of those who responded to the baseline survey, but not between them.

It is remarkable to observe in this report the types of changes that the audience has expressed regarding their ability to offer advice to victims of human rights violations, especially women and children. It is also remarkable that no women or unemployed individuals who watched the drama expressed that they would not know how to participate in the democratic process. This is an example of the positive changes observed since the baseline research.

The research also showed that the results for Bukavu respondents regarding knowledge and attitudes were more positive than those of Kinshasa respondents. Yet, in the final category of questions related to citizens' actions within the democratic process, the respondents from Kinshasa demonstrated highly positive attitudes, and propensity to actively involve with their communities.

The following are recommendations to *L'Equipe* team in DRC:

1. Recognize the success of *L'Equipe* TV drama in changing attitudes and actions in the Congolese society, and accordingly complement that success with a wider outreach campaign.
2. Develop a mechanism for capturing stories of change and transformation as a result of the exposure to the drama and its activities. Given the success observed with airing the drama on TV, there is a need to follow up on such cases, and to develop processes to support them.
3. Address the perception among some viewers that the drama has a stronger leaning towards and for women. While this is plausible, it should be balanced.
4. Explore the factors which seemed to make Bukavu respondents more receptive to the drama effects in the areas of knowledge and attitudes. At the same time, explore ways to capitalize on the findings related to the positive actions by citizens of Kinshasa who have been exposed to the drama.

The success of the drama with themes related to women and children reflected a concern about its ability to do the same for public and state-related themes. If a new season is planned, explore new methods for addressing public and government issues.

Introduction and Plan of the Report

Since conducting the baseline research for *L'Equipe* (The Team) in July 2010, *L'Equipe* Season One (12 episodes) was aired from The 27th August 2010 to the 31st March 2011 at Digital Congo, a national wide broadcasting station. Local broadcaster (18) started a month later and aired the series until late April 2011. Season Two (7 episodes) was aired at RTNC a National wide broadcasting station form the 3rd October 2011 to early January 2012. Local broadcaster (10 TV station aired in the same period). SMS quiz around the 7 seven episodes has been organized with the national wide broadcaster, and mobile cinema screenings were organized in different parts of the country, as explained later in the report.

The main themes of the drama concentrated on the following:

Season 1

1. Citizen participation
2. Tribalism in recruitment (selections)
3. Popular justice / arbitrary arrest
4. Gender (Question of sterility)
5. Child Abuse (Children witches)
6. Rape
7. HIV/AIDS
8. Elections, the choice between personal and tribal considerations, group memberships and material interests
9. Truth and reconciliation
10. Sexual exploitation
11. Corruption - Justice (even the police can be sued and arrested)

Season 2

1. Corruption in access to state services
2. Collaboration with the police in the fight against crime
3. Land conflict management and fragmented
4. Media responsibility and management of rumors
5. Transparency in tax management
6. Justice and Corruption (rape kit)
7. Sexual harassment and "Sexually Transmitted Points"

The baseline research was conducted in four locations (Kinshasa, Bukavu, Matadi and Lubumbashi), while the final evaluation research was conducted only in Kinshasa and Bukavu. This was due to the fact that the baseline research was supported by additional US-AID funding for another project. That funding allowed for conducting, simultaneously, the baseline research and the research for the US-AID project in a wider geographical area. Therefore, the comparative analysis in this research focused on the baseline and final evaluation survey results in Bukavu and Kinshasa only.

This final evaluation report will include the following sections:

- b. Methodology and demographics.
- c. Viewing the drama, and its effectiveness in communicating its messages
- d. Survey and interview results regarding the various themes presented in the drama, and their relation to the logical framework objectives.

- e. Summaries of findings related to outreach activities, and the case of positive change
- f. Interviews with key officials
- g. Summary and recommendations.

a. Final Evaluation Methodology and Demographics

L'Equipe DRC Logframe (see Appendix A) had four major areas of focus: 1) improved citizen involvement with governance; 2) improved knowledge, attitude and behavior related to the themes addressed in the drama; 3) improved government response to issues addressed in the drama; and, 4) improved civil society and media response to the same issues. Accordingly, the research team attempted four final evaluation research methods to measure the achievement of these objectives: 1) a public citizen survey; 2) key informant interviews with government and civil society officials; 3) assessment of outreach activities; and, 4) cases of change and transformation due to the effect of *L'Equipe*.

1. Public Survey¹: The final evaluation survey was designed to measure the knowledge, attitude and behavior of a cross-section of the DRC society on the themes listed above. In order to maintain a level of continuity with the baseline data, the final evaluation survey used the same sampling techniques in the two geographical areas (Kinshasa and Bukavu), and with the same cross-sections of the society. The chart below includes this information:

	<i>Kinshasa</i>	<i>Bukavu</i>	<i>Total</i>
Student	19	23	42
Pupil	21	18	39
State Employee	20	20	40
Worker in a private enterprise	19	20	39
Worker in an NGO	19	20	39
Liberal Profession	21	20	41
Housewife	23	21	44
Unemployed	16	21	37
Police Officer	19	21	40
Military	19	17	36
Unspecified	2	2	2
TOTAL	196	201	401

Within each location, a cross-section of citizens based on employment, educational level and gender was also identified in coordination with the SFCG office in Bukavu. The research team succeeded in collecting data from 401 citizens, with fairly equal gender distribution (51% women and 49% men).

Age of Survey Respondents (N=401)	
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Level of Formal Education (N=401)	
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¹ Please see Appendix B.

12-17	6.3%
18-24	15.6%
25-34	36.5%
35-49	31.0%
50+	10.6%

Illiterate	4.8%
Primary school	8.3%
Secondary school	39.3%
College (university)	37.5%
Professional school	10.1%

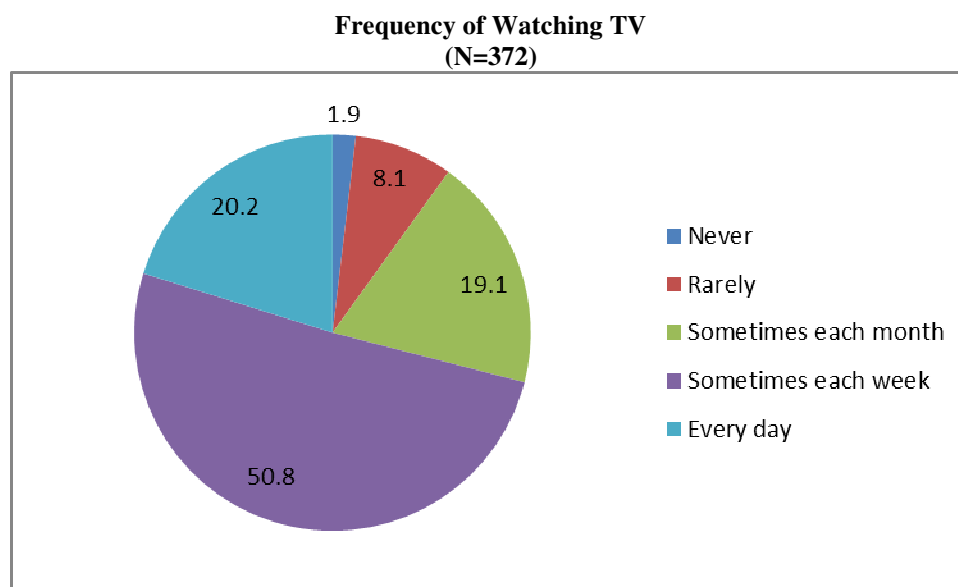
2. **Key Informant Interviews:** In order to assess the views of government and civil society on the effectiveness of *L'Equipe*, the researchers conducted two interviews in each of the two locations: one with a government official and one with a civil society professional. The researchers were instructed to identify such officials from organizations and agencies whose work relate to the themes of *L'Equipe*. This included officials working on human rights issues, police force, and education. The interviews were primarily qualitative in nature, and focused on how *L'Equipe* may have influenced their work in line with the objectives laid out in the logical framework. A complete document including the interviews' write-ups is attached in Appendix D.

3. **Outreach Activities:** The project organizers provided to the evaluators reports of mobile cinema screenings which were held in different locations mainly among university students. A summary of those activities and their main outcomes is included.

4. **Cases of Change and Transformation:** Unfortunately with the exception of one case, at the time of conducting the evaluation there were no sufficient information about cases of change or transformation due to the effect of *L'Equipe*.

b. Viewing the drama, and its effectiveness in communicating its messages

The survey asked respondents a series of questions aimed at assessing their frequency of watching TV, and their level of following *L'Equipe*. On watching TV in 2011 (when *L'Equipe* was put on air), 93.4% reported that they do; almost 70% reported watching TV several times each week or every day,



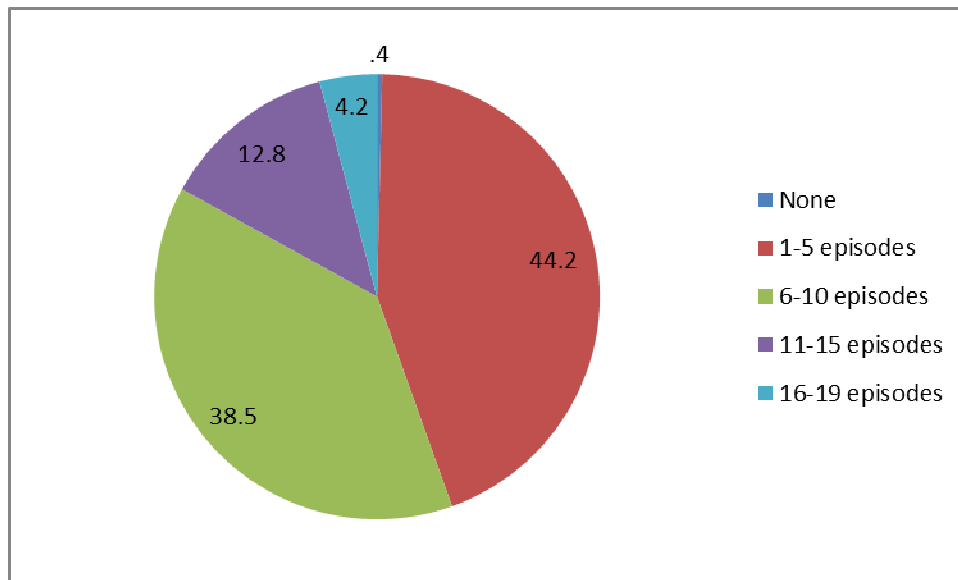
When asked about watching *L'Equipe*, and after using prompter (poster of *L'Equipe*) 65.6% (263 respondents) reported that they watched *L'Equipe*. In reply to the question, “Describe the TV Program that this logo reminds you of”, the following chart summarizes the main themes they mentioned, supported by their own comments:

Summary of Answers	Quotations
1. A TV series about corruption, sexual harassment and health issues.	<p>“The girls treat many issues of sexual harassment, rape, HIV AIDS, justice and corruption”</p> <p>“ a TV series about the elections, it shows how the people can make noble decisions and choices without being corrupt for having true leaders ”</p> <p>“The elections and the fight against corruption”</p> <p>“Sexual violence, sexual harassment and rape”</p>
2. A TV series about women football players and social issues.	<p>“Girls playing soccer and implementing a lockout because the stadium is not fixed. It also reminds me of sexual harassment, tribalism and corruption”</p> <p>“ The girls develop all socio-political subjects in their team”</p> <p>“A film by young girls playing soccer and other personalities with different themes”</p> <p>“Women’s football team”</p>

3. A TV series about social cohesion and cohabitation	“They teach us how to live in a society as men and women” “Realizing the good behavior in society, church, family, or community” “A program that touches upon the Congolese social life”
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When asked about the number of episodes they watched, only 0.4% reported that they did not watch any (although they watched *L’Equipe*). Most of those who watched the drama reported watching 1-5 episodes (44.2%), while 38.5% reported watching 6-10 episodes, and 17.0% reported watching 11 or more episodes. Respondents from Bukavu, and those in secondary school or college were more likely to watch more episodes. No statistically significant differences existed based on gender, profession or age.

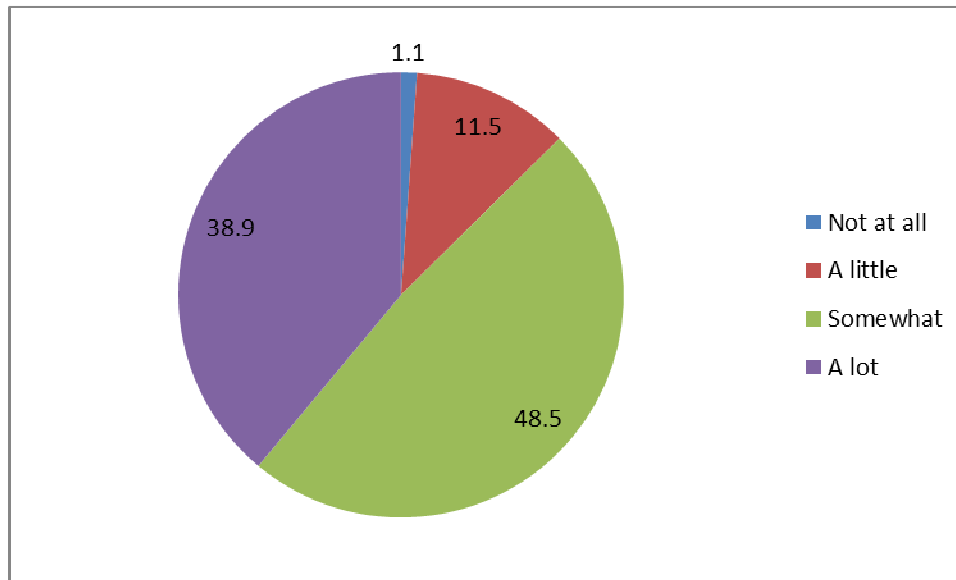
Frequency of Watching *L’Equipe*
(N=265)



In answering the question about what the main theme of *L’Equipe* was, the answers were clustered in three topics. The most common reply was ‘Social and health issues’. For instance, one respondent registered “popular justice, mistreating children, rape.” Many respondents mentioned HIV-AIDS as an example of the health issues that the TV series raised. One respondent answered “HIV-AIDS and rape.” ‘Corruption and politics’ was another topic that was referred as the main theme of *L’Equipe* by the respondents. One interviewee answered: “Tribalism, corruption and elections.” Another respondent said: “corruption and justice, election and tribalism.” The least reiterated answer in this respect was that the TV series was about ‘Gender’. One respondent registered her answer by writing “elections, rape, and gender.” Another respondent said: “sexual harassment, gender, sexual violence.” It is striking that all the categories mentioned included ‘elections’ in all answers.

When respondents were asked about the effect of the drama themes on them, almost half (48.5%) reported that it was somewhat affected them, while 38.9% reported that it had a lot of effect. No statistical significant differences between demographic groups.

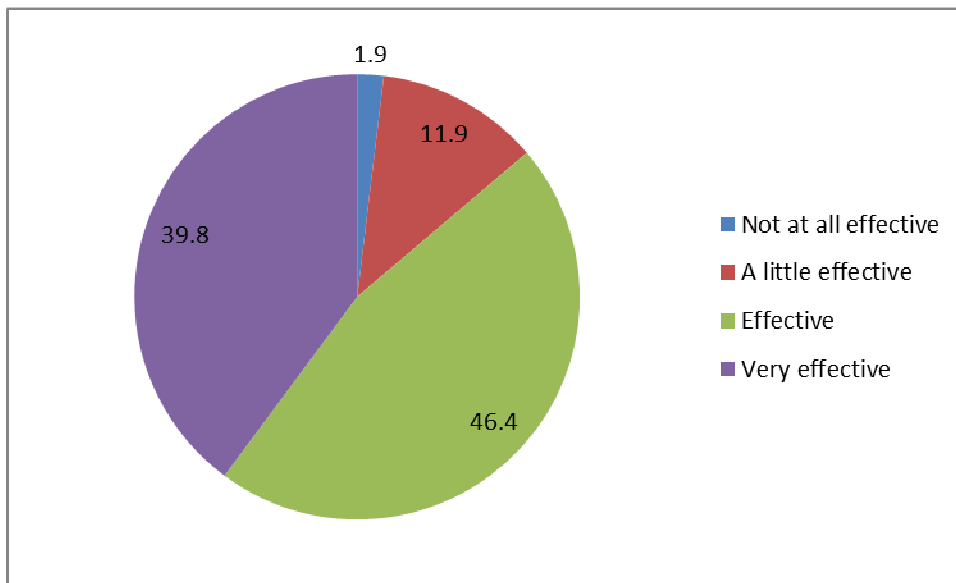
Effect of the Drama Themes on Viewers
(N=262)



The interviewees explained their answers to the question “to what point did the themes raised in *L’Equipe* effect you”, in four main categories. The majority of the answers mentioned “Education” as a reason why they were engaged and interested in the show. One interviewee registered that “It is effective because it educates the children.” The second mostly reiterated answer was that the themes of the series were interesting and important. Furthermore, one respondent answered: “The themes discussed raised very important messages.” Similarly, another respondent said: “The themes discussed give us guidance.” On a similar note one respondent answered: “Very interesting themes.” Several respondents said: “Very effective because it teaches us how to live and behave” The other mainly stressed reply was that the series were influential and the acting was impressive. For instance, one respondent registered her/his answer using the following words: “All the actors play their roles very well”. Finally, the last common reply was that the series were too Idealistic and inapplicable in everyday life. Some said “It is not applicable in everyday life.” One went even further by claiming that the TV series had “no Impact” on reality. That last opinion was rare among respondent.

When asked about the effectiveness of the drama in presenting its themes, similar patterns existed, with 46.4% reporting that it was effective, while 39.8% reported that it was very effective. Respondents from Kinshasa were significantly more likely to find the drama very effective in presenting the themes. Similar to results we reported in the baseline report, police and military personnel were the least likely to find the drama effective in presenting its themes, while those working in the private sector were most likely to report such effectiveness.

Effectiveness of the Drama in Presenting the Themes
(N=261)



The answers to the following question: “following the themes brought up by the series, do you know of any action by the civil society, the government or you for responding to these subjects? Please explain”, could be clustered in three main categories. Most of the interviewees answered affirming their knowledge of ‘efforts against corruption and violence’ initiated by the government or by NGOs. One respondent states that “The government and the civil society fight against sexual violence and for peace, democracy and the fight against corruption just like in *The Team*.” On a second and third order of prevalence, most recurring answers either mentioned personal efforts motivated by the message from the drama or denied any knowledge of any efforts. For instance, some respondents said “I spread the message from the *Team* to my community.” Sharing the same perspective, one respondent said: “I advocate for raped women and the government joins my efforts.” Similarly, another respondent said: “I combat violence against women”. In this respect, the most repeated sentence was “I have changed my behavior with others.” Several respondents reiterated this same statement. On the other hand, other respondents reported “no” as their answer denying any knowledge of any efforts stimulated by “*The Team*”.

Finally, in order to assess the focus and effectiveness of *L’Equipe* in addressing relevant themes, compared to other DRC drama, the baseline research had asked respondents to rate the degree of coverage of certain themes in DRC drama, and their effectiveness in doing so. The same questions were then asked at the final evaluation survey in relation to *L’Equipe* coverage and effectiveness in addressing those themes. The following two charts below show the average scores (on the scale of 1-3 listed in the chart) for the baseline, and for those who watched *L’Equipe* and those who did not. The green, red and blue colors indicate that the scores of a group or groups of respondents (marked in green) were statistically significantly higher than those marked in blue or red. Black color indicates no statistically significant differences.

Theme	To what extent did <i>L'Equipe (other TV series)</i> cover these themes? 1=Not at all 2=Somewhat 3= A lot 0=Do not know ²		
	Baseline	Know Team	Don 't know Team
1. Give both women and men the opportunity to speak	2.15	2.31	2.11
2. The spread of corruption	2.05	1.94	1.88
3. The mistreatment of the population by the police and army	1.80	2.33	2.12
4. The inclusion of people living with HIV / AIDS	2.06	2.35	2.16
5. Respect for the choice of voting for a person	1.76	2.31	2.09
6. The tribal favoritism	1.99	1.97	1.95
7. Peaceful resolution of conflicts	1.79	2.07	1.82

Theme	To what extent was <i>L'Equipe (other TV series)</i> effective in covering these themes? 1=Not at all effective 2=Somewhat effective 3= Very effective 0=Do not know ³		
	Baseline N=800	Know Team N=263	Don 't know Team N=138
1. Give both women and men the opportunity to speak	1.90	2.39	2.28
2. The spread of corruption	1.88	2.22	2.29
3. The mistreatment of the population by the police and army	1.73	2.33	2.43
4. The inclusion of people living with HIV / AIDS	1.94	2.38	2.49
5. Respect for the choice of voting for a person	1.66	2.51	2.40
6. The tribal favoritism	1.80	2.30	2.48
7. Peaceful resolution of conflicts	1.67	2.44	2.35

The results above show that those who watched the drama were more likely to report more coverage of items 3,4,5 and 7 compared to those who did not know the drama (and whose responses related to what they watch on other Congolese TV dramas), and those who responded at the baseline. However, the results for the effectiveness of that coverage showed that both those who watched *L'Equipe*, and those who did not, had a higher score than those who responded at the baseline. This indicates that perhaps *L'Equipe*, and other TV programmes as well, are effective in addressing these themes.

² “Do not know answers” are not included in the average calculation.

³ “Do not know answers” are not included in the average calculation.

Further, and as will be addressed repeatedly later, the dosage of watching *L'Equipe* did not seem to associate linearly with higher levels of satisfaction with the drama's coverage or effectiveness. Actually, scores for those who watched the drama with the highest frequencies were closer to those of respondents to the baseline research, while the same results were often significantly better for those who watched with lower frequency. This finding suggests that the effect of *L'Equipe*, while present, is not necessarily associated with increased dosage. Perhaps certain episodes of the drama have been effective regardless of watching the drama frequently or not. Another possible explanation is that those who choose to watch the drama are of a caliber more conducive to having positive attitudes, regardless of the effect of the dosage of *L'Equipe*.

The comparison of Kinshasa and Bukavu, and education levels, showed no deviation from the pattern described above. Based on age, the youngest group age 12-17 who did not watch *L'Equipe* was more likely to report that the coverage of other dramas was effective compared to baseline results, but not compared to *L'Equipe*. The results for those age 18-25 and 26-35 were more consistent with the overall pattern described above. Fewer significant differences existed with older group age 50 or more. In terms of gender, men who watched *L'Equipe* were more likely to find that it covers themes 4 (The inclusion of people living with HIV / AIDS) and 7 (Peaceful resolution of conflicts), and to find its coverage of that last theme more effective. For women, those who watched the drama reported more coverage of the third theme (The mistreatment of the population by the police and army) about mistreatment of citizens by police and army, and the fifth theme about respecting how others vote.

In terms of profession, a few significant differences existed. Mainly, state employees who watched the drama were more likely to recognize that *L'Equipe* covered sufficiently the issues of maltreatment of the population by the police and the military, and respecting the right of others to vote, compared to those who did not watch (and based their responses on rating other dramas) and those who responded at baseline. For the effectiveness of the drama in addressing these themes, mainly drama viewers working for the private sector were significantly more likely to report higher rates of effectiveness compared to their counterparts who did not watch the drama and those who responded to the baseline survey.

c. Results for Drama Themes and their relation to the logical framework objectives

The findings in this section will be organized according to survey categories, which correspond to specific objectives and indicators in the Logframe. The categories are: 1) Attitudes and Knowledge of Citizens; 2) Citizens' Ability to Advise and Inform; 3) Citizen Actions; 4) Information Sharing and Media; 5) Citizen Involvement with Governance. For each category, this report is organized by i) quantitative results from the survey, ii) open-ended responses to the survey (when relevant), and iii) a discussion of findings from the interviews. The quantitative results will be illustrated using charts which include results for three groups: baseline respondents, those who watch *L'Equipe*, and those who do not watch *L'Equipe*. The charts will include colored indications of statistically significant differences between the three groups. The far right column in each chart includes results for "effect of *L'Equipe*." That effect relates to a specific question asked of each respondent who knew and watched the drama about whether watching it influenced her/his response to the specific question. This is a new technique that the evaluators introduced with the DRC evaluation in order to try to determine with more certainty the extent to which watching the drama was a factor in how survey respondents answer.

Following the discussion of the chart results, there will be analyses by gender, age, education, job/status and region where the survey was conducted, in addition to comparisons with baseline results, and according to the dosage of viewing *L'Equipe*. Only statistically significant results related to gender, age, education, job/status and region (obtained using T-test, ANOVA and Chi-square as appropriate) are reported (please see Appendix C for details of the tests). Finally, as will be shown, the discussion for each category will conclude with a discussion of the extent to which the pertinent Logframe objectives and indicators have been met.

c.1. Attitudes and Knowledge of Citizens

The first category includes statements related to issues relevant to both for the Logframe and the themes covered in the drama. For each statement respondents were asked to rate their degree of agreement on a scale of 1-5, with 1= strongly disagree, and 5=strongly agree. Those who watched the drama were also asked to determine for each response whether watching *L'Equipe* affected their answer using a yes/no scale. The results shown under the columns titled: Baseline, Know Team, and Don't Know, represent the average (mean) scores on the 1-5 scale mentioned above. The scores under the column titled "Effect of *L'Equipe*" are percentages of those who answered "yes". As mentioned above, the green, red and blue colors indicate that the scores of a group or groups of respondents (marked in green) were statistically significantly higher than those marked in blue or red. Black color indicates no statistically significant differences.

	Baseline N=800	Watched <i>L'Equipe</i> N=263	Didn't watch <i>L'Equipe</i> N=138	Effect of <i>L'Equipe</i> ? N=263
1. I think girls should have the same rights as boys to express themselves in our society	3.92	3.86	3.59	73.4%
2. It is illegal to abuse a child if he is accused of witchcraft	3.47	3.61	3.19	68.1
3. In households without children, only women may be infertile	2.00	2.56	2.34	57.0
4. A girl has to allow her boyfriend to have sex with her whenever he wants	2.10	2.38	2.51	39.9
5. People with HIV / AIDS should not work with others	2.17	2.37	2.42	48.3
6. People living with HIV can have healthy children	Not asked at baseline	3.76	3.53	56.3
7. The arrest by the military of a civilian who broke the law is illegal	3.17	3.31	3.14	49.8
8. I denounce an injustice even if it can bring me trouble	3.41	3.75	3.34	59.7
9. I vote for the candidate who gives me the most money during the election campaign	1.95	2.33	2.58	34.2
10. Political activities are better done by men and boys only	2.38	2.28	2.44	39.9

The chart above shows that for statements 3 and 8, those who watched the drama reported significantly higher scores compared to baseline results, and together with those who did not know the drama reported significantly higher scores compared to baseline results for statements 4, 5 and 9. These responses, except for the one related to denouncing justice even at the expense of getting in trouble, suggest that those who watched the drama developed a worse attitude regarding issues such as blaming women and children for infertility and witchcraft, and for expecting women to abide by their male partners' desire to have sex.

For statement 1, 2 and 6, the scores of those who watched the drama were significantly, and positively higher than those of respondents who did not know the drama, but similar to those at the baseline.

These results suggest that the effect of the drama regarding educating the audience on these issues had mixed results. Looking at the results of the far right column, it seems that the percentage of "yes" to whether the drama affected the way they answered, there are usually higher percentages associated with significantly positive responses of those who watched the drama compared to those who did not know it. For example, the percentages of "yes" associated with the responses to statements 1, 2 were higher or close to 70%. In both cases the responses of those who watched the drama were significantly higher than those of respondents who did not know it, and such scores represented more positive attitudes. By contrast, the response to statement 9, which is significantly higher than baseline results, and which represent a move in the negative direction, received only 35% "yes" in response to the question of whether watching the drama affected that

response. At the same time, “yes” percentages were close to 60% for the significantly positive responses to statements 6 and 8. In addition, it appears that higher percentages of agreement that the drama affected responses of those who watched it are usually associated with themes related to women and children. This possible explanation will be explored further throughout the report.

The dosage of watching the drama did not change much of the results discussed above. In other words, the results for those who watched the drama with more frequency were not different from those discussed above for those who watched the drama, regardless of how often they watched it. The responses of those who watched the drama in Bukavu were more positive than those from Kinshasa on statements 2, 3, 8, 9 and 10. No consistent patterns emerged based on education, gender or age; they all reflected the inconsistency discussed above for the overall results. In terms of profession, a few differences between those who watched the drama, baseline respondents and those who did not watch existed for different professional categories.

A second set of questions asked respondents how they consider certain issues to be violations of human rights. For each issue they were to answer “yes” or “no”. The chart below shows the percentages of those who responded “yes”. The color scheme follows the same pattern explained above.

	Baseline N=800	Watched <i>L'Equipe</i> N=263	Didn't watch <i>L'Equipe</i> N=138	Effect of <i>L'Equipe</i> ? N=263
1. When a woman is denied to speak	88.6%	89.2%	82.3%	52.1
2. When children are treated badly by their parents	84.6	91.8	84.4	52.1
3. When an authority accepts corruption (bribes)	64.7	67.2	61.2	39.9
4. When a policeman beats a thief	73.3	79.1	61.7	41.1
5. When someone is chosen instead of me, because of his tribal group	62.6	79.9	72.6	43.3

The results in the chart show that those who watched the drama were significantly more likely to consider as violations of human rights the issues of maltreatment of children by parents, police brutality even against thieves, and tribal nepotism. For the other two items, even though there were no significant differences between those who watched the drama, those who did not, and the baseline results, still the scores of those who watched the drama were higher, indicating more identification of violations of human rights. The effect of *L'Equipe* on the views of respondents who watched was stronger (52%) for issues related to women and children, and dropped for issues related to corruption, nepotism and police brutality. Further, those who watched the drama with higher frequency were significantly more likely to identify these issues as violations of human rights compared to the baseline results and those who either did not watch or watched with less frequency. This confirms that the drama indeed had a positive effect on increasing audience’s ability to identify issues which constitute human rights violations.

In terms of age, those ages 18-34 were more likely to identify those issues as human rights violations, while the youngest group under 17 years old identified none of them as human rights violations. Those 50 years of age or older identified fewer issues as violations of human rights compared to the baseline results. Women and college students were also more likely to identify such issues as violations of human rights. Those from Bukavu, whether they watched the drama or not, were more likely to view these issues as violations of human rights compared to the baseline stage. Students who watched the drama were more likely to identify the second and third issues as violations of human rights, compared to students who did not watch the drama and students who responded to the baseline research.

Logframe Objective indicator 6.1: *Increase among the general viewing population of their perceived understanding of human rights and their ability to claim rights for victims of rape, police impunity, ethnic/tribal and gender discrimination, linked to viewing The Team and participation in outreach activities.*

The results for this category of questions show that those who watched the drama improved significantly their understanding of human rights and their ability to claim rights. The evidence here was quantitative, and was supported by a comparative, and pre/post analysis.

c.2. Citizens’ Ability to Advise and Inform

A different set of questions examined respondents’ ability to advise someone who was raped. Respondents were asked to choose their first two advices from a list of different possible actions (as shown below). The chart shows what they chose as a first advice:

		Baseline N=800	Watched L’Equipe N=263	Didn’t watch L’Equipe N=138	Effect of L’Equipe ? N=263
1	Do not tell anyone to avoid a scandal	40.2%	15.6%	22.6%	50.6
2	Tell her to clean up quickly to avoid contamination	3.0	9.2	16.5	
3	Tell her to go to the police	41.8	58.4	45.9	
4	Telling someone she trusts	2.0	3.1	1.5	
5	Take her to a psychologist?	5.2	10.3	6.8	
6	Tell her to go to the hospital / clinic and request a certificate	4.7	3.1	6.8	
7	Search for medicines to protect against STDs	3.1	0.4	0.0	

The results in the chart above show that those who watched the drama were more likely than those who responded at baseline and those who did not watch to advise a woman in this situation to go to the police, and were least likely to advise her to not tell anyone to avoid scandal. These choices of advice represent improved awareness of the proper

actions in such situations. Half of those who watched the drama recognized that it affected how they responded to this question. Those who watched the drama were significantly more likely to advise a woman to go to the police, compared to baseline respondents, and those who either did not watch the drama or watched with less frequency. This finding confirms that the drama indeed had a positive impact on the ability of viewers to provide the proper advice when a woman is sexually assaulted.

Age comparisons showed similar trends, except for the oldest group of 50 years or older whose scores for advising a woman to report to the police were similar to those of baseline and those who did not watch the drama. Secondary school and college students who watched the drama were most likely to demonstrate positive changes similar to the ones we have seen with the overall group. Men, women, and respondents from the two survey locations showed the same trends observed with the overall group. Pupils, private sector workers, unemployed persons and military personnel who watched the drama all reported higher rates of “reporting to the police” compared to their counterparts who did not watch the drama or responded to the baseline survey.

A second similar set of questions about citizens’ ability to advise and inform others on issues addressed in the drama focused on how to handle a situation when a sexual favor is asked for in return for a service or for getting a job. Respondents were given specific choices of action to advise women to do if faced with such situation. The following chart includes what respondents chose as a first advice.

		Baseline N=800	Watched <i>L'Equipe</i> N=263	Didn't watch <i>L'Equipe</i> N=138	Effect of <i>L'Equipe</i> ? N=263
1	Give the favor because /he has no choice	6.6	16.4	23.3	55.9
2	Give this favor to receive the service/job	0.6	0.8	3.8	
3	Complain to the Police for sexual harassment	32.5	45.4	35.3	
4	Flee the scene	17.2	4.6	8.3	
5	Report the case to the appropriate authority	34.2	26.0	18.0	
6	Refuse to give the favor	8.2	6.5	7.5	
7	I do not know	0.7	0.4	3.8	

The responses in the chart above show that those who watched the drama were significantly more likely to advise women to report such cases to the police. But they also, along with those who did not watch the drama, were more likely, compared to those who responded at the baseline, to advise women to give the favor as they had no choice. These results suggest that while there is an improvement among those who watched the drama regarding police-reporting, there are some who continue to feel compelled to give a sexual favor in such situations. The effect of the drama on how they responded to this question reached 55.9% of those who watched the drama. The higher dosage of watching the drama was associated with higher levels of advising to report such cases to the police, compared to baseline, and those who did not watch or watched very few episodes. The higher dosage viewers were also less likely to advise a woman to give the sexual favor

compared to those who watched with less frequency, but not compared to baseline. As will be shown below, perhaps the location factor (Kinshasa) played a role here.

Men and women, secondary school and college students who watched the drama were significantly more likely to advise women to report such cases to the police. But they, especially college students, were also likely to advise of giving the favor as a woman in such situation has no choice. The age comparison showed a linear negative correlation between age and the tendency of those who watched the drama to advise women to give the sexual favor; the older drama watchers were more likely to give such advice, while younger ones were less likely to give such advice, and more likely to advise women to report to the police.

The comparison based on location showed a major contrast. Those who watched the drama from Bukavu were significantly less likely than those who responded at baseline and those who did not watch the drama to advise a woman to give the sexual favor. But the same group of those who watched the drama from Kinshasa was significantly more likely, compared to respondents in the baseline, to advise a woman to give the sexual favor! This sharp contrast is encouraging regarding Bukavu, but alarming regarding Kinshasa. Pupils, private workers, housewives, the unemployed, and police who watched the drama had higher rates of advising women to report such cases to police, compared to those who did not watch, or responded to the baseline survey.

The last set of questions related to citizens' ability to advise others focused on situations when nepotism deprives someone from getting a job. Respondents were given several options of action, and were asked to select all possible advices.

		Baseline N=800	Watched <i>L'Equipe</i> N=263	Didn't watch <i>L'Equipe</i> N=138	Effect of <i>L'Equipe</i> ? N=263
1	Do nothing to prevent trouble	37.0	45.6%	55.1%	6.8%
2	Report the case to an influential person	35.0	52.1	34.1	17.5
3	File a complaint	26.4	48.7	32.6	25.5
4	Report the case to an NGO working on human right	45.4	57.0	38.4	35.0
5	I do not know	11.5	6.1	5.1	0.8

The results above show that those who watched the drama were significantly more likely, compared to those who responded at the baseline and those who did not watch the drama, to offer positive advices such as to report the case to an NGO working on human rights, report to an influential person, and to file a complaint. Looking at the reported effect of *L'Equipe* on their responses, those percentages were highest regarding the advice to report the case to an NGO (35.0%), and lower for the two other advices. It is noteworthy that these percentages regarding how the *L'Equipe* affected their responses were fairly lower than ones observed so far with earlier responses. What appears to be a trend is that the effect of *L'Equipe* on how respondents answered survey questions was higher when

questions related to women and children issues, and was lower when the questions related to state and public office issues.

In terms of the effect of the dosage of watching the drama, those who watched the drama more regularly were significantly more likely to advise others to report the case to human rights NGOs, or report it to an influential person. None of those who watched the drama regularly answered “I do not know,” while 5-10% of those who responded at baseline and those who did not watch the drama or watched it with lower frequency answered “I do not know”. These results continue to show that the dosage of watching the drama contributed to more positive attitudes compared to attitudes of those who did not watch regularly or those who responded at the baseline.

The results for college students who watched the drama showed that they were significantly more likely to advise others to file a complaint, report to an NGO or seek the support of an influential person. Filing a complaint was also significantly more likely suggested by secondary and primary students who watched the drama. At the same time, primary school students who watched the drama were significantly more likely to report that they would do nothing in such situation. Men and women who watched the drama were significantly likely to exhibit the same pattern observed with the overall group when compared to those who responded at the baseline and those who did not watch the drama. The youngest audience of *L’Equipe* (age 12-17) was significantly more likely to advise someone to report the case to a human rights NGO. Those aged 18-24 who watched the drama were significantly more likely to advise to file a complaint or to report to a human rights NGO. The same was true for viewers age 25-34, who also significantly advised to seek the support of an influential person. The next older group of viewers age 35-49 also significantly advised to file a complaint or to seek the support of an influential person, but did not advise with any significance the reporting to a human rights NGOs. The oldest group of viewers age 50 or older did not stand out in comparison to those who responded at the baseline or those who did not watch the drama. These age-related results suggest that younger viewers were more positively influenced by the drama especially regarding the reporting to NGOs. Finally, the comparison of drama viewers in Kinshas and Bukavu showed that they both significantly would advise other in the three positive directions mentioned earlier. However, those from Kinshasa were also significantly more likely, compared to baseline respondents and those who did not watch, to report that they would do nothing. Students, state employees, private workers and military personnel who watched the drama were more likely to suggest filing a complaint, compared to those who did not watch the drama and those who responded to the baseline survey.

Logframe Objective indicators

6.1: Increase among the general viewing population of their perceived understanding of human rights and their ability to claim rights for victims of rape, police impunity, ethnic/tribal and gender discrimination, linked to viewing The Team and participation in outreach activities.

2.1. % increase of citizens interviewed who cite an improved ability to collaborate and problem solve around the themes dealt with in *The Team* and addressed in the outreach activities

The results for this category of questions show that those who watched the drama improved significantly their understanding of human rights. In addition, they demonstrated better ability to provide advice to victims of human rights violations, rape and corruption.

c.3. Citizen Actions

This category includes sets of questions which focused on what respondents would do in different situations addressed in the drama and reflected in the Logframe. The first set of questions asked respondents about how they would act in situations which constitute violations to human rights or corruption. The main point in this set of questions is to examine respondents’ ability to work with others collaboratively, which is response “3”. The scores listed below are the percentages for the three groups (baseline respondents, those who watched the drama and those who did not watch).

		I would be afraid to act (1)	I act alone (2)	I act with others or with the civil society (3)	It is useless to act (4)	I do nothing (5)	Effect of <i>L’Equipe</i> ? N=263
1. When a woman is denied to speak	Baseline Watched Didn’t watch	6.6% 3.8 8.3	25.3% 21.9 26.3	51.1% 61.5 50.4	6.6% 5.8 6.8	10.4% 6.9 8.3	58.9%
2. When children are treated badly by their parents	Baseline Watched Didn’t watch	3.9 1.9 4.5	37.5 16.9 18.8	43.5 63.2 50.4	8.6 9.6 10.5	6.5 8.4 15.8	51.0
3. When an authority accepts corruption (bribes)	Baseline Watched Didn’t watch	7.0 5.4 6.0	10.6 8.4 13.5	46.3 56.3 42.9	21.1 18.8 22.6	15/0 11.1 15.0	39.9
4. When a policeman beats a thief	Baseline Watched Didn’t watch	5.9 5.8 12.0	12.0 13.1 16.5	41.8 51.0 35.3	17.0 15.4 24.1	23.4 14.7 12.0	35.7
5. When someone is chosen instead of me, because of his tribal group	Baseline Watched Didn’t watch	2.6 4.6 11.3	14.5 24.0 21.8	35.9 44.7 38.3	19.5 14.1 16.5	27.5 12.6 12.0	27.8

The results in the chart show that those who watched the drama reported consistently more responses to the effect that they would act with others and civil society. These results were statistically significantly higher compared to those of respondents from baseline survey and those who did not watch the drama for the second, fourth and fifth statements. The effect of *L’Equipe* on how those who watched the drama answered these questions reflected the pattern mentioned earlier: a higher percentage of drama viewers report that it affected their response on issues related to women and children, compared

to issues related to the state, corruption of public matters. The dosage of viewing the drama did not correlate significantly with these findings except for the statement related to acting with others and civil society when the police beats a thief.

Drama viewers who are illiterate were significantly more likely than those who did not watch the drama and those who responded at the baseline survey to report acting with others and civil society “when someone is chosen instead of me, because of his tribal group.” Viewers with primary education report significantly higher percentages for acting with others and the civil society, compared to baseline and non-viewers, on all issues except the first one related to the right of women to speak. Viewers among secondary school and college students reported similar patterns only regarding the second issue “when children are treated badly by their parents.” College students who viewed the drama also reported significantly more working with others and civil society “when someone is chosen instead of me, because of his tribal group.” Men and women viewers of the drama followed exactly the same pattern of significance reported above for the overall group (and highlighted in the chart). Viewers from Bukavu reported significantly higher tendencies to work with others and the civil society on all five issues, while viewers from Kinshasa reported the same for the first three issues only. In terms of age, the youngest group of viewers age 12-17 were significantly more likely to work with others and civil society, compared to those who did not watch and those who responded at the baseline, for the second, third and fourth issues. Viewers age 18-24, and age 25-34 reported significantly higher rates of working with others and civil society regarding the second issue “when children are treated badly by their parents.” The second group, age 25-34, also reported such significantly higher rates of collaboration regarding the last issue “when someone is chosen instead of me, because of his tribal group.” Viewers age 35-49 significantly reported higher rates of collaboration with others regarding the first issue about women’s right to expression. Finally, those age 50 or older reported significantly higher rates of collaboration regarding the last issue: “when someone is chosen instead of me, because of his tribal group.”

The second set of questions related to how respondents would act if they were asked for a bribe to receive a service. They were asked to select one response from a list of five options. The chart below includes the percentages of responses for each option of action for each of the three comparison groups: those who watched the drama, those who did not, and baseline responses.

		Baseline N=800	Watched <i>L’Equipe</i> N=263	Didn’t watch <i>L’Equipe</i> N=138	Effect of <i>L’Equipe</i> ? N=263
1	Give a bribe to make things easier	18.1%	18.7%	26.3%	45.2%
2	Make use of an influential person	19.9	24.0	33.1	
3	Emphasize the legal process	40.6	48.1	26.3	
4	Drop it!	20.8	8.8	14.3	
5	Other	0.6	0.4	0.0	

The results show that those who watched the drama were significantly more likely to emphasize the legal process, and also significantly less likely to “drop it.” Together with those who responded at the baseline, they were significantly less likely than those who did not watch the drama to give a bribe. 45.2% of *L’Equipe* viewers reported that watching the drama influenced their responses. In terms of the effect of the dosage of watching the drama, those who watched the drama the most were significantly more likely to emphasize the legal process, and significantly less likely to offer a bribe.

In terms of education there were no specific significant differences for viewers with any level of education compared to baseline respondents or those who did not watch, except for viewers among secondary school students who were more likely, compared to baseline respondents, to emphasize the legal process. Men and women who watched the drama were also more likely, compared to baseline respondents, to emphasize the legal process. Kinshasa viewers of the drama were significantly more likely, compared to baseline respondents, to offer bribes, but were significantly more likely, compared to those who did not watch the drama, to emphasize the legal process. By contrast, viewers from Bukavu, compared to the other two groups, were significantly more likely to emphasize the legal process, and to less likely to offer bribes. The same pattern of Bukavu viewers applied to viewers age 25-34. But those viewers age 35-49, and 50+ followed the pattern observed with Kinshasa viewers.

Very few significant differences existed based on profession. Mainly those working in the private sector among drama viewers were more likely to suggest two contrasting advices: to give a bribe, and to emphasize the legal process.

The last set of questions related to behavior during a land dispute. Respondents were given 9 different options of behavior to choose one. The responses ranged from using violent measures, to seeking the intervention of others, to negotiating and finally to giving up or forgiving.

		Baseline N=800	Watched <i>L’Equipe</i> N=263	Didn’t watch <i>L’Equipe</i> N=138	Effect of <i>L’Equipe</i> ? N=263
1	Complain to the police	39.3%	32.6%	33.1%	48.7
2	Go see the village or district chief	27.7	29.5	40.6	
3	Negotiate with the enemy	26.5	32.2	18.8	
4	See the Army	1.4	1.1	0.0	
5	Drop it!	1.3	0.8	2.3	
6	Forgive and forget	0.6	1.9	0.8	
7	Look for people to beat him	0.5	0.0	0.8	
8	Take revenge against him later	2/8	1.5	3.0	
9	Other (Specify)	0.0	0.4	0.8	

The response pattern above shows that those who watched the drama were significantly more likely to negotiate with the other. Those who did not watch the drama were significantly more likely to seek the support of the village or district chief. There were

no statistically significant differences between the three groups for the other choices. Watching *L'Equipe* influenced the responses of 48.7% of those who watched the drama. Those who watched the drama with most frequency did not necessarily have the highest percentage of those opting to negotiate. The results for the dosage of watching did not show a significant meaningful trend in relation to this question.

Men and Bukavu viewers of the drama, drama viewers among secondary school students, and drama viewers aged 18-24, were significantly more likely to opt for negotiations, compared to those who did not watch the drama and the baseline respondents. Kinshasa drama viewers were less likely, compared to respondents at the baseline, to seek negotiations.

Logframe Objective Indicators:
 1.1 *Number of citizen actions, to engage with one another, and with the government on any of the themes addressed in The Team and dealt with in the outreach activities.*
 2.1. *% increase of citizens interviewed who cite an improved ability to collaborate and problem solve around the themes dealt with in The Team and addressed in the outreach activities*

All quantitative results including comparisons from baseline to the final evaluation stage, and the comparisons to those who did not watch the drama confirm that, to some extent, exposure to the drama resulted in improved collaborative work between citizens and government, and problem solving.

c.4. Information Sharing and Media

This category relates more to the role of government, civil society and media in engaging citizens and keeping them informed. Respondents were asked to respond on a scale of “yes/no” to each of the 15 statements. For those who watched *L'Equipe*, they were asked also if watching the drama affected how they responded.

		Baseline N=800	Watched <i>L'Equipe</i> N=263	Didn't watch <i>L'Equipe</i> N=138	Effect of <i>L'Equipe</i> ? N=263
1	Do you feel informed about the actions of the provincial government?	35.4	64.4	34.8	40.7
2	Do you feel informed about the actions of the national government?	47.0	66.8	37.1	40.7
3	Do you feel that the government informs the public about resource management in the province?	20.0	45.6	33.3	30.6
4	Do you know how to make your voice heard by the national government?	36.0	72.5	42.4	40.7
5	Do you know how to make your voice heard by the provincial government?	36.6	72.4	40.2	41.1
6	Are you aware of the concept of	47.5	69.7	42.4	34.6

	decentralization?				
7	Are you aware of the concept of good governance?	52.9	78.2	57.1	47.5
8	In your view, do government decisions take into account the concerns of the population?	18.1	45.4	21.4	39.9
9	Is the voice of the people here included in the emissions of local radio?	48.5	85.9	69.9	39.9
10	Is there a framework for dialogue between civil society and elected representatives?	22.9	48.9	39.1	32.3
11	Is the content of information and documents such as official reports discussed in the Congolese media?	34.3	64.9	52.3	33.1
12	Do you think something has changed in your province since the election?	59.0	49.0	39.8	27.0
13	I have an important role to play in building a better tomorrow of Congo	81.6	88.5	85.7	39.9
14	I know how to act to make the authorities accountable	40.3	69.5	52.6	38.4
15	I know of organizations working for positive change in my community	51.8	81.3	69.2	35.6

The responses above showed a consistent statistically significant pattern: For all statements, except statement 12 (Do you think something has changed in your province since the election?), those who watched the drama reported highly positive views of all matters related to communication between citizens, national government, provincial government, and media. They also demonstrated stronger understanding of concepts such as good governance and decentralization, compared to those who did not watch the drama or those who responded at the baseline. The dosage analysis also showed that those who watched the drama with most frequency were significantly more likely to respond “yes” to all the statements (compared to baseline respondents and those who either did not watch the drama or watched with lower frequency), with two exceptions: they had the second lowest percentage for statement 12, and the differences for statement 13 were not statistically significant. As shown above, the reported influence of the drama on how those who watched the drama responded to each statement was mostly between 30-40%, with statement 7 (Are you aware of the concept of good governance?) receiving 47% agreement that the watching the drama influenced such responses. Statement 12, for which drama watchers had lower percentage of “yes” compared to baseline respondents, also had the lowest percentage of agreement that watching *L’Equipe* influenced such responses (27%)

Demographically, the pattern described above was observed across all drama viewers from different gender, education, age, and location categories, except for drama viewers 50 years or older, who had relatively fewer statistically significant differences compared to those who responded at the baseline or who did not watch the drama.

The positive changes among drama viewers from all different professions were abundant in this category! With the exception of the third, twelfth, and thirteenth themes, significant changes existed for almost all drama viewers from all professions, compared

to their counterparts who did not watch the drama and those who responded to the baseline survey. In addition, in the final evaluation survey, those working in civil society organizations reported significantly higher scores on the following statements, compared to respondents from other professional categories:

- Do you feel that the government informs the public about resource management in the province?
- Do you know how to make your voice heard by the national government?
- Do you know how to make your voice heard by the provincial government?
- Are you aware of the concept of good governance?
- Is there a framework for dialogue between civil society and elected representatives?
- I know how to act to make the authorities accountable

Logframe Objective Indicators 7.1 *Increase in the number and types of actions taken by partner CSOs to address the themes addressed by The Team*

Responses in this category represented some of the most significant effects of the drama on audience's views. Those who watched with more frequency reported more access and use of different modes of communication, compared to those who did not watch the drama, and compared to baseline results. The direct questions about the effects of watching the drama on how they responded to the survey questions also showed relative success. Further, the specific responses of those working for civil society organizations also showed significant positive attitudes on several themes. The results for this indicator could be further clarified with more in-depth review of civil society actions on the ground, and how they may have been affected by the drama.

c.5. Citizen Involvement with Governance

This last category of questions relates to the involvement of citizens with the government and civil society in the governance affairs of their communities. Three sets of questions were used here. One assesses respondents' views on government's response to specific issues related to human rights violations and corruption. The second set addresses respondents' approaches to make their voice heard in the decision making process. The last set of questions addresses the ways in which citizens engage with democratic processes.

The first set of questions assessed respondents' views on how the government responds to the following situations. The responses were scaled from 1-3, with 1=very appropriate, 2=somewhat appropriate, and 3=inappropriate. So a higher score in this case indicates less satisfaction with government's responses. The scores presented below are the average scores on the scale of 1-3

	Baseline N=800	Watched <i>L'Equipe</i> N=263	Didn't watch <i>L'Equipe</i> N=138	Effect of <i>L'Equipe</i> ? N=263
1. When a woman is denied to speak	2.09	2.47	2.55	47.9%
2. When children are treated badly by their parents	2.22	2.56	2.64	28.9
3. When an authority accepts corruption (bribes)	2.37	2.56	2.75	21.7
4. When a policeman beats a thief	2.40	2.57	2.56	26.6
5. When someone is chosen instead of me, because of his tribal group	2.55	2.60	2.73	24.7

The responses shown above indicate that those who watched the drama had significantly higher scores for the first four items compared to those who responded at the baseline, but not compared to those who did not watch the drama. This suggests that the effect of *L'Equipe* was not necessarily strong on how those who watched the drama responded. This is confirmed from the relatively low percentages of Effect of *L'Equipe* in the last column (except for the first statement). These results suggest that respondents at the final evaluation survey, whether they watched the drama or not, were more likely to view the government responses as inappropriate, compared to responses at the baseline stage. These scores were relatively high ranging from 2.47-2.75 on a scale of 1-3. The dosage analysis did not show a consistent pattern, which proves that the results for this set of questions are not influenced by the drama viewing.

Demographically, older viewers of the drama were more likely (compared to those who did not watch and those who responded at baseline) to follow the pattern presented in the chart above. Men who watched the drama followed the same pattern relatively more than women who watched the drama. Secondary school students who watched the drama were also likely to reflect the pattern presented in the chart above, while other viewers with different educational degrees did not manifest much differences from those who responded at baseline or did not watch the drama. Viewers from Bukavu and Kinshasa exhibited similar patterns to that present in the chart above.

Based on profession, most significant differences between those who watched and those who did not and those who responded to the baseline survey were concentrated on the fifth theme “when someone is chosen instead of me, because of his tribal group;” students, housewives, police, and military personnel who watched the drama were more likely to suggest working collaboratively on the issue.

Logframe Objective Indicator 8.1% increase among viewers of *The Team* who report enhanced responsiveness by government officials to cases of rape, police impunity, ethnic/tribal and gender discrimination

The results show that those who watched, or did not watch the drama felt that the government’s responsiveness to these issues was not appropriate. That view became more negative at the final evaluation stage compared to the baseline stage.

The second set of questions related to how citizens make their voice heard in the decision making process by their national and provincial governments. Respondents were given a list of methods to make their voice heard, and were asked to indicate which ones they used. Those who watched the drama were also asked about the effect of *L'Equipe* on their responses. The chart below includes the responses for the three comparison groups:

		Baseline N=800	Watched <i>L'Equipe</i> N=263	Didn't watch <i>L'Equipe</i> N=138	Effect of <i>L'Equipe</i> ? N=263
1	Radio programs	65.5	86.3	71.0	44.1
2	Programs on TV	66.3	82.5	76.8	41.4
3	Articles in the press	24.5	39.5	23.9	21.7
4	Demonstration	52.0	54.4	44.9	23.2
5	Meetings	17.0	27.4	10.1	15.2
6	Strike	46.0	59.3	44.9	22.8
7	Actions of different NGOs or civil society	22.5	46.4	22.5	24.3
8	Advocate with members of parliament	26.4	25.1	10.9	14.1
9	There are none	5.4	4.2	1.4	1.5

The results above show that those who watched the drama were significantly more likely to indicate that citizens use various approaches to make their voice heard, compared to those who did not watch the drama and those who responded at baseline. This was true for all statements, except for two: Demonstrations and advocating with members of parliament. We can speculate that the first approach may not be preferred by *L'Equipe* watchers because of its violent potential. The second approach perhaps reflects a degree of distrust towards those in official capacity, compared for example to those working for the civil society (as in statement 7). The effect of *L'Equipe* on how those who watched the drama responded was higher for their responses regarding the use of radio and TV programs. That effect went down sharply for the rest of approaches. Further, the dosage analysis showed that those who watched the drama with most frequency reported higher rates of using methods 3, 6, 8, but had lower rates for other methods. This finding, combined with the fact that the reported effect of *L'Equipe* is relatively low suggests that while there is some level of influence due to watching the drama, it is perhaps related to other factors such as the propensity of those who watched the drama to make their voice heard anyway. Or it may be that certain drama episodes were more effective in encouraging viewers to make their voices heard.

The demographic analysis showed that the pattern present in the chart above was more reflected among the drama viewers age 25-49 and viewers in secondary and professional schools, was similarly present among men and women viewers of the drama, and viewers from Bukavu and Kinshasa, compared to those who did not watch the drama and those who responded at the baseline.

In terms of profession, students, housewives, unemployed, police and military personnel, and state employees who watched the drama reported significant uses of radio, meetings

and NGO and civil society activities, compared to their counterparts who did not watch the drama and those who responded to the baseline survey.

Finally, the third set of questions included questions about respondents' involvement with the democratic processes in their communities and in the country. Respondents were given a list of methods to participate in the democratic processes, and were asked to indicate which ones they used. Those who watched the drama were also asked about the effect of *L'Equipe* on their responses. The chart below includes the responses for the three comparison groups:

		Baseline N=800	Watched <i>L'Equipe</i> N=263	Didn't watch <i>L'Equipe</i> N=138	Effect of <i>L'Equipe</i> ? N=263
1	Face to face with leaders	8.8%	33.1%	23.9%	21.7%
2	Participate in Civil Society	15.5	37.3	31.9	20.5
3	Make your opinions present in Media	14.9	45.6	29.7	29.3
4	Write letters / petitions	10.3	29.7	15.9	11.8
5	Attend public meetings	14.8	22.4	15.9	9.1
6	I vote	54.8	69.2	60.9	32.7
7	I am running for election	9.3	28.5	18.1	9.5
8	Join a political party	28.6	32.3	15.9	13.7
9	Demonstrations	29.1	35.7	17.4	11.8
10	Strike	18.9	37.6	21.7	15.2
11	I do not participate	19.1	14.8	8.0	1.9

The chart above shows that those who watched the drama were significantly more likely to report using all types of actions to engage with the democratic process, compared to those who did not watch the drama and those who responded at the baseline. The percentages of drama viewers who reported that they used each method ranged from as low as 22.4% for “attending public meetings” to as high as 69.2% for “voting.” The percentages of drama viewers who reported that *L'Equipe* affected their responses ranged from a low of 9.5% for influencing the response to the statement “I am running for election” to 32.7% for “voting”. In general, and compared to other percentages of drama influence on viewers' responses in earlier sections of this report, the influence of the drama on these citizen actions is not as high as the percentages observed, for example, regarding attitudes towards women and children rights. The dosage analysis confirmed the limitation of the effect of *L'Equipe* as those who watched the drama with more frequency had higher percentages (compared to those who responded in the baseline, did not watch or watched with lower frequency) for only four methods: Write letters/petitions, voting, running for election and joining political parties.

Demographically, the pattern present in the chart above was significantly followed by drama viewers age 25-49, women viewers, viewers from all educational levels, and, surprisingly, by drama viewers from Kinshasa but not as much by drama viewers from Bukavu!

In terms of profession, significant positive differences existed between those who watched the drama- from almost all professions- and their counterparts who did not watch the drama and those who responded to the baseline survey on several of these items, especially “face to face meetings with leaders,” “making opinion present in media,” and “writing letters and petitions.” Significant positive differences also existed to a lesser extent with other themes such as “running for election,” and “participate in civil society.” None of housewives and the unemployed persons who watched the drama answered “yes” to the statement “I do not participate.” This finding was significant compared to the responses of members of the same two groups who did not watch the drama and those who responded at the baseline survey.

Logframe Objective Indicators:

1.1 Number of citizen actions, to engage with one another, and with the government on any of the themes addressed in The Team and dealt with in the outreach activities.

4.1. % of viewers interviewed who demonstrate a changed attitude in terms of their capacity to engage in the governance of their community.

7.3 % increase of citizens interviewed who can give concrete examples of how CSOs and media outfits have provided them with improved ways to deal with issues raised by The Team and issues addressed by the outreach activities.

The results in this category demonstrated the success of *L'Equipe* in influencing the actions of citizens in the direction specified in the Logframe. The evidence in the data suggests that exposure to the drama contributed to their improved engagement with one another, government and civil society on issues of governance. They have expressed more confidence in working on community issues especially compared to baseline results, and compared to those who did not watch the drama. However, it may be safe to state that the relationship between watching the drama and such positive effects is correlational, rather than causal.

3.1 % of viewers interviewed young adults and women who demonstrate a greater awareness of their rights and responsibilities as citizens

A special analysis for viewers who are women or age 25 or younger revealed, as presented in the Logframe Value Table and Appendix, that they had significantly more positive scores than their peers at baseline or among those who did not watch the drama.

d. Summaries of findings related to outreach activities and the case of positive change

At the time of conducting this evaluation, the evaluators received reports on seven mobile cinema screenings, and the effort made with the SMS quiz. We also received information on one story of positive change as a result of engaging with *L'Equipe*.

d.1. Mobile Cinema Screenings

The chart below summarizes information about each of the seven screenings:

	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6	Meeting 7
Location	Matadi	Bukavu	bukavu	kinshasa	kinshasa	lubumbashi	lubumbashi
# of participants	52 (M = 45 F = 7)	50 (M = 39 F = 11)	51 (M = 45 F = 6)	75 (M = 14 F = 61)	56 (M = 17 F = 39)	193 (M = 115 F = 78)	185 (M = 110 F = 75) + 8 visitors
Participants	NGO Political Party Student Community Private Entity Church Press Football Club League of Various Sports Disciplines	Civil Society Students Private Entity	Civil Society	Student President of ISP/ GOMBE	University clinic Doctor	(not mentioned)	General delegate of Students Deputy General delegate of Students

Each meeting included a screening of episodes from *L'Equipe*, followed by discussions of the main themes they addressed. Following is a summary of the main points raised during the discussion in each meeting:

Meeting 1: The participants complained that Lumumba's stadium in Matadi is in a bad shape (rocky, swampy, no lawn, insecurity for athletes and officials). The participants recommended the rehabilitation of the existing infrastructure or finding an appropriate field to construct a new stadium.

Meeting 2: During the discussions, participants discussed about the negative aspects of tribalism with regards to the general welfare of the society. Furthermore, participants emphasized that political instability is mainly linked to political manipulation for personal gains. Female participants, referring to a women football team, stressed that women can have similar roles as men in society. The Participants Recommended provincial protections without discrimination and Creating jobs opportunities for all the population; especially for the youth, to save them from political manipulations.

Meeting 3: Participants said they were glad with the conformity of the episodes with the reality. They stated that these projections should be made in big centers, universities and different locations for spreading the message of the episode. The Young participants complained about political manipulation and benefited from the opportunity to criticize the corruption which occurs in many universities. The participants' recommendations were to make similar projections in other places than the university.

Meeting 4: All participants denounced rape and recognized the difficulties to fight it. Penalties of the rapist must be executed to encourage women to fight against rape. The participants also concluded that the appearance of women is not to be blamed for rape, but men should control their impulses. The participants recommended to increase dialogue about similar subjects

Meeting 5: the participants demanded law to be above all, including the police or the military officers as well. Female participants expressed that most rape victims are afraid to report the crime. The recommendations in this session came to emphasize on the role of women in denouncing rape, sensitizing students and other university residents regarding similar topics and issues.

Meeting 6: The men in the room considered the episode to be in favor of women and that equality must be earned not given. The female participants, on the other hand, were very happy because the episode shows that a woman is capable of everything.

Meeting 7: The male participants said that the episode is made uniquely to value women. There was a strong solidarity among female students during the debate about women being capable of all.

d.2. SMS Quiz

The Team's SMS quiz was based on questions asked after the broadcast of each episode during the 10 minutes that followed the show. On the 13th of February 2012, the winners received their presents.

The objective of the quiz was to discover the spectators' receptivity of the themes and the messages of the TV series. With more than 1500 SMS sent out from participants, the SMS quiz was a success. The best four scores were considered as winners and received presents.

One of the winners explained his experience by saying that it was mainly by hazard that he found out about the quiz: “I went back home tired, I turned on the TV and I saw one of the episodes and the quiz afterwards. Then, I was interested and I started following the show regularly and kept participating in the SMS quiz.”

Another female winner was expressing her happiness in seeing a TV series about women playing football. The series, according to her, communicated skills of conflict resolution.

A third winner agreed with her and admired the message of empowering women and finding solutions for their issues.

A fourth participant was explaining that he was mainly interested in the TV series because he liked football. This has grabbed his attention and helped him learn a lot of things that he would not have learned otherwise.

A 12 years old loyal spectator was amongst the winners. Her parents supported her and they were present with her when she received her present. Her father thanked the crew for their efforts of encouraging the youth which are the future of the country. He wished them courage and persistence⁴.

d.3. Case of positive change

This is the story of a young girl who was 16 years old when she was raped by her priest whom she called her spiritual father. After she was accidentally impregnated, the priest went to Europe and this lady was totally abandoned by her family and friends due to this pregnancy. She suffered alone trying to find a way to feed the child and herself, this resulted in having a second child with another random man.

Her life was totally destroyed because she had kids out of marriage and no man would accept to marry her. This girl took care of her kids for about 15 years without any support from anyone. When Search for Common Ground started with The Team project she was hired as an actress. While acting, she realized that the different roles and themes corresponded to her real life, and thus started trying to solve some of her own issues. For her, the most touching episodes were the ones about gender equality and HIV. The episode about gender equality made her realize that it was unfair for her to raise the kid she got with the priest on her own while the priest did not take any responsibility. Hence, she started to think about the different ways to find him. She called her aunt who lives in Paris and through her she was able to get in touch with him. Finally, the priest agreed to support the kid with a monthly financial assistance. The episode about HIV made her realize that she could become a victim if she continues meeting different guys with the purpose of finding a partner to support her children.

Finally she realized that many women were encouraged by her role in the episode and they congratulated her for her achievements in her personal life afterwards. She could

⁴ Please see video on: <http://www.youtube.com/watch?v=1aR898VW-Mo&list=UUYWjPL1cnlZqjpNXGeF23Gg&index=1&feature=plcp>

finally see that she was not only an actress, but also a role model for other women around the world.

She is very thankful for this project and encourages sponsors to keep doing this and to spread the message in universities, schools and public areas to encourage and empower women. Her impression was that the project was produced just for her because she could relate to the topics discussed and because it inspired her to change her life positively.

e. Interviews with key officials

Interviews were conducted with government and civil society officials in Kinshasa and Bukavu. A total of twenty interviews were conducted. A list of their professions and titles, in addition to more details write-up of the interviews are included in Appendix D.

When asked about the themes that *L'Equipe* covered, seven different themes were identified by the interviewees. The most identified theme was "Gender Imbalance." The theme "Discrimination against Women" came afterward, followed by "Sexual Harassment" and "Children Mistreatment. Others also mentioned the themes of "Witchcraft" and "Collaboration between the Population and the Police. Finally, the theme "Sexual Violence" was mentioned by one interviewee.

When asked about how *L'Equipe* is related to their work, the majority of the participants mentioned that *L'Equipe* is related to their work in making people more aware and sensitizing them about their rights. Their statements included:

"This program is linked to my work in terms of sensitization of the society about several issues such gender discrimination, mistreatment of children, etc."

"We do the same work in sensitizing people about their rights as well as giving them information."

"L'Equipe helped to be more responsible in my job as minister."

"It related to my work because I usually report daily problems in Bukavu."

One Human Rights Activist said: *"This program is really what I usually do, to report cases of children's abuses in the Congolese society."*

Interviewees were asked to identify any effect of the programme *L'Equipe* on your daily work. Many interviewees felt encouraged after watching *L'Equipe*:

"L'Equipe" encouraged me in my daily work."

"After watching "L'Equipe", I felt really encouraged in my job of Lawyer."

A number of the interviewees said that *L'Equipe* helped people to know more about their authorities:

"L'Equipe" lets people know more about the lack of accountability of Congolese authorities in the daily management of the state apparatus."

"L'Equipe" has increased the level of awareness within the Congolese society and helped people to know more about what authorities usually do."

Other various opinions regarding the effect of *L'Equipe* included:

"This program had helped a lot in being careful when a problem occurs in my daily activities."

"It helped me to change the way of managing complaints of people in my society."

"After watching; I become more responsible in the way of giving information to people."

When asked if they knew other effects of “*L’Equipe*” within the Congolese society in general (organizations, Communities or citizens), they did not provide specific examples, but instead described the effects of the drama on the society:

“It encouraged us to do better our jobs of human rights activist because it reported several abuses in the Congolese society.”

“People are more and more aware of their rights, they don’t keep silence any longer in front of human rights violations.”

“L’Equipe had strongly addressed the ignorance of the population.”

When asked about what kind of advices they can give to *L’Equipe*, several interviewees suggested the continuity of broadcasting *L’Equipe* many more times:

“I think we should broadcast it continuously.”

“L’Equipe should continue!”

“People working within L’Equipe should broadcast it permanently to bring change in the Congolese society.”

Another interviewee recommended making movies; “*L’Equipe*” should train other people to make movies with the aim of educating people.” An interviewee demanded tackling children problems; “In the future, *L’Equipe* should emphasize on the problem that children are still facing in our society.” Yet another interviewee emphasized the importance of reporting torture; “*L’Equipe*” should do further in reporting tortures in the Congolese society.”

Logframe Objective Indicator 5.1 *% of officials’ interviewed who demonstrate their respect for human rights and the rule of law, for victims of rape, victims of witchcraft allegations, police impunity, and who can link it to viewing The Team and/or involvement in outreach activities*

The results of the interviews suggest that government and civil society officials have benefitted from the exposure to *L’Equipe*. They reported improved understanding of the public, and better ways of dealing with them. However, the interviews did not specifically capture actual cases of change. Quantitatively, state employees who watched the drama were more likely to recognize that *L’Equipe* covered sufficiently the issues of maltreatment of the population by the police and the military, and respecting the right of others to vote, compared to those who did not watch (and based their responses on rating other dramas) and those who responded at baseline (please see page 10 above).

f. Summary and Recommendations

L'Equipe in the DRC has succeeded indeed in transforming the attitudes and actions of citizens. The results of this final evaluation have shown, quantitatively more than qualitatively, that the TV drama influenced the views and attitudes of many. This became evident via comparative analyses of the results for those who watched the drama, those who did not watch, and those who responded at the baseline stage.

For all research categories, including knowledge, attitudes, actions related to governance, communication and the role of media, the data strongly suggests that *L'Equipe* viewers were positively different from the rest. These effects were particularly obvious when issues related to women and children. Yet, positive changes regarding the public role of citizens were also proven.

The data suggests that exposure to *L'Equipe* was a strong predictor of positive change regarding the themes specified in the Logframe. At the same time, higher exposure or dosage of watching the drama did not always correspond to improved attitudes and actions. This trend in the data, for some categories and not others, suggest that the positive effects of *L'Equipe* are perhaps more correlational than causal. In others words, there may be other factors which have been influencing the audience, and also influencing those who have not been exposed to the drama. This explains why in some instances the results for those who watched the drama, and those who did not, were significant compared to the results of those who responded to the baseline survey, but not between them.

It is remarkable to observe in this report the types of changes that the audience has expressed regarding their ability to offer advice to victims of human rights violations, especially women and children. It is also remarkable that no women or unemployed individuals who watched the drama expressed that they would not know how to participate in the democratic process. This is an example of the positive changes observed since the baseline research.

The research also showed that the results for Bukavu respondents regarding knowledge and attitudes were more positive than those of Kinshasa respondents. Yet, in the final category of questions related to citizens' actions within the democratic process, the respondents from Kinshasa demonstrated highly positive attitudes, and propensity to actively involve with their communities.

The following are recommendations to *L'Equipe* team in DRC:

1. Recognize the success of *L'Equipe* TV drama in changing attitudes and actions in the Congolese society, and accordingly complement that success with a wider outreach campaign.
2. Develop a mechanism for capturing stories of change and transformation as a result of the exposure to the drama and its activities. Given the success observed with

airing the drama on TV, there is a need to follow up on such cases, and to develop processed to support them.

3. Address the perception among some viewers that the drama has a stronger leaning towards and for women. While this is plausible, it should be balanced.
4. Explore the factors which seemed to make Bukavu respondents more receptive to the drama effects in the areas of knowledge and attitudes. At the same time, explore ways to capitalize on the findings related to the positive actions by citizens of Kinshasa who have been exposed to the drama.
5. The success of the drama with themes related to women and children reflected a concern about its ability to do the same for public and state-related themes. If a new season is planned, explore new methods for addressing public and government issues.