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EMPOWERING ADOLESCENT GIRLS TO LEAD THROUGH  
EDUCATION (EAGLE)

# ANNUAL Report

Year I – June 25, 2013 to June 24, 2014

Submission Date: July 31, 2014

Contract Number: AID-660-C-13-0004

Activity Start Date and End Date: June 25, 2013 to June 24, 2018

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This report is made possible with assistance from the American people sponsored by the US Agency for International Development (USAID). The contents are the sole responsibility of FHI360 and do not necessarily reflect the views of USAID or the US Government.

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# ACRONYMS

<b>AGE</b>	Adolescent Girls Empowerment
<b>AGSP</b>	Ambassadors Girls Scholarship Program
<b>AIGLE</b>	<i>Autonomisation et Innovation en matière de Genre pour le Leadership des Filles à travers l'Éducation</i>
<b>ASRH</b>	Adolescent Sexual Reproductive Health
<b>CBO</b>	Community-Based Organizations
<b>C-Change</b>	Communication for Change, USAID/Project
<b>CCT</b>	Conditional Cash Transfer
<b>COPA</b>	<i>Comité des Parents</i>
<b>COR</b>	Contracting Officer Representative
<b>DIPROMAD</b>	<i>Direction des Programmes et Matériel Didactique</i>
<b>DRC</b>	Democratic Republic of Congo
<b>DTO</b>	Direct Teacher Observation
<b>EAGLE</b>	Empowering Adolescent Girls to Lead through Education
<b>EGMA</b>	Early Grade Math Assessment
<b>EGRA</b>	Early Grade Reading Assessment
<b>EMMP</b>	Environmental Mitigation and Monitoring Plan
<b>EOP</b>	End of Project
<b>EP</b>	<i>Ecole Primaire</i> (Primary School)
<b>FHI 360</b>	Family Health International
<b>FY</b>	Fiscal Year
<b>GBV</b>	Gender -Based Violence
<b>GEM</b>	Gender Equitable Male
<b>HCP</b>	Health Care Provider
<b>IDI</b>	<i>Initiatives pour le Développement Intégral</i>
<b>IPP</b>	<i>Inspections Principales Provinciales</i> (Provincial Principal Inspections)
<b>IR</b>	Intermediate Result
<b>IRB</b>	Institutional Review Board
<b>IRC</b>	International Rescue Committee
<b>ISP</b>	<i>Institut Supérieur Pédagogique</i>
<b>KAP</b>	Knowledge, Attitudes and Practices
<b>LOA</b>	Letter of Authorization
<b>LOE</b>	Level of Effort
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MEPSP</b>	<i>Ministère de l'enseignement primaire, secondaire et professionnel</i>
<b>MGFE</b>	<i>Ministère du Genre, Famille et Enfant</i>
<b>MOH</b>	Ministry of Health
<b>MOU</b>	Memorandum of Understanding
<b>MTT</b>	Master Teacher Trainer
<b>OPEQ</b>	Opportunities for Equitable Access to Quality Basic Education, USAID project
<b>PLA</b>	Participatory Learning Activities
<b>PMP</b>	Performance Monitoring Plan
<b>PROVED</b>	Provincial Education Director / Provincial Education Division
<b>ProVIC</b>	<i>Programme du VIH/SIDA Intégré au Congo</i>
<b>Q</b>	Quarter
<b>RH</b>	Reproductive Health
<b>SERNAFOR</b>	Service National de Formation

<b>SRGBV</b>	School-Related Gender-Based Violence
<b>STI</b>	Sexually Transmitted Infection
<b>TechLab</b>	Technology Laboratory
<b>TENAFEP</b>	<i>Test National de Fin d'Etudes Primaires</i>
<b>TLC</b>	Teacher Learning Circle
<b>TPD</b>	Teacher Professional Development
<b>TTM</b>	Teacher Training Manual
<b>UNIKIN</b>	<i>Université de Kinshasa</i>
<b>USAID</b>	United States Agency for International Development

## I. PROGRAM OVERVIEW/SUMMARY

<b>Program Name:</b>	EMPOWERING ADOLESCENT GIRLS TO LEAD THROUGH EDUCATION (EAGLE)
<b>Activity Start Date And End Date:</b>	June 25, 2014 – June 24, 2018
<b>Name of Prime Implementing Partner:</b>	FAMILY HEALTH INTERNATIONAL (FHI 360)
<b>Contract Number:</b>	AID-660-C-13-0004
<b>Name of Subcontractors/Sub-awardees:</b>	<ul style="list-style-type: none"> <li>• International Rescue Committee (IRC)</li> <li>• Initiatives pour le Développement Intégral (IDI)</li> </ul>
<b>Major Counterpart Organizations</b>	Ministry of Primary, Secondary and Professional Education – Ministry of Gender, Family and Children – Ministry of Health
<b>Geographic Coverage (cities and or countries)</b>	Kinshasa and Katanga provinces (Democratic Republic of Congo), peri-urban Kinshasa and Lubumbashi
<b>Reporting Period:</b>	June 25, 2013 – June 24, 2014

### I.1 Program Description/Introduction

USAID’s Empowering Adolescent Girls to Lead through Education (EAGLE) Project is a holistic approach to address the complex factors that affect the ability of girls in the Democratic Republic of Congo (DRC) to stay in school and improve their lives. Project activities cut across education, gender, health and social protection domains to take into account the relationships between educational achievement, health outcomes and equitable gender norms.

EAGLE aims to empower adolescent girls in peri-urban areas of Kinshasa and Lubumbashi to acquire the education and skills necessary to play an active and positive role within their schools, families and communities, and become agents of change.

EAGLE implements various activities to improve the overall school environment in 54 schools (36 primary schools and 18 secondary schools) to significantly mitigate the barriers students, especially girls, face to attend and succeed in their classes, as well as to feel safe and confident in themselves, and to make good decisions that will impact the rest of their lives. Specifically, EAGLE works to:

- Implement a scholarship program to 1,665 girls and boys;
- Provide after-school tutoring in core subjects for underperforming EAGLE scholars; especially those preparing to take the national primary school exit exam (TENAFEP);

- Provide in-service training to primary school teachers in core subjects (reading/writing and socio-emotional well-being, math and science);
- Provide training to primary and secondary school teachers in Gender Sensitive Pedagogy;
- Establish a comprehensive life skills mentoring program for EAGLE scholars, including on secondary school and life options and developing action plans;
- Conduct girls' leadership and critical thinking skills camps;
- Establish a peer mentoring program;
- Incorporate adolescent reproductive and sexual health education into existing Education a la Vie (Life Skills) classes;
- Support community organizations and healthcare providers (HCP) to reinforce accurate adolescent and reproductive health (ARH) information and provide youth-friendly services;
- Train, mobilize and monitor existing HCPs and CBOs (community leaders, religious organizations, women's associations, youth associations, etc.) in school communities to provide youth-friendly services that meet adolescents' needs;
- Establish School-Related Gender-Based Violence (SRGBV) focal teachers for reporting incidents of SRGBV;
- Train teachers, administrators and students on SRGBV prevention;
- Establish SRGBV Codes of Conduct and Oversight Groups;
- Establish Youth Clubs;
- Expand the comic book series developed by C-Change adapted from the Doorways I Module by C-Change, on topics such as ASRH, SRGBV, and gender;
- Establish school-based reporting and referral mechanisms that link to existing facility and community services; build capacity to provide services to adolescents;
- Establish a program to provide annual grants to EAGLE schools designed to make school communities safer and more gender-equitable

## I.2 Summary of Results-to-Date

Standard Indicators	Baseline FY 14	Annual Target	Q1 FY14	Q2 FY14	Q3 FY14	Q4 FY14	Annual Performance Achieved to the End of Reporting Period (%)	On Target (Y/N)
# of learners enrolled in primary schools and/or equivalent non-school based settings with USG support	N/A	5695					N/A	Y
# of learners enrolled in secondary schools or equivalent non-school based settings with USG support	N/A	4069					N/A	Y
% of students who enroll in lower secondary school	N/A	60					0	
% of students who complete lower secondary school	N/A	80					0	
% of students in EAGLE supported schools who attend the minimum number of days in the school year	N/A	75					0	
% of students who drop out of school due to inability to pay school fees	N/A	5					0	
# of students who receive financial scholarships	0	46				46	100%	Y
% of students who pass from 5th to 6th-grade primary at the end of the year	N/A	85%					0	
End of term grades/scores among primary school students	N/A	Baseline					0	
% of students in 6th primary who participate in TENAFEP	N/A	88%					0	
% of students in EAGLE schools who pass the TENAFEP	N/A	77%					0	
# of training sessions for Master Teacher Trainers (MTT) organized for teaching core subjects	0	2			2		100%	
# of foundation training and refresher training sessions of teachers of target primary classes/schools organized by MTT in core subjects	0	10			10		100%	

<b>Standard Indicators</b>	<b>Baseline FY 14</b>	<b>Annual Target</b>	<b>Q1 FY14</b>	<b>Q2 FY14</b>	<b>Q3 FY14</b>	<b>Q4 FY14</b>	<b>Annual Performance Achieved to the End of Reporting Period (%)</b>	<b>On Target (Y/N)</b>
# of administrators and officials successfully trained with USG support	0	44			55		125%	
# of textbooks and other teaching and learning materials (TLM) provided with USG assistance	0	1904			1314		69%	
# of teaching and learning materials revised/developed and printed	0	15	22				147%	
# of teaching and learning materials provided to MTTs and teachers	0	15	13				87%	
# of teachers trained	0	288		319			111%	
# of MTTs using teacher training materials during trainings	N/A	52		55			106%	
# of TLCs held each month on reading/writing	0	144		106			74%	
# of teachers participating in TLCs on reading/writing	N/A	288		156			55%	
# of teachers delivering quality teaching and learning in reading (through DTOs)	N/A	288		40			14%	
# of tutoring program materials developed	0	9			8		89%	



## 2. ACTIVITY IMPLEMENTATION PROGRESS

### 2.1 Progress Narrative

This first Annual Report for the “*Empowering Adolescent Girls to Lead through Education*” (EAGLE) Project covers the period of June 25, 2013 – June 24, 2013 and emphasizes the work achieved by project staff and partners during this period. The report presents the implementation status under each of the three project components and highlights the status of different activities and results during the period under review.

One of the first activities conducted in the DRC was the post-award conference between USAID and FHI 360 chaired by the USAID/DRC Contracting Officer. The meeting was held on July 23, 2013 to clarify several contractual obligations and provide specific guidelines to the contractor. The topics covered during the meeting include among others: General Award Information and implementation issues, Branding & Marking Guidelines/Requirements, Specific Award Information, Annual detailed Work Plan, Performance Management Plan (PMP), Environmental Report, Project Evaluation, Deliverables and Reports, and USAID involvement in meetings with host country government.

The first year of the project was essentially marked by design meetings, the selection of EAGLE schools with governmental partners, the preparation for and implementation of various activities, i.e.:

- Hiring of EAGLE key and additional staff
- Rapid Assessment in Katanga and Kinshasa provinces to identify intervention areas
- EAGLE project final design workshops
- Development of teacher training modules and teacher professional development activities in EAGLE schools of intervention
- Baseline Study and Gender Analysis targeting students, teachers and EAGLE school environments
- Determination of scholar selection criteria and implementation of a pilot scholarship program in two target schools (one in Kinshasa and another in Lubumbashi).

The EAGLE team was also able to develop various project management tools, such as:

- Branding and Marking Implementation Plan;
- Environmental Mitigation and Monitoring Plan (EMMP);
- Year 1 Annual Work Plan;

- Performance Management Plan (PMP);
- Teacher training materials covering different topics such as Reading/Writing, Math, Socio-emotional well-being, Gender sensitive pedagogy and Life skills education;
- Adaptation of 4 Mentoring Guides for primary and secondary school students;
- Adaptation and testing of the Adolescent Girls' Empowerment (AGE) scale;
- Development of Knowledge, Attitudes and Practices (KAP) tools

## 2.2 Implementation Status

The activities carried out and their implementation status are described as follows:

### 2.2.1 Start-Up Activities

#### **Hiring of EAGLE Key Staff**

As planned, all EAGLE key personnel (Chief of Party, Deputy Chief of Party, Gender Technical Advisor, and Girls Education Advisor) were hired at the beginning of the project..

In addition, the EAGLE project successfully recruited the following staff:

#### *From FHI 360*

1. Monitoring and Evaluation Officer, Kinshasa
2. Grant Officer, Kinshasa
3. Finance Officer, Lubumbashi
4. Driver, Kinshasa
5. Driver, Lubumbashi

#### *From International Rescue Committee (IRC)*

1. Project Coordinator, Kinshasa
2. Curriculum Development Specialist Education Manager, Kinshasa
3. Education Manager, Lubumbashi
4. Education Training Officer, Kinshasa
5. Education Training Officer, Lubumbashi

#### *From Initiatives pour le Developpement Integral (IDI)*

1. Provincial Project Coordinator, Kinshasa
2. Provincial Project Coordinator, Lubumbashi

3. Education Officer, Kinshasa
4. Education Officer, Lubumbashi
5. ARH Officer, Kinshasa
6. ARH Officer, Lubumbashi
7. GBV Officer, Kinshasa
8. GBV Officer, Lubumbashi
9. Administrative and Finance Officer, Kinshasa
10. Administrative and Finance Officer, Lubumbashi.

It should be noted that the recruitment of the Associate Director for Finance & Administration has been challenging due to the difficulty of finding unsuitable candidates. As of June 15, 2014, FHI 360 was able to identify a qualified candidate for this position who will join the EAGLE team on July 7, 2014.

The project has also experienced the resignation for personal reasons of three staff hired by IDI and one staff from IRC during the first year of the project. Actions are being taken by both technical partners to replace these staff as soon as possible.

### **The Rapid Assessment**

Among the key activities under the Year 1 Work Plan was a Rapid Assessment, which was conducted in ten school communities in each target province to collect information to help refine the project design and adapt it to the specific context and realities of the target groups and beneficiary populations.

The rapid assessment exercise was conducted during the period of July 27 – August 4, 2013 in Katanga Province and August 6 – 10, 2013 in Kinshasa Province.

Overall, the Rapid Assessment included a total of 120 students (pupils of 5th and 6th primary grades and 1st and 2<sup>nd</sup> secondary grades, comprising of 2 female students and 1 male student per class), 40 teachers (one of each class likely to be targeted by the project in each school), 20 school directors (one per school), 40 parents (2 per school), 40 community leaders (2 per school community).

The data collected in the school communities were analyzed and a report was prepared and shared with USAID and government partners during the project's final design workshops held with USAID and Government partners on October 15<sup>th</sup> and 22<sup>nd</sup>, 2013 respectively. (Annex 1)

Below is a summary of the key rapid assessment findings per subject area:

### *Education and Conflict*

- The greatest reason for conflicts, reported by all target groups in both sites, was the nonpayment of school fees, which was reported to result in most school dropouts, failures, and changing of schools.
- Other reported instances of conflict were due to teachers' use of corporal punishment, and teacher extortion.

### *School and Scholar Selection*

- The basis for school selection was very similar for all target groups and in both sites. All participants reported that schools should be public, on the periphery of Kinshasa or Lubumbashi, and in poor areas. A few added that private schools supporting orphans should also be included.
- The basis for scholar selection differed slightly between target groups, but only slightly. Scholars, teachers, and parents all thought that vulnerability should be a greater factor than merit in scholar selection. Only community leaders thought merit and vulnerability should be equally considered. For vulnerable scholars, the following criteria were mentioned by most or all: Orphans; marginalized or displaced students (by war, for example); students from poor households; students' behavior and efforts.

### *Financial Support Models*

All target groups were unanimous in their opinion that scholarships are preferable to Cash Conditional Transfers, as there is too great a risk for fund mismanagement. They asserted that fees are paid directly to schools and school supplies be given directly to students. A caveat is that all schools selected for the assessment in Lubumbashi and most schools selected in Kinshasa were former AGSP schools. They did concede that schools could also mismanage funds and suggested an audit committee for regular monitoring.

### *Gender-Based Violence (GBV)*

- Responses regarding GBV varied a bit by target group. Teachers and community leaders in Lubumbashi said that GBV was a problem, mostly for girls. They reported that young boys and older men are the perpetrators. Students reported that violence does exist, but mostly in terms of corporal punishment and sexual harassment, and teachers were the perpetrators of these acts. Students also reported that sexual violence exists, and that their male peers and older men are the perpetrators. Parents reported that violence in the schools and in the communities are a problem, and they also reported that corporal punishment, sexual harassment, as well as sexual violence were the main problems.
- In Kinshasa, it was reported that there are some awareness activities regarding sexual violence, but that reporting and accountability mechanisms were largely not in place.
- Lubumbashi teachers reported an improvement in response to GBV due to the USAID-funded Violence-Free School project.

## **The EAGLE Final Design**

With the support of USAID Education Team, EAGLE organized a validation workshop with the Government partners (Ministry of Education, Ministry of Gender, and Ministry of Health) and other technical partners and stakeholders in the education sector on October 22, 2013. The specific objectives of the validation workshop were to:

- Review the key Rapid Assessment results;
- Determine how the Rapid Assessment may influence the components of the project;
- Discuss the implications of Rapid Assessment results on project structure and activities;
- Get inputs from other USAID sectors and obtain the Government partners (MEPSP, MGFE and MOH) buy-in with regards to elements to be included in the final design of the EAGLE project.

Based on recommendations from the rapid assessment results and the project final design workshops on one hand, and USAID recommendation to prioritize on key activities on the other, the following modifications were included in the EAGLE Scope of Work and reflected in the EAGLE Budget accordingly:

### *Intermediate Result 1:*

- Remove from the project description activities related to the testing of different models of monetary support to scholars
- Limit the monetary support to scholarship distribution only and not consider Conditional Cash Transfer (CCT) provision to student families (Activity 1.1.3.)
- Award scholarships to students in Grades 5, 6 only at the beginning of the program (School Year 2014-2015) and continue to support the same cohort of scholars who meet annual attendance and academic requirements until the end of the program. No students in Grades 7- 8 will receive a scholarship at the beginning of the program.
- Limit the percentage of girl students selected as scholarship beneficiaries per target class to a maximum of 20%.
- Put emphasis on primary girl scholars and focus on the key transition point from primary to secondary school.
- Replace boys' scholarships with the provision of teaching materials to benefit entire target classes.
- Conduct a small pilot project to test and refine scholarship selection and distribution processes in one school in Kinshasa and one school in Lubumbashi in Year 1

### *Intermediate Result 2:*

- Remove from the program activities consisting of building the capacity of families of scholarships and CCTs recipients to manage household finances (Activity 1.1.6.)
- Remove from the program career planning activities and any reference to “transition to workforce” in the project description
- Remove from the program *the Activity 2.3.2. - “Conduct local labor market studies to engage the private business sector in increasing economic opportunities for young women”* and the *Activity 2.3.3 – “Organize field trips to visit local businesses and other potential employers with mentors”*
- Remove from the staffing plan the recruitment of the Livelihoods Officer to be located in Kinshasa at 50% level of effort (LOE).

## **2.2.2 Activities by Intermediate Results**

Despite some setbacks experienced during the first year of the project due to delayed selection of EAGLE schools and the suspension of many activities to allow for the baseline data collection, progress has been made towards the achievement of the EAGLE’s three intermediate results, namely:

### **Intermediate Result 1: Improved transition from primary to secondary school and improved completion rates for lower secondary school for EAGLE scholars.**

#### ***Sub-IR 1.1: Cost barriers decreased for EAGLE scholars***

##### **1. Select EAGLE scholars through a transparent, standardized process at the school level**

In order to test the scholar selection criteria, a scholarship pilot program (see below) was initiated upon USAID recommendation. The program focused specifically on girls in the 5<sup>th</sup> grade in two primary schools, one in Kinshasa and one in Lubumbashi, during the final trimester of the 2013-2014 school year.

The selection criteria (see Annex 2) were established by mutual agreement between governmental partners (Ministry of Primary, Secondary and Professional Education; Ministry of Gender, Family and Children; and Ministry of Health), USAID and the EAGLE project team. Two categories of criteria were chosen: criteria based on need and criteria based on the merit of the students.

The need-based criteria were based primarily on vulnerability and the economic and social status of the potential beneficiaries. Criteria included considerations such as employment status of parents, whether a child is handicapped, number of sisters and brothers, distance to the school,

time required to walk to school, number of meals a day and whether or not the student's fees have been paid entirely or partially for the school year.

The merit criteria essentially relate to school attendance and academic performance of the beneficiaries.

According to the above-mentioned criteria, a weighting system was developed by the EAGLE team in consultation with the COR to serve as a pre-selection tool for identifying beneficiaries. Annex 3 provides a criteria table with corresponding weights.

In order to collect information on potential scholarship candidates, information sheets were distributed to all students in 5<sup>th</sup> grade primary classes (see Annex 4). Every student in 5<sup>th</sup> grade primary was invited to complete a scholarship application form, sometimes with the help of the teacher, and in the presence of a member of the EAGLE project team. The role of the EAGLE project team was to ensure that each student provided responses individually and to make sure that only children from the 5<sup>th</sup> grade responded.

The information from the scholarship applications was then entered into the EAGLE scholarship database created for EAGLE scholars.

Finally, student beneficiaries were ranked in order of merit on the basis of the final scores. Taking into account the amount of funding budgeted for the pilot program, 46 girl students (23 per province) were selected as eligible to receive scholarships covering the final trimester of the school year 2013-2014. The list of recipients is attached in Annex 5. During this pilot phase and given the short duration of the pilot, the selection of scholars was primarily managed by the EAGLE team and then endorsed by the scholar selection committee in each school. This will not be the case in the future, when the scholar selection committees will be responsible for the entire selection process, with the EAGLE team's oversight.



**EAGLE Scholars – E.P. 1 Mont-Ngafula, Kinshasa**

## **2. Develop and implement a scholarship program**

EAGLE will award 3,807 scholarships to 1,665 students in targeted classes beginning in project Year 2 and over the course of the project. The scholarships are varied in format, and include both material support (provision of school kits, uniforms, shoe, and bags to scholars) and financial support (payment of school and exam fees to schools).

As indicated above, a pilot scholarship program was implemented during the first year of the project with the objective to test the scholar selection criteria. The program focused specifically on girls in the 5<sup>th</sup> grade in two primary schools, one in Kinshasa and one in Lubumbashi, during the final trimester of the 2013-2014 school year.

Specifically, the pilot program allowed EAGLE to:

- Test the relevance, reliability, effectiveness, and feasibility of the scholar selection criteria, as established in October 2013 by institutional and technical partners (DRC Government, USAID, EAGLE project team);
- Develop and test a weighting system that combines need-based and merit criteria;
- Select 46 girl scholars in two primary schools in Kinshasa and Lubumbashi;
- Identify any issues with the content of scholarship kits;
- Identify and correct any problems with purchasing and delivering kits to sites; and
- Test payment mechanisms for school fees to schools.

The implementation of this pilot program for scholarship distribution also allowed EAGLE to draw necessary lessons and finalize the criteria for selection of beneficiaries as well the weighting system before proceeding with full scale implementation of scholarships starting in project year two through year five.

Despite the short duration of the pilot (one trimester), some lessons were drawn at the end of this experience:

- EAGLE staff noted that students had difficulty filling out scholarship applications. The vast majority of them are still experiencing serious difficulties in reading and writing.
- Most of the students in the targeted classes were from similar economic circumstances, with poor parents or families having difficulty paying for their children's school fees and supplies. Many 5th graders (39%) had not paid their 1st trimester school fees, 66% did not pay the second trimester, and 36% had not paid since the beginning of the school year.
- Many public schools in DRC struggle to meet their monthly operating expenses; and the two schools in the pilot phase are no exception. The payment of school fees for EAGLE scholars helped the two schools to immediately receive additional operating funds and prevented the possible expulsion of the scholars for nonpayment of school fees.



- Payment of school fees is a serious problem both for the schools that struggle to recover debts from parents and for the parents who are unable to honor their commitments. Many of the EAGLE scholars selected (30% at EP 1 Mont Ngafula) had not paid the first two trimester fees. While EAGLE made it clear to the parents of scholars that the project will not pay for arrears, and EAGLE encourages them to pay past due fees, there is no guarantee they will do so. The project dialogued with parents stressing that for selected scholars the fees will be paid until girls transition to secondary school.

### ***Sub-IR 1.2: Academic performance in core subjects improved for EAGLE scholars***

#### **4. Provide after-school tutoring in core subjects for underperforming EAGLE scholars, especially those preparing to take the TENAFEP**

##### ***4.1. Designing Tutoring Materials and Strategy***

In preparation for the implementation of the tutoring program in project year two, four documents and four tools were developed: (i) a tutor guide, (ii) a tutor manual, (iii) a tutoring program procedural manual, (iv) a tutoring program implementation guide, (v) a tutor letter of commitment, (vi) a summary table of student performance, (vii) evaluation tools, and (viii) a tool to compile evaluation results.

Also developed was the EAGLE project's tutoring strategy. The priority of the program will be to raise the reading/writing, math and science skills of the most underperforming EAGLE school students, in order to help ensure their success in passing the national primary school exit exam (TENAFEP). As conceived, the program will focus on students from 5th and 6th grades only and will take place over the course of 24 weeks during the academic year. All tutors will be trained prior to the start of the program on participative and active teaching methods and each tutor will be responsible for a group of 20-25 students.

##### ***4.2. Tutoring Validation Workshop***

To present and validate the project's tutoring strategy and materials, a validation workshop was organized with the MEPSP in Kinshasa on April 29, 2014. In attendance were representatives of several technical and training agencies within the Ministry including, the General Inspector of Teaching (IGE), the National Service for Primary School Training (SERNAFOR *primaire*) and the Programs and Teaching Material Branch (DIPROMAD). Also in attendance were university partners from the Psychology and Education Science department from the University of Kinshasa (UNIKIN) and Higher Pedagogical Institute of Gombe (ISP). The four documents and four tools noted above were presented and reviewed in working groups for feedback, after which they were revised and approved by the end of the workshop. The final set of materials will be printed at the start of year two, in time for the launch of the tutoring program.

During the same period, tutors will be selected from universities in Kinshasa and Lubumbashi and trained in the program's strategy and procedures.

## **5. Use MEPSP’s teacher learning circle approach to improve instructional practices in core subjects**

### ***5.1. Teaching Materials Revised***

A key objective of the EAGLE project is to improve the quality of instruction in EAGLE target schools through the development and administration of teacher training and learning materials. An important activity carried out in Year 1 was therefore to adapt teacher training materials from existing DRC education projects, notably USAID/OPEQ to the needs of teachers in EAGLE target schools. To do so, the project worked with the MEPSP officials, academics from University of Kinshasa, ISP, as well as education stakeholders and partners to review and select teacher training materials.



**Technical meeting in Kinshasa introducing the EAGLE Project**

On October 14, 2013, a technical meeting was held with the above-mentioned partners, as well as a USAID representative. The meeting’s objective was to present the project to participants and develop an action plan for selecting EAGLE training modules based on existing materials and lessons learned from the OPEQ project. A major point discussed was findings from OPEQ project’s baseline study that primary school students in the DRC struggle with basic reading, writing and math skills<sup>1</sup>, which confirm the Ministry’s data revealing significantly low TENAFEP pass-rates. As one of the EAGLE project’s primary objectives is to increase the

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<sup>1</sup> The study used the Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA) to evaluate students’ achievement levels.

transition from primary to secondary school, this was an important basis upon which teacher training modules were adapted.

Following extensive revision and analysis of the existing teacher training modules on reading/writing, math, students' social-emotional well-being and gender-sensitive pedagogy, a Material Revision Workshop was held in November 12, 2013. The EAGLE project presented the set of selected materials to the same participants of the initial technical meeting for final review, amendment and approval. The full set of materials was then finalized and made available for the training of the Master Teacher Trainers (MTT) and the teachers as well.

## 5.2. Teachers and School Directors' Training

### Master Teacher Trainer (MTT) Training

EAGLE trained 55 MTTs, including 11 women in Kinshasa and Lubumbashi from January 7 – 11 and February 3 – 7, 2014 respectively. To identify MTTs, EAGLE presented the project to educational authorities from the Kinshasa and Katanga sub-educational provinces in which the 36 EAGLE primary schools are located. Made up primarily of inspectors and each EAGLE school directors, MTTs were selected in close coordination with the PROVEDs and IPPs in the education sub-provinces in which each EAGLE school is based.



MTT training session in Kinshasa on the use of learning materials in the classroom

MTTs were trained in the modules developed in the first quarter, including methods for teaching reading and writing and the healing classroom approach. Trainings also included guidance on use of EAGLE teacher training kits, which contain teacher workbooks, manuals, guidance on the

development and use of teaching materials in the classroom and a professional development plan for teachers. Each MTT was also given a reading/writing teaching kit comprised of:

- 3 teacher reading/writing guides (one per grade level)
- 6 reading/writing teacher manual workbooks (one for each class)
- 1 flashcard on the production and use of teaching materials
- 1 training manual
- 1 guide on teacher learning circles
- 1 professional development plan for primary teachers.

It is important to note that educational authorities were active participants in EAGLE MTT trainings with respective PROVEDs, IPPs, and Deputy Provincial Inspector Principal Training Officers (IPPAFs) all in attendance. The Kinshasa MTT trainings were also attended by the Deputy General Inspector of the SERNAFOR *primaire* and a representative from the DIPROMAD.

Furthermore, a success story entitled “Multiply Teacher Training through Peer Learning” is developed in Annex 9.

### **Support to MTTs to Train Teacher**

From January 15-19 and February 12-16, MTTs respectively trained 156 teachers in target EAGLE Kinshasa schools, including 79 females, and 163 teachers in target EAGLE Lubumbashi schools, including 96 females. The objective of the trainings was to improve instructional practices among teachers thereby helping improve academic outcomes among EAGLE scholars in target schools.



**A school director takes part in a micro-teaching session during the MTT trainings in Kinshasa**

Following trainings, project teams conducted follow-up visits to all 36 EAGLE primary schools and held meetings with Kinshasa and Lubumbashi education authorities, including inspectors and representatives of the provincial MEPSP. Meetings with education officials focused on identifying existing teacher needs and challenges, in order to plan new and refresher trainings for teachers and school directors on reading/writing, math, social-emotional well-being and gender sensitive pedagogy.

### ***5.3. Teacher Training Module/Guide in Science***

With the aim of improving teaching quality and student outcomes in science, the EAGLE project began work on designing a new teacher training module in science. Primary-level science books and curricula were collected, analyzed and evaluated for adaptation to the EAGLE project. In addition, a questionnaire was developed and used to assess teachers' needs as it relates to teaching science, including sub-components such as anatomy, botany, zoology, physics, environment and hygiene.

The rapid assessment was conducted through focus groups in Kinshasa and Lubumbashi from April 9-11 and April 14-23, respectively. In total, 191 teachers and 32 school directors from EAGLE target schools participated, in addition to 13 inspectors from the EAGLE school education subdivisions.

Analysis of the data collected during the evaluation revealed two primary findings:

- Schools lack science books adapted to the DRC context. The sole manual available, and only in a limited number of schools, is the textbook 'Ce Monde Merveilleux', which is considered inadequate in its content by the majority of those interviewed.
- There is a substantial need among teachers in all categories of schools – public, catholic, and private – for a teacher's guide on how to teach science.

These findings gave the EAGLE project team a clearer sense of the technical support needed by teachers to improve their teaching of science, as well as a better sense of the particularities of the DRC that must be integrated into the module's development. Following the rapid assessment results and analysis of existing materials in teaching science, project staff began to develop the teaching module/guide and will present it during a validation workshop planned for the beginning of the project Year 2.

It is important to note that the project received very positive feedback from both the 13 inspectors involved in the evaluation and teachers and 36 school directors for having sought out their opinions and included their observations into the design process of the module. They highly anticipate seeing the final guide and its contribution to improving the quality of science teaching in their educational sub-provinces and the DRC overall.

### ***5.4. Implementation of Teacher Learning Circles***

Conceived by the MEPSP, teacher learning circles are an approach to teacher professional development that aims to provide teachers with a multi-layer system of support and a forum to

discuss and address their day-to-day instructional challenges with peers, school directors and teachers from nearby schools. To launch implementation, the EAGLE team provided technical support through the provision of weekly schedules adapted to each EAGLE school in Kinshasa, as well as guidance on the proper organization and conduct of teacher learning circles. The project team also attended meetings, during which they guided teachers on how to translate the teaching strategies they learned during trainings into their daily teaching practices.

A total of 106 weekly meetings, six monthly meetings and six quarterly school cluster meetings were held in Year 1, all in the second quarter. As noted above, however, preparations for the project's baseline suspended the project's activities in EAGLE schools in early March. As a result, teacher learning circles were not fully implemented in Lubumbashi EAGLE schools.

### ***5.5. Direct Teacher Observation Tool (DTO)***

During the first quarter, the EAGLE team shared a Direct Teacher Observation tool adapted from the USAID/OPEQ project with inspectors and school directors trained in Kinshasa for their review and feedback. The objective of the tool is to enable a more rigorous mechanism through which teaching practices can be observed by school directors and inspectors and used for teacher feedback. The overall feedback received on the tool was positive with inspectors noting that the DTO will improve their ability to more effectively monitor teaching practices in the classroom and better provide teachers with the support they need. This feedback was used to make further revisions.

The revised tool was then piloted in several EAGLE schools in Kinshasa in the second quarter.

In addition, to help determine key themes for refresher trainings in Year 2, the tool was used during classroom visits conducted by inspectors in each of the 18 EAGLE Kinshasa primary schools.

While the activity was suspended in March, due to baseline study preparations, the project collected the observation sheets completed by school directors following their classroom visits. The sheets revealed that teachers continue to face difficulties with weekly lesson planning, summarizing the content and noting the action points from teacher learning circle meetings and using the national program and standards for student and teacher performance. These findings will inform the content and planning of refresher trainings before the start of the next school year.

## **Intermediate Result 2: Increased capacity for self-efficacy regarding life choices for EAGLE Scholars**

### ***Sub-IR 2.1: Leadership skills increased for EAGLE scholars.***

#### **1. Establish Youth Clubs**

The EAGLE team is preparing the creation of youth clubs that will take place in Year 2 of the project. As a first step, 90 students' leaders in 18 Kinshasa and 30 students' leaders in six (6) Lubumbashi schools have been selected. For each school, three girls and two boys selected from the student government body will initiate youth clubs for the next school year using the comic books developed by the C-Change project which address human rights, gender and positive discipline in the classroom. Selection of leaders in the remaining schools will occur next quarter. School leaders will participate in the Doorways training next year and youth club activities will be monitored by school teacher focal points. In addition, two new comic books will be created and disseminated in Project Year 2.

### ***Sub-IR 2.2: Confidence and critical thinking ability increased for EAGLE scholars***

#### **2. Adapt mentoring guide**

Four mentoring guides were adapted and finalized by the EAGLE team:

- Mentoring guide for girls in primary schools
- Mentoring guide for boys in primary schools
- Mentoring guide for girls in secondary schools
- Mentoring guide for boys in secondary schools

The mentoring guides are tools for teachers selected to be mentors to use during bi-monthly extracurricular meetings. Subjects cover a vast array of life skills education, such as sexual and reproductive health, human rights, gender norms, GBV, leadership, and HIV/AIDS.

These guides were submitted to USAID for review and comments. The comments and recommendations received from USAID were taken into account and the guides reviewed accordingly by the EAGLE team.

The corrected versions of the mentoring guides were shared with government officials (MEPSP, the Ministry of Gender and the Ministry of Health) during a validation workshop that took place on February 25 – 26, 2014.

### **3. Select and train mentors in school communities**

With the support of the project team, the selection of mentors in each school was conducted by the scholar selection committees. Based on criteria set by EAGLE, a total of 162 mentors (108 female mentors and 54 male mentors) were selected in EAGLE schools in Kinshasa and Lubumbashi. Schools that were recently replaced will need to establish selection committees and select mentors during the next quarter. Mentors will be trained in the next quarter and begin their activities with girl and boy mentees at the beginning of the next school year.

### **4. The Adolescent Girls Empowerment (AGE) scale**

The Adolescent Girls Empowerment (AGE) scale was developed to be used as a monitoring tool to track individual empowerment. This tool was conceptualized based on constructs believed to make up adolescent empowerment, then tested and validated. The AGE scale was developed in three phases: conceptualization, testing and analysis.

The AGE scale was tested in peri-urban Lubumbashi with 500 girl students in grades 5-8. The test was conducted in schools not eligible for selection for project implementation to avoid contamination of testing and intervention samples. Reliability and validity tests were conducted and the AGE scale was finalized (see Annex 6). Trained mentors will administer the baseline measurement to all female mentees during the first mentoring session, then subsequent measurements at the end of each school year to measure changes in empowerment.

### **5. Workshop for the adaptation of mentoring guides**

In order to ensure the mentoring guides respect Congolese cultures and norms, the project held a workshop on February 25 and 26, 2014 to conduct a technical review to validate the guides. With experts from MEPSP, the Ministry of Gender, the Ministry of Health and subdivisions (*Programme National de la Santé de la Reproduction*, and *Programme National de Santé des Adolescent*), as well as members of civil society, two guides to be used with EAGLE beneficiaries at the primary school level were technically validated.

The mentor training will be conducted during the first quarter of project Year 2, just before the start of the next school year, so that the information and skills are still fresh for the mentoring sessions that will begin in September 2014.

These guides were submitted to USAID for review and comments. The comments and recommendations received from USAID were taken into account and the guides revised accordingly by the EAGLE team. The corrected versions of the mentoring guides will be shared with the Government officials (Ministry of Education, Ministry of Gender and Ministry of Health) for final approval.



### **Intermediate Result 3: Improved knowledge, attitudes and practices regarding adolescent reproductive health, SGBV prevention and response, and gender equality within EAGLE school communities**

#### ***Sub-IR 3.1: Adolescent reproductive health knowledge increased in EAGLE school community***

##### **1. Incorporate adolescent reproductive and sexual health education into existing Education a la Vie (Life Skills) classes**

To supplement the MEPSP's Life Education curriculum, additional materials were collected and adapted for the target students on the subjects of sexual and reproductive health, STIs and HIV/AIDS, gender-based violence (GBV), and gender. The proposed materials will be validated during a technical workshop to be held during the first quarter of Year 2, and then submitted to the MEPSP for approval. Teachers will be trained to use these materials as part of the Life Skills Education curriculum.

#### ***Sub-IR 3.2: Knowledge, attitudes and practices about human rights, SGBV prevention and gender equality improved in EAGLE schools***

##### **2. Strengthen linkages between schools and existing SGBV services.**

Community and health referral structures were identified in the school communities and the mapping of these structures is ongoing. Due to incomplete, missing, or outdated information, several field visits will be necessary to complete the GBV mapping for distribution to school focal points, mentors, and service providers. Possession of GBV maps will help ensure that survivors of gender-based violence get the appropriate referrals to health, psychosocial and judicial services needed.

##### **3. Revision of School By-laws.**

The EAGLE project did a gender-based assessment of the by-laws in all 54 schools. The documents were specifically reviewed for their compliance of gender equality and human rights, gender equity, as well as for the existence of a response mechanism for gender-based violence and abuse in schools. It was found that schools lacked gender-inclusive language in their by-laws. The EAGLE project will encourage schools to amend their by-laws to include the above-mentioned terms.

## **RESEARCH, MONITORING, EVALUATION AND REPORTING**

During the first year, the EAGLE project has produced important tools for monitoring and evaluation and has conducted several research activities.

### **1. Production of monitoring and evaluation (M&E) tools:**

Three important monitoring and evaluation tools were produced during the first year:

1. Logical Framework: the logical framework was developed in February 2014, with the technical assistance of a FHI 360 research specialist based at Nairobi (See Annex 7).
2. Performance Monitoring Plan (PMP): the first draft of the PMP covering the period of June 2013 to June 2018 was submitted to USAID on April 30, 2014. After feedback from USAID, the final PMP was submitted on June 19, 2014, and then approved by USAID on June 23, 2014.
3. The Adolescent Girl's Empowerment (AGE) scale: the AGE scale was created to track progress on girls' empowerment.

### **2. Develop online database**

An online database that aims to track information on EAGLE interventions and progress is currently being developed by FHI 360's Tech Lab team, based in Boston.

The EAGLE database is designed primarily for tracking individual scholar data (biographical info., school, grade level, attendance, performance, receipt of scholarship materials, etc.), but will also be used to store and track program-wide activities such as teacher training sessions, life skills mentoring sessions, SRGBV training workshops, focal teacher and mentor contact information, and school and community contact information for school-level activities and referrals.

The key objectives of the EAGLE database are to:

- Enable the collection of data using smartphones; transmit data to a central server over the cellular network; and aggregate and view data and reports in real time on the web. Mobile data collection tools will support the collection data related to targeted teacher training workshops; ongoing activities such as mentoring and tutoring sessions, reproductive health and School-Related Gender-Based Violence (SRGBV); and end of term grades and attendance/absences of students.
- Enable the collection of data using web forms. The web form will enable the entry of scholar application data, KAP scale, GEM scale, AGE scale, SRGBV data, spot-message and radio talk show data, teacher trainings and biodata, master list of schools, psycho-social and pertinent service providers list.
- Enable access to a unified database consisting data sets collected using mobile devices and web forms.
- Enable the generation of reports from the unified database.

A total of 54 focal point teachers (1 per school) will have use of an Android smartphone for collecting data and transmitting it to the central database.

The EAGLE project team based in the DRC will use computers with an Internet connection to enter data using a web form, to access the central database and to generate reports. The M&E team (based in the DRC and Home Office) and authorized partners will be able to monitor the performance of the project by tracking pre-defined indicators.

According to the deliverables schedule agreed upon with FHI 360's TechLab in Boston, the database should be functional by September 26, 2014.

A remote training of EAGLE field staff on the database design and management, including uploading of real-time data in the field and generating informational reports is scheduled to take place in the next quarter.

### **3. Conduct the baseline study, analyze results and prepare the baseline study report.**

Upon USAID's recommendation, FHI 360 identified a Research Specialist based in Nairobi, Kenya who provided direct support to the EAGLE team to finalize the protocol and tools, submit all materials to FHI 360's IRB, ensure the quality of training and data collection, as well as to finalize the report. The EAGLE team engaged a consultant as the principal investigator, who was responsible for recruiting, training, and supervising the research team, with the technical support of the FHI 360's research specialist.

The baseline study was implemented later than the EAGLE team planned for several reasons, the most salient of which was the delay in the final selection of intervention schools, finalized on December 14, 2013. Selection of EAGLE school communities was delayed several months while waiting for the Ministry of Education to finalize a list of target schools. In addition, USAID recommended that FHI 360 identify a senior-level research specialist to redesign the protocol including the use of control groups, which was not originally in the contract. This recommendation was made on November 6, 2013. Although the FHI 360's research specialist was promptly identified, she could only organize her travel once school selection was finalized.

The baseline data collection was completed on June 11, 2014, the data analyses for which has been analyzed and the report is currently being finalized. The final report will be submitted in the first quarter of project Year 2.

### **4. Gender Analysis**

The gender analysis is composed of three sections: Classroom observations, participatory learning and action (PLA) activities, and a focused desk review. The purpose of the gender analysis is to inform specific, planned EAGLE activities. Classroom observations were completed in November, 2013, and the findings were used to draft the teacher training module for gender-sensitive pedagogy. The PLA activities had the objectives of:

1. identifying safe and unsafe places in the community,
2. identifying the types of violence which students feel is most common and serious; and
3. Identifying students' perceptions of where they can obtain help in their community.

The results will be used to help EAGLE school communities to prepare community action plans as well as proposals for EAGLE-funded small grants to render the school environment safer and more gender equitable. The final gender analysis report will be submitted in the first quarter of project Year 2.

### 2.3 Implementation challenges

Due to unforeseen circumstances, some administrative activities were not conducted as soon as hoped, such as hiring non-key staff, renting an operational office, purchasing office equipment (notably computers, printers, and telephones). The EAGLE team has adapted by conducting tasks that would normally have been designated to others and using personal laptops and telephones.

In some cases, the EAGLE team has found the recruitment process challenging. A number of positions were re-advertised due to a lack of both qualified and experienced national staff for the project.

To avoid important delays in the implementation of the project, the rapid assessment exercise was conducted during the holiday period. To this end, the project team has selected schools communities which had previous contacts and working experience with FHI 360 through Ambassadors Girls Scholarship Program (AGSP) and C-Change/School-Related Gender-Based Violence projects.

In the second trimester, recruitment, staff capacity and timely implementation of activities have proven to be the most difficult challenges. Specifically, the recruitment of the M&E specialist and the Associate Director for Finance and Administration have been a serious concern. In order to reduce the work burden on the EAGLE staff, FHI 360 has provided a short-term technical support in the first quarter of 2014.

The delay in the selection of EAGLE schools of intervention due to the lack of support from the project focal point at the Ministry of Education has slowed down the implementation of major project activities, such as the baseline data collection, the teacher training program, the preparation of the scholarship distribution plan, and as a result the final design of the project and subsequent modifications to the EAGLE contract budget.

The delay in the delivery of important equipment, such as laptop computers, printers and copiers also presented a significant challenge for timely implementation of project activities. The baseline study process had also an impact on the implementation of the project, in that many activities planned for Year 1 were postponed to avoid contamination of data collection.

## 2.4 PMP Update

The delay in the organization of the baseline study and the fact that the search results are not yet available, does not allow us to measure several indicators for which the reference values (Baseline) are not yet determined.

In the table referred to as Annex 8 below, we have presented mainly outcome indicators given the high number of process indicators. The only process indicator that we used in this table is the number of students (100%) who receive financial support.

PMP of the first year will be completed as soon as the results of the baseline study will be available by end of July 2014.

## 3. MANAGEMENT AND ADMINISTRATIVE ISSUES

The EAGLE project encountered some administrative challenges during the first year, which negatively impacted several EAGLE activities. However, EAGLE was able to manage them to mitigate its impact on project activities and objectives.

Recruitment, staff capacity and timely implementation of activities have proven to be the most difficult challenges. The recruitment of EAGLE's Associate Director for Finance and Administration proved to be most challenging, in that several rounds of advertising and interviewing did not produce a qualified candidate. FHI 360 was obliged to enlarge the search among international candidates, and finally identified a qualified candidate who will begin on July 7, 2014. The M&E Officer was also hired later than anticipated, on February 14, 2014, due to the further renunciation of the top candidate selected by FHI 360 for this position. This had an impact on finalizing the PMP and Logical Framework, both of which have since been submitted and approved by USAID.

The selection of EAGLE intervention schools was delayed due to the lack of support from the project focal point at the Ministry of Education, which further delayed the implementation of major project activities, such as the baseline data collection, the teacher training program, the preparation of the scholarship distribution plan. All activities resumed in early June, following the end of data collection, and EAGLE is currently on track with its current work plan.

Additionally, the delay in the EAGLE budget modification impacted the timely implementation of some major activities like the procurement of some equipment (copiers, printers and scanners) and furniture for both EAGLE Kinshasa and Lubumbashi offices.

## 4. LESSONS LEARNED

Despite the fact that EAGLE considers the three ministries (Ministry of Education, Ministry of Gender, and Ministry of Health) its close technical partners, there needs to be much more

oversight over their work. The school selection committee was assigned the task of selecting schools based on criteria endorsed by ministry officials during the final project design workshop. However, the selection criteria were not respected in every case, and for this reason, several schools needed to be replaced. The schools that were replaced did not meet criteria such as, the school cannot benefit from a similar project, the teachers must be registered and paid, there must be at least 30% girls in target classes, and for every two primary schools there must be a secondary school in the same neighborhood. It is not clear why schools that did not meet the criteria were selected, but it is suspected that some inspectors who participated in the school selection process were not familiar with all of the schools in their jurisdiction. In the future, EAGLE will not make such assumptions about the ministries capabilities.

It is possible to benefit a greater number of teachers trained by adopting the strategy of peer education. In the education sub-province of Sakania/Kasumbalesa in Katanga, 34 participating teachers voluntarily led trainings for their peers during their spare time every day during the month of March. These teachers took the initiative to share with their peers the major teaching strategies and healing classroom techniques learned during the EAGLE trainings. A total of 90 teachers benefitted from EAGLE trainings as a result of this teacher-led initiative. A success story on these trainings is included in this report.

For a small cost, the project may reduce the financial burden of all students in target classes. Students who were not selected as scholarship recipients may feel jealous and retaliate against scholarship beneficiaries, which has been observed in other scholarship programs. Offering a minimal number of school supplies to all students seemed to preemptively subdue any negative feelings, as the non-recipients expressed just as much gratitude as the recipients. A success story on these trainings is included in this report.

## 5. PLANNED ACTIVITIES FOR NEXT QUARTER INCLUDING UPCOMING EVENTS

EAGLE plans to implement the following activities during the first quarter of project Year 2:

1. Recruit additional staff (Education and ASRH Officers in Lubumbashi, Tutoring Officers in both sites, as well as the Contracts and Grants Officer in Kinshasa);
2. Select EAGLE scholars through a transparent, standardized process at the school level;
3. Establish Memoranda of Understanding (MOU) with selected schools;
4. Procure and distribute scholarship materials to scholars for the 2014-2015 school year;
5. Pay for scholar school fees for first trimester for the school year 2014/2015 school year;
6. Provide sanitary napkins for EAGLE girl scholars in Grade 6;
7. Print and distribute tutoring materials to community tutors and relevant MEPSP bodies;
8. Recruit and train community tutors, primarily from UNIKIN, ISP-Gombe, ISP Lubumbashi and surrounding communities;
9. Conduct rapid baseline assessments of all 5th and 6th grade EAGLE scholars to determine reading, math and science skill levels;

10. Organize meetings with relevant MEPSP bodies to develop a detailed plan for revision of the Teacher Professional Development program for the 2014/2015 school year;
11. MTTs and EAGLE primary school directors to conduct refresher trainings for teachers on teaching reading and socio-emotional well-being;
12. Conduct a validation working session with MEPSP and MOGFE technical agents to finalize the Gender Sensitive Pedagogy;
13. MTTs and EAGLE primary school directors to train teachers on teaching reading, math, and gender sensitive pedagogy;
14. Provide technical and logistical support to MTTs in training primary school EAGLE teachers on student performance assessment methods in reading, math and science in 10 EAGLE schools;
15. Support MEPSP to develop a new and complementary teacher training module in science;
16. Use MEPSP's teacher learning circle (TLC) approach to improve instructional practices in core subjects;
17. Pilot the revised DTO tool;
18. Finalize and print EAGLE Mentoring Guides;
19. Select and train mentors;
20. Conduct mentoring sessions with selected scholars;
21. Conduct a validation workshop with key ministry and civil society technical agents to finalize the supplemental materials for Life Skills education, to be used by teachers in EAGLE schools;
22. Finalize and print supplemental materials for Life Skills education;
23. Identify and train School-Related Gender Based Violence (SRGBV) focal teachers;
24. Train teachers and school directors on SRGBV prevention;
25. Establish SRGBV codes of conduct;
26. Identify and develop guidelines for oversight groups;
27. Support development of classroom-level rights and responsibilities;
28. Train student leaders on the use of comic books for use in youth clubs;
29. Finalize referral systems and materials for school communities;
30. Organize briefing meetings with school communities on Gender Analysis results and EAGLE grant program as the first step in building COPAs' capacity to apply for, leverage and utilize EAGLE grant funding;
31. Finalize Baseline Study and Gender Analysis;
32. Administer AGE and GEM scales to mentees;
33. Finalize design and test EAGLE database to track EAGLE project activities;
34. Train EAGLE staff to enter data and generate information from database

## ANNEX I: KEY RAPID ASSESSMENT FINDINGS

### Overview

The rapid assessment was meant to collect key information from school communities to help inform the project's final design. There were 4 major subject areas in the questionnaires: Education and Conflict, School and Scholar Selection, Financial Support Models, and Gender-Based Violence (GBV).

### Methodology

Focus group discussions were conducted in 20 school communities (10 in Kinshasa, and 10 in Lubumbashi) for the rapid assessment, including four (4) target groups: primary and secondary school students, parents, teachers and administrators, and community leaders.

### Key Results

#### Education and Conflict

- Almost all conflict reported by all target groups were between the school community and the school.
  - ❖ The greatest reason for conflicts, reported by all target groups in both sites, was the nonpayment of school fees, which is reported to result in most school dropouts, failures, and changing of schools.
  - ❖ Other reported instances of conflict were due to teachers' use of corporal punishment, teacher extortion, and the lack of potable water in schools (conflict between students and neighboring houses when ask to use their water source).

#### School and Scholar Selection

- The basis for school selection was very similar for all target groups and in both sites. All thought that schools should be public, on the periphery of Kinshasa or Lubumbashi, and in poor areas. A few added that private schools supporting orphans should also be included.
- The basis for scholar selection differed slightly between target groups, both only slightly. Scholars, teachers, and parents all thought that vulnerability should be a greater factor than merit in scholar selection. Only community leaders thought merit and vulnerability should be equally considered. For vulnerable scholars, the following criteria were mentioned by most or all:
  - ❖ Orphans
  - ❖ Marginalized or displaced (by war, for example)
  - ❖ Have poor parents
  - ❖ Students' behavior and efforts



### Financial Support Models

- All target groups were unanimous in their opinion that scholarships are preferable to Cash Conditional Transfers, as there is too great a risk for fund mismanagement. They asserted that fees are paid directly to schools and school supplies be given directly to students. A caveat is that all schools selected for the assessment were former AGSP schools. They did concede that schools could also mismanage funds and suggested an audit committee for regular monitoring.

### Gender-Based Violence (GBV)

- Responses regarding GBV varied a bit by target group. Teachers and community leaders in Lubumbashi said that GBV was a problem, mostly for girls. They reported that young boys and older men are the perpetrators. Teachers in Kinshasa specified that the police were a problem. Community leaders in Kinshasa reported that there were very few cases of GBV, and they do not believe that this poses a problem in their community. Students reported that violence does exist, but mostly in terms of corporal punishment and sexual harassment, and teachers were the perpetrators of these acts. Students also reported that sexual violence exists, and that their male peers and older men are the perpetrators. Parents reported that violence in the schools and in the communities are a problem, and they also reported that corporal punishment, sexual harassment, as well as sexual violence were the main problems.
- In Kinshasa, it was reported that there are some awareness activities regarding sexual violence, but that reporting and accountability mechanisms were largely not in place.
- Lubumbashi teachers reported an improvement in response to GBV due to the USAID-funded Violence-Free School project.

## ANNEX 2: CRITERES DE SELECTION DES ECOLES ET DES BOURSIERS

### I. CRITERES DE SELECTION DES ECOLES

#### A. Types de critères :

1. Critères Préalables
2. Critères Obligatoires
3. Critères Préférés

#### B. Critères Préalables

- L'école doit être située dans une Communauté Championne (Projet ProVIC)
- Pour chaque école primaire ciblée, au moins une école secondaire dans le même district doit y être sélectionnée
- Les deux tiers des écoles à identifier doivent être des écoles primaires, à raison de:
  - ✓ 18 écoles primaires à Kinshasa,
  - ✓ 18 écoles primaires à Lubumbashi
  - ✓ 9 écoles secondaires à Kinshasa
  - ✓ 9 écoles secondaires à Lubumbashi

#### C. Critères obligatoires

- Etre affiliée ou reconnu par le MEPSP et avoir un numéro d'enregistrement
- N'est pas bénéficiaire d'un projet similaire financé par une association ou un organisme national ou international.
- Doit être accessible pour le personnel du projet tout au long de l'année scolaire.
- Doit avoir au minimum 3 enseignantes à l'école Primaire et 2 à l'école secondaire.
- Avoir au moins 40 filles dans chaque classe ciblée (5e, 6e primaire, 1ère et 2ème secondaire).
- S'assurer que les autorités scolaires souhaitent participer aux activités du projet et sont prêts à signer un protocole d'entente avec FHI360 régissant les rôles et responsabilités de toutes les parties.

#### D. Critères Préférés

S'assurer que:

- Le comité des Parents (COPA) est dynamique et engagé vis-à-vis de l'école :
- A en son sein au moins deux (2) membres de sexe féminin.
- Tient des élections régulières et transparentes, et les membres du directoire ne dépassent pas la durée de leur mandat.
- Tient une assemblée générale au moins une fois par trimestre au cours de l'année scolaire.
- Dispose des comptes rendus de réunions précédentes.
- Collabore effectivement avec l'école à travers son conseil exécutif
- L'école est de taille moyenne avec un effectif raisonnable ou gérable

- Les élèves de l'école ont facilement accès à un centre de santé ou à un service de base pour leurs références en cas de violence.

## **II. PROCESSUS SELECTION DES BOURSIER(E)S**

- Mise en place dans chaque école d'un comité de selection des boursier(e)s composé de:
  - ✓ Le Directeur d' école
  - ✓ Deux (2) enseignants
  - ✓ Un (1) élève par classe
  - ✓ Deux (2) representants du comité des parents
  - ✓ Un (1) Leader communautaire
- Mise en place au niveau provincial d'un comité de supervision composé de:
  - ✓ Deux (2) représentants du Ministère de l'Education
  - ✓ Un (1) représentant du Ministère du Genre, Famille et Enfants
  - ✓ Un (1) représentant du Ministère de la Santé Publique
  - ✓ Un (1) représentant du Projet AIGLE

## **III. SELECTION DES BOURSIER(E)S**

### Dès la première année du projet

#### 1. Sélection sur la base des besoins:

Orphelins de père et de mère, Enfants Handicapés physiques de parents pauvres, Enfants de parents handicapés et démunis,

#### 2. Sélection sur la base du mérite

Enfants de parents démunis ayant de bons résultats scolaires

### A partir de la deuxième année du projet

Outre les critères mis en vigueur dès la première année du projet:

- Tous les boursiers de la première année passant en classe supérieure (avec quelques exceptions)
- Le meilleur élève-garçon de chaque classe
- Les 2 meilleures élèves-filles de chaque classe

### ANNEX 3: GRILLE D'EVALUATION DES CANDIDATS AUX BOURSES D'ETUDES

N°	Critères de pondération	Nombre total de points	Désagrégation	Points Obtenus	Observations
1	Statut actuel	<u>5</u>	Passé		
2	Nbre total d'années de scolarité	<b>10</b>	5ans		
		5	6ans		
3	Performance académique	<b>30</b>	91 - 100		
		<b>20</b>	81 - 90		
		<b>15</b>	71 - 80		
		<b>10</b>	61 - 70		
		<b>5</b>	50 - 60		
4	Situation professionnelle des parents	<b>2</b>	Fonctionnaire		
		<b>5</b>	Commerçant		
		<b>8</b>	Ouvrier		
		<b>10</b>	Sans emploi		
5	Handicap	<u>5</u>	Oui		
6	Conditions sociales	<b>10</b>	Orpheline Père et Mère		
		<b>5</b>	Orpheline Père		
		<b>8</b>	Orpheline de Mère		
7	Nombre de frères et sœurs	<u>5</u>	> 10		
		<b>4</b>	9 - 10		
		<b>3</b>	6 - 8		
		<b>2</b>	3 - 5		
		<b>1</b>	< 3		
8	Distance Ecole/Domicile	<b>0</b>	<1 km		
		<u>5</u>	1 - 3 km		
		<b>3</b>	> 3 km		

9	Temps de marche Domicile/Ecole	1	< 15 minutes		
		3	15 - 30 minutes		
		5	> 30 minutes		
10	Nombre de repas pris par jour	0	2 repas au moins		
		5	1 repas		
11	Paiement des frais scolaires depuis la rentrée scolaire	0	2 trimestres		
		10	1 seul trimestre		Si 60% au moins
		5	Aucun paiement		Si 50% au moins
<b><u>TOTAL</u></b>		<b><u>100</u></b>		-	

## ANNEX 4: FICHE DE RENSEIGNEMENT - ELEVES 5EME ANNEE

### **FICHE DE RENSEIGNEMENT - ELEVES 5ème Année**

*N.B.: Selon le cas, écrivez vos réponses ou cochez la dernière colonne par une croix (X)*

<b>1</b>	<b>Prénom</b>	
<b>2</b>	<b>Post-Nom</b>	
<b>3</b>	<b>Nom</b>	
<b>4</b>	<b>Date de Naissance</b>	
<b>5</b>	<b>Lieu de Naissance</b>	
<b>6</b>	<b>Sexe</b>	
	<i>Masculin</i>	
	<i>Féminin</i>	
<b>7</b>	<b>Classe</b>	
<b>8</b>	<b>Statut actuel dans la classe</b>	
	<i>A passé en classe supérieure</i>	
	<i>Redouble la classe</i>	
<b>9</b>	<b>Nombre total d'années de scolarité</b>	
<b>10</b>	<b>Nombre d'années dans l'école</b>	
<b>11</b>	<b>Nom du Père</b>	
<b>12</b>	<b>Nom de la Mère</b>	
<b>13</b>	<b>Nom du Tuteur/Tutrice</b>	
<b>14</b>	<b>Profession du Père</b>	
<b>15</b>	<b>Profession de la Mère</b>	
<b>16</b>	<b>Profession du Tuteur/Tutrice</b>	
<b>17</b>	<b>Handicap</b>	
	<i>Oui</i>	
	<i>Non</i>	
<b>18</b>	<b>Conditions sociales</b>	
	<i>Orphelin(e) de Père</i>	
	<i>Orphelin(e) de Mère</i>	
	<i>Orphelin(e) de Père et de Mère</i>	
	<i>Déplacé(e)</i>	
	<i>Affecté(e) par un conflit</i>	
<b>19</b>	<b>Nombre de frères et sœurs</b>	
<b>20</b>	<b>Avez-vous jamais reçu une bourse d'études ?</b>	
	<i>Oui</i>	
	<i>Non</i>	
<b>21</b>	<b>Quand ? En quelle(s) année(s) ?</b>	
<b>22</b>	<b>Habite</b>	

	<i>avec ses deux parents directs</i>	
	<i>avec un seul parent direct</i>	
	<i>Avec d'autres membres de sa famille</i>	
	<i>Chez son tuteur</i>	
	<i>Avec un membre de la communauté</i>	
	<i>Dans un Orphélinat</i>	
	<i>Dans un camp de réfugié</i>	
<b>23</b>	<b>Distance de la maison à l'école</b>	
	<i>Moins de 1 km</i>	
	<i>Entre 1 et 3 kms</i>	
	<i>Entre 3 et 5 kms</i>	
	<i>Plus de 5 kms</i>	
<b>24</b>	<b>Temps nécessaire pour arriver à l'école</b>	
	<i>Moins de 15 minutes</i>	
	<i>Entre 15 et 30 minutes</i>	
	<i>Plus de 30 minutes</i>	
<b>25</b>	<b>Nombre de repas pris par jour à la maison</b>	
<b>26</b>	<b>Nom de l'Ecole</b>	
<b>27</b>	<b>Quartier</b>	
<b>28</b>	<b>Sous-Division Scolaire (Sous-PROVED)</b>	
<b>29</b>	<b>Division Scolaire (PROVED)</b>	
<b>30</b>	<b>Province</b>	

## ANNEX 5: FICHE COMPLEMENTAIRE DE RENSEIGNEMENT

Nom de l'école:

Division:

Sous Division:

Régime de gestion:

### FICHE COMPLEMENTAIRE DE RENSEIGNEMENT

N°	Nom & Post-Nom	Sexe	PERFORMANCE ACADEMIQUE				SITUATION FINANCIERE DE L'ELEVE A L'ECOLE			OBSERVATION
			1er Trimestre		2e Trimestre		L'ELEVE A PAYE LES FRAIS SCOLAIRES:			
			%	Rang	%	Rang	pour toute l'année scolaire	pour le 1er trimestre	pour le 2e trimestre	
1										
2										
3										
4										
5										

Le Directeur de l'Ecole

Nom et Prénoms:

Signature:

Date:

*Sceau de l'Ecole*

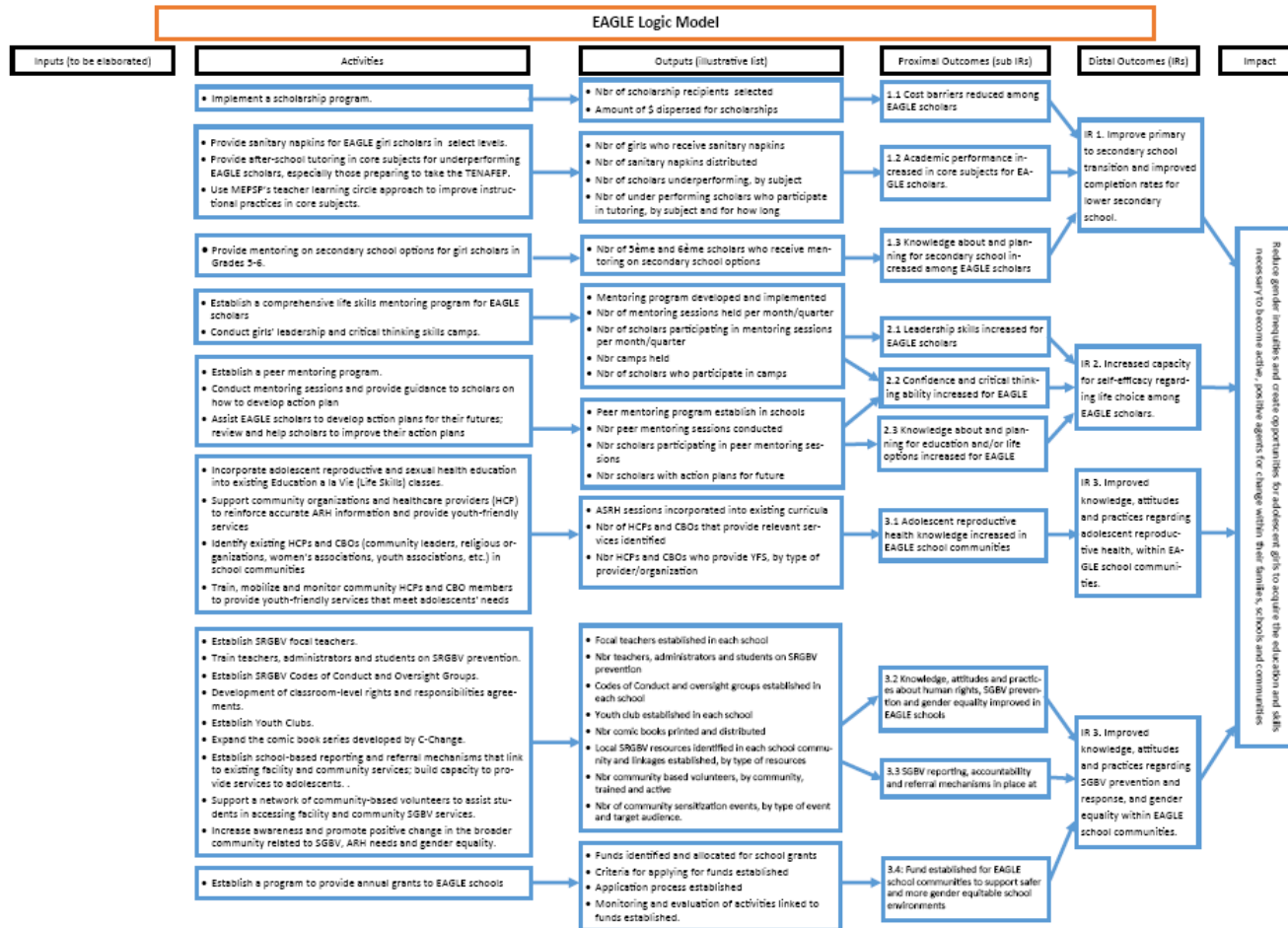


## ANNEX 6: L'ECHELLE AGE

<b>[LIRE A HAUTE VOIX] A présent, j'aimerais vous poser quelques questions concernant vos pensees en vous-même. SVP, indiquez en encerclant le chiffre si vous êtes : tout a fait d'accord, d'accord, plutôt en accord, plutôt en désaccord, pas d'accord, ou tout a fait en désaccord.</b>		<b>Tout a fait d'accord</b>	<b>D'accord</b>	<b>Plutôt en accord</b>	<b>Plutôt en désaccord</b>	<b>Pas d'accord</b>	<b>Tout a fait en désaccord</b>
1	J'ai une attitude positive vis-à-vis moi-même.	1	2	3	4	5	6
2	Dans l'ensemble, je suis satisfaite de moi.	1	2	3	4	5	6
3	Ma vie est en grande partie dirigée par des événements dus au hasard.	1	2	3	4	5	6
4	Quand je fais des projets, je suis presque toujours sûr de réussir.	1	2	3	4	5	6
5	Sans l'intervention de personnes bien placées, on ne me donnera pas un poste à responsabilité même si je suis capable de l'occuper.	1	2	3	4	5	6
6	Le déroulement de mon existence est essentiellement sous le contrôle des gens puissants.	1	2	3	4	5	6
7	Pour moi, il n'est pas toujours sage de faire des projets trop longtemps à l'avance car de nombreuses choses s'avèrent être une question de bonne ou de mauvaise fortune.	1	2	3	4	5	6
8	Pour obtenir ce que je veux, il faut que cela plaise aux personnes placées au-dessus de moi.	1	2	3	4	5	6
9	Si des gens importants décidaient qu'ils ne m'aimaient pas, alors je ne me ferais probablement pas beaucoup d'amis.	1	2	3	4	5	6
10	En général, je suis capable de protéger mes intérêts personnels.	1	2	3	4	5	6
11	Quand j'obtiens ce que je veux, c'est en général parce que j'ai travaillé dur pour cela.	1	2	3	4	5	6
12	Afin que mes projets réussissent, je m'assure qu'ils correspondent aux désirs des personnes qui ont du pouvoir sur moi.	1	2	3	4	5	6
13	Je me sens capable de gérer mes révisions	1	2	3	4	5	6
14	Je me sens capable de choisir mon orientation par moi-même	1	2	3	4	5	6
15	Je me sens capable de poursuivre mes études même si je suis confronté à un échec	1	2	3	4	5	6
16	Je me sens capable de réussir aussi bien que les autres étudiants	1	2	3	4	5	6
17	Je me sens capable de répondre aux objectifs que je me suis fixé	1	2	3	4	5	6
18	Je me sens capable de choisir un métier qui me convient	1	2	3	4	5	6

19	Je me sens capable de réussir mes examens	1	2	3	4	5	6
20	Quand une tâche me semble difficile, je me sens capable de fournir les efforts nécessaires pour la réaliser	1	2	3	4	5	6
21	Je me sens capable de résister à l'influence de mes proches, concernant mes choix d'orientation	1	2	3	4	5	6
22	Je me sens capable de choisir mes options ou mes matières en fonction de l'objectif que je me suis fixé	1	2	3	4	5	6
23	Je suis capable de décider quel type d'études je dois faire pour arriver à mon but professionnel	1	2	3	4	5	6
24	Quand je commence quelque chose, je me sens capable d'aller jusqu'au bout	1	2	3	4	5	6
25	Quand je fais un projet, je me sens capable de le réaliser	1	2	3	4	5	6
26	Je me sens capable de comprendre les cours	1	2	3	4	5	6
27	Je me sens capable de choisir une formation en lien avec mes désirs	1	2	3	4	5	6
28	Je me sens capable de fournir assez d'efforts pour réussir mes examens	1	2	3	4	5	6
29	Je suis convaincu que je pouvais faire face efficacement à des événements imprévus	1	2	3	4	5	6
30	Je peux rester calme face à des difficultés parce que je peux compter sur mes capacités d'adaptation.	1	2	3	4	5	6
31	Si je veux quelque chose à quelqu'un, je dois avoir une attitude positive.	1	2	3	4	5	6
32	Je passe du temps à identifier les objectifs à long terme pour moi.	1	2	3	4	5	6
33	Il ya de nombreuses possibilités qui m'attendent.	1	2	3	4	5	6
34	Je me concentre mes efforts sur les choses que je peux contrôler.	1	2	3	4	5	6
35	Je suis capable de choisir mes propres actions.	1	2	3	4	5	6
36	Je suis poussé par un sens du but.	1	2	3	4	5	6
37	Je me sens entraînée par mes valeurs personnelles.	1	2	3	4	5	6
38	Je me sens responsable de ma propre vie.	1	2	3	4	5	6
39	Si je veux quelque chose à quelqu'un, je dois avoir une attitude positive.	1	2	3	4	5	6
40	Je poursuis mes objectifs énergiquement.	1	2	3	4	5	6
41	Même quand les autres se découragent, je sais que je peux trouver un moyen de résoudre le problème.	1	2	3	4	5	6
42	Mes expériences passées m'ont bien préparé pour mon avenir.	1	2	3	4	5	6
43	Je rencontre les objectifs que je m'étais fixés.	1	2	3	4	5	6

# ANNEX 7: LOGIC MODEL



## ANNEX 8: PROGRESS SUMMARY

Ind. #	Indicator	Baseline	EOP	Year 1		Year 2		Year 3		Year 4		Year 5	
				Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
<b>INTERMEDIATE RESULT 1: Improved transition from primary to secondary school and improved completion rates for lower secondary school for EAGLE scholars</b>													
1.1.1	<b>Basic Education Indicator 3.2.1-14:</b> # of learners enrolled in primary schools and/or equivalent non-school based settings with USG support	NA	17087	5695		2848		2848		2848		2848	
1.1.2	<b>Basic Education Indicator 3.2.1-15:</b> # of learners enrolled in secondary schools or equivalent non-school based settings with USG support	NA	13185	4069		2279		2279		2279		2279	
<b>Goal-level impact indicators</b>													
1.1.3	% of students who enroll in lower secondary school	NA	85%	60%	NA	65%		75%		80%		85%	
1.1.4	% of students who complete lower secondary school	NA	88%	80%	ND	82%		84%		86%		88%	
1.1.5	% of students in EAGLE supported schools who attend the minimum number of days in the school year	NA	83%	75%	ND	77%		79%		81%		83%	
<b>Sub-IR 1.1: Cost barriers decreased for EAGLE scholars</b>													
<b>Outcome indicators</b>													

Ind. #	Indicator	Baseline	EOP	Year 1		Year 2		Year 3		Year 4		Year 5	
				Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.1.6	% of students who drop out of school due to inability to pay school fees	NA	4%	5%	ND	4%		4%		4%		4%	
<b>Process indicators</b>													
1.1.7	# of students who receive financial scholarships	NA	1665	46	46	971		216		216		216	
<b>Sub-IR 1.2. Academic performance in core subjects for EAGLE scholars improved through teacher training and tutoring</b>													
<b>Outcome indicators</b>													
1.2.1	% of students who pass from 5th to 6th-grade primary at the end of the year	NA	95%	85%	ND	88%		90%		93%		95%	
1.2.2	End of term grades/scores among primary school students	Baseline	Baseline + 30%	Baseline	ND	Baseline + 15%		Baseline + 20%		Baseline + 25%		Baseline + 30%	
1.2.3	% of students in 6th primary who participate in TENAFEP	NA	94	88	ND	89		91		93		94	
1.2.4	<b>Basic Education Indicator 3.2.1-28 (b):</b> % of students in EAGLE schools who pass the TENAFEP	NA	84%	77%	ND	79%		81%		83%		84%	
<b>Sub-IR 1.3: Knowledge about and planning for secondary school increased for EAGLE scholars</b>													
<b>Outcome indicators</b>													
1.3.1	% of 6th-grade students who can name at least one secondary school	Baseline	Baseline + 15%	Baseline	ND	Baseline +7%		Baseline +10%		Baseline +12%		Baseline +15%	

Ind. #	Indicator	Baseline	EOP	Year 1		Year 2		Year 3		Year 4		Year 5	
				Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.3.2	% of 6th-grade students who can correctly identify the required TENAFEP score necessary to qualify for secondary school admission	Baseline	Baseline + 15%	Baseline	ND	Baseline +7%		Baseline +10%		Baseline +12%		Baseline +15%	
1.3.3	% of scholarship beneficiaries attending mentoring sessions who have developed a plan for transitioning from primary to secondary school	NA	100	NA	NA	50		50		0		0	
<b>INTERMEDIATE RESULT 2: Increased capacity for self-efficacy regarding life choices for EAGLE scholars</b>													
<b>Sub-IR 2.1: Leadership skills increased for EAGLE scholars</b>													
<b>Outcome indicators</b>													
2.1.1	# of students engaging in a leadership activity within their school or community	NA	378	0	0	270		378		378		378	
2.1.2	# of youth club sessions led by student leaders	NA	5184	0	0	1296		1296		1296		1296	
<b>Sub-IR 2.2: Confidence and critical thinking ability increased for EAGLE scholars</b>													
2.2.1	% of girls who attend mentoring sessions who see a positive change in their AGE scale score	NA	90%	0%	0%	80%		85%		90%		90%	
<b>Sub-IR 2.3: Knowledge about and planning for education and/or life options following EAGLE project increased for EAGLE scholars</b>													
<b>Outcome indicators</b>													

Ind. #	Indicator	Baseline	EOP	Year 1		Year 2		Year 3		Year 4		Year 5	
				Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
2.3.1	% of students participating in the mentoring program who are confident in their ability to plan for the future and execute steps to reach their objectives	NA	85	0	0	70		75		80		85	
2.3.2	% of students who can list at least three reasons why girls should complete secondary school	Baseline	Baseline + 15%	Baseline	ND	Baseline +7%		Baseline +10%		Baseline +12%		Baseline +15%	
<b>INTERMEDIATE RESULT 3: Improved knowledge, attitudes and practices regarding adolescent sexual and reproductive health, SGBV prevention and response, and gender equality within EAGLE school Communities</b>													
<b>Sub-IR 3.1: Adolescent sexual and reproductive health knowledge increased in EAGLE school communities</b>													
<b>Outcome indicators</b>													
3.1.1	<b>PEPFAR Adolescent and Reproductive Health Indicator Number: P8.1.D:</b> # of the targeted population reached with individual and/or small group level preventative interventions that are based on evidence and/or meet the minimum standards required.	NA	10800	0	0	5400		1800		1800		1800	
3.1.2	% of girls and boys who attend mentoring sessions with improvements in the KAP on sexual and reproductive health, GBV, and HIV	NA	90%	0%	0%	80%		85%		90%		90%	
<b>Sub-IR 3.2: Knowledge, attitudes and practices about human rights, SGBV prevention and gender equality improved in EAGLE schools</b>													
<b>Outcome indicators</b>													
3.2.1	% of schools with functional youth clubs	NA	100%	0%	0%	85%		90%		95%		100%	

Ind. #	Indicator	Baseline	EOP	Year 1		Year 2		Year 3		Year 4		Year 5	
				Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
3.2.2	% of schools who apply codes of good conduct that explicitly addresses SRGBV	NA	100%	0%	0%	85%		90%		95%		100%	
3.2.3	# of SRGBV oversight committees established	NA	54	0	0	54		0		0		0	
3.2.4	<b>PEPFAR GBV Indicator Number: P12.5D:</b> # of people reached by an individual, small group, or community-level intervention or service that explicitly addresses gender-based violence and coercion	NA	10800	0	0	5400		1800		1800		1800	
3.2.5	% of girls and boys who attend mentoring sessions who see a positive change in their GEM scale score	NA	85%	0%	0%	70%		75%		80%		85%	

**Sub-IR 3.3: SGBV reporting, accountability and referral mechanisms in place at target schools**

**Outcome indicators**

3.3.1	% of schools with systems/ clear reporting mechanisms on SRGBV	NA	100%	0%	0%	75%		80%		90%		100%	
3.3.2	% of students able to describe how sexual violence should be reported in school	Baseline	Baseline + 15%	Baseline	ND	Baseline +7%		Baseline +10%		Baseline +12%		Baseline +15%	
3.3.3	# of students who report cases of sexual violence	NA	108	0	0	27		27		27		27	

**Sub-IR 3.4: Fund established for EAGLE school communities to support safer and more gender equitable school environments**

**Outcome indicators**

3.4.1	# of schools that have EAGLE-supported micro projects	NA	48	0	0	12		16		10		10	



## ANNEX 9: SUCCESS STORIES

### **EAGLE Scholarship Pilot Program Success Story: Encouraging Students for a Small Cost**

In schools where the large majority of students are at risk of dropping out for financial reasons, it can be difficult to identify who is most vulnerable. When the EAGLE team visited the two schools selected for a pilot scholarship activity, they learned that almost none of the scholars had paid their school fees at the end of the second trimester. As experiences from past projects have shown, selecting a subset of scholarship recipients can cause those without scholarships to feel angry and discouraged. Non-recipients sometimes harass recipients, refuse to participate in class, and steal their school supplies.

The EAGLE project piloted a scholarship program in two schools: EP 1 Mont Ngafula Primary School in Kinshasa and EP Mampala Primary School in Lubumbashi. The purpose of the pilot was to test scholar selection criteria and distribution, and to use lessons learned in scaling up the scholarship program in project year two. EAGLE awarded 23 scholarships to 5<sup>th</sup>-grade girls in each of the two schools during distribution ceremonies.

To alleviate anticipated tensions and to encourage those who did not receive a scholarship, 163 boys and girls (85 from EP 1 Mont Ngafula and 78 from EP Mampala) received notebooks and pens. Students' reactions were more than what the EAGLE team expected. Non-recipient students were exuberant and very grateful for this small contribution that cost no more than \$1.50 per student. No backlash or harassment was reported to EAGLE. Scaling up may be a cost-efficient way to encourage all students and to reduce negative sentiments between classmates.

#### ***EAGLE Scholarship component:***

- 801 scholarships will be distributed to girls in project years 1 and 2 based on selection criteria (needs and merit);
- 216 performance-based scholarships will be distributed each year (total 864 boys and girls);
- 3,800 scholarships will be distributed over 5 years to 1,665 girls and boys;
- Scholarship items include: school fees, exam fees, notebooks, pens, math kits, uniforms, shoes, backpacks.

## Success Story: Multiplying Teacher Trainings through Peer Learning

90 teachers in the sub-educational province of Sakania/Kasumbalesa in Katanga have now benefitted from training in how to teach reading, writing and on socio-emotional learning thanks to the USAID-funded 'Educating Adolescent Girls to Lead through Education (EAGLE)' project. One of the project's primary objectives is to improve academic outcomes for EAGLE scholars through improved teaching quality. In this aim, the EAGLE project conducted trainings for teachers in Lubumbashi-based EAGLE schools in February 2014, in close partnership with the Ministry of Primary, Secondary and Professional Education (MEPSP). In Sakania, one teacher per primary school classroom participated, 34 in total.

Madame Lisette Muteba Kapiteni, primary school teacher at EP Makimbilizo, said, "Prior to the training, I can't stress the level of difficulty I was having making my students feel comfortable and at ease with the reading material I was teaching them in class. After the EAGLE teacher training, though, I felt I had strategies to better organize my lessons and make students feel more comfortable in the classroom with both myself as their teacher and their ability to learn the material. My students even started to tell me they noticed I had become more energetic in the classroom. I also observed that lessons in reading and writing had become more interesting to them and they had become more engaged with the material."

Having seen the preliminary benefits of the EAGLE teacher trainings, the Inspector General decided that all remaining teachers in Sakania EAGLE schools should benefit from the training content. As Madame



Kapiteni said while training her peers in March, "I can't say more about how much these strategies, including weekly lesson planning, and elements of the healing classroom approach have already made me more comfortable with daily lessons, and my students more engaged. I really encourage everyone here to do the same!"

Peer-led trainings were conducted by the 34 participating teachers who sacrificed their time everyday during the month of March to share the major teaching strategies and healing classroom techniques learned during the EAGLE trainings with

their peers. A total of 90 teachers benefitted in the end. For the Head Inspector, M. Jean-Pierre Mwaba Kalonge, the experience of extending the trainings in reading and writing in Sakania/Kasumbalesa is a model for schools in the educational province of Katanga I on how to multiply the benefits and effects of teacher trainings and, hence, achieve the goal of improved teaching quality and student performance in reading and writing in the DRC.