



USAID
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**EMPOWERING ADOLESCENT GIRLS to LEAD
through EDUCATION**

(EAGLE) PROJECT

**Funded by the United States Agency for International Development
(USAID)**

Quarterly Report for July - September 2013

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FHI 360

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List of Acronyms

AGE	Adolescent Girls Empowerment
AGSP	Ambassadors Girls Scholarship Program
COR	
DRC	Democratic Republic of Congo
EAGLE	Empowering Adolescent Girls to Lead through Education
FHI	Family Health International
GBV	Gender-Based Violence
GEM	Gender Equitable Male
IDI	Initiatives pour le Developpement Integral
IRB	
IRC	International Rescue Committee
KAP	Knowledge, Attitudes, Practices
LOA	Letter of Authorization
PMP	Performance Monitoring Plan
PROVIC	
SRGBV	School-Related Gender-Based Violence
USAID	United States Agency for International Development

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EXECUTIVE SUMMARY

This first quarterly report for the “*Empowering Adolescent Girls to Lead through Education*” (EAGLE) Project covers the period of July 1 – September 30, 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 certain program operations, such as recruitment of project staff and procurement.

One of the first activities conducted was a post-award meeting chaired by USAID/DRC Contracting Officer to discuss several contractual obligations, which took place on July 23, 2013. The rest of the quarter was marked by a Rapid Assessment, design meetings with key partners, and preparation for upcoming activities, such as the Baseline Study and Mentoring.

The Rapid Assessment was conducted in July and August, during schools’ long vacation. Despite this, the EAGLE team was able to identify eligible participants by targeted mostly former FHI360 project implementation sites, namely the Ambassadors Girls Scholarship Program (AGSP) and C-Change/School-Related Gender-Based Violence projects. Twenty schools with their surrounding communities, in order to gather information for the final project design. Key results were shared with the USAID Mission Director and Education Team during this quarter, and the final report will be available next quarter.

In preparation for selection and training of mentors next quarter, four draft mentoring guides were created for the EAGLE mentoring activities titled: 1) *Guide de Mentorat des Filles à l’Ecole Primaire*, 2) *Guide de Mentorat des Garçons à l’Ecole Primaire*, 3) *Guide de Mentorat des Filles à l’Ecole Secondaire*, and 4) *Guide de Mentorat des Garçons à l’Ecole Secondaire*. Topics such as sexual and reproductive health, HIV, leadership, gender, and gender-based violence are covered in the guides. The guides will be reviewed internally, and then shared with USAID and ministry partners for their input no later than November 2013.

The Adolescent Girls’ Empowerment (AGE) scale was drafted and will be tested, revised, and validated next quarter in the Lubumbashi peri-urban area (in schools ineligible for selection for the EAGLE project) for use in measuring individual change in empowerment on an annual basis. The validated Gender Equitable Male (GEM) scale will also be administered on an annual basis as well as a “Knowledge, Attitudes, Practices” (KAP) questionnaire on reproductive health and GBV, which is in the process of being designed.

The baseline protocol and tools have been drafted and will be finalized for submission to FHI360’s IRB next month, and then translated for submission to the Kinshasa School of Public Health’s Ethics Committee in November. The baseline study will be a mixed methods design targeting upper primary and lower secondary school students, teachers and school directors, parents, ministry officials, leaders of teachers’ unions, and an academic expert on girls’ education issues. Data collection is planned to take place the month of December.

Overall, key activities are on track. In addition to activities above, several essential project operations were conducted, such as signed Letters of Authorization with technical partners International Rescue Committee (IRC) and *Initiatives pour le Développement Intégral* (IDI), and all key staff as well as some non-key staff have been hired. The EAGLE team had some challenges with recruitment of some staff, mainly due to lack of qualified candidates. The team has had to adapt by carrying out functions normally designated to other positions, which

has been a challenge. However, the EAGLE team is well poised to complete recruitment and complete tasks for next quarter as planned.

INTRODUCTION

This first quarterly report for the “*Empowering Adolescent Girls to Lead through Education*” (EAGLE) Project covers the period of July 1 – September 30, 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 certain program operations, such as recruitment of project staff and procurement.

The EAGLE project is a holistic approach to address the complex factors that enable as well as serve as barriers to girls in the Democratic Republic of Congo (DRC) staying in school and improving their lives. Projects activities cut across education, gender, health and social protection sectors to take into account the relationships among educational attainment, health outcomes and equitable gender norms. It aims to empower adolescent girls in Lubumbashi and Kinshasa peri-urban areas to acquire the education and skills deemed necessary to play an active and positive role and to become agents for change within their schools, families and communities.

This quarter was particularly characterized by:

- Conducting a rapid assessment in 20 primary and secondary school communities in Katanga and Kinshasa provinces;
- Reviewing and preparing materials and putting in place processes for activities lasting throughout the project; such as adaptation of mentoring guides and adaptation of the Adolescent Girls Empowering (AGE) scale;
- Preparation for the baseline study;
- Organization of technical meetings and workshops for EAGLE project final design.

Overall, the EAGLE project is on schedule for activities as planned.

I. ACTIVITIES PLANNED FOR THE PERIOD UNDER REVIEW

Prior to implementing project activities in the field, a post-award meeting chaired by USAID/DRC Contracting Officer took place on July 23, 2013. The list of attendees is attached (Appendix 1). Those who participated via conference call from the US-based FHI 360 office include: Fanny Jorge, Contract Officer and Portfolio Lead; Dandy Manning, Contract Officer; and Deborah Hutchinson, Senior Program Officer.

The topics covered during the meeting include among others: General Award Information, Branding & Marking Guidelines/Requirements, Specific Award Information and Implementation Issues, Rapid Assessment, 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 activities planned for the period under review, as indicated in the general Work Plan, include the following:

1. Conduct a rapid assessment: (July – September)
2. Review Rapid Assessment results with USAID
3. Put in place sub-awards: (August – September)

4. Hire all EAGLE key staff hired: (July – August)
5. Adapt mentoring guides - (September – November)
6. Adapt/validate AGE scale - (September –November)
7. Preparation for baseline data collection

II. ACTIVITIES CARRIED OUT DURING THE PERIOD UNDER REVIEW

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

1. Rapid assessment

Among the first 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 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.

The assessment team includes:

- Carole Ilunga, Girls' Education Technical Advisor
- Macky Luyeye, Deputy Chief of Party
- Eugene Katzin, Technical Advisor
- Bienvenu Marcos, Chief of Party

Upon their arrival in Lumumbashi, the EAGLE team was able to meet with government officials of Katanga Province, i.e.:

- The Minister of Health
- The Minister of Gender, Family and Children:
- The Cabinet Director in the absence of the Minister of Education on leave

The Chief of Party made a brief presentation of the objectives, expected results and key activities of the EAGLE project to provincial government officials. They all expressed their appreciation and commitment to accompany and support the project throughout its implementation.

There were 4 major subject areas in the questionnaire:

1. Education and Conflict,
2. School and Scholar Selection,
3. Financial Support Models, and
4. Gender-Based Violence (GBV)

Ten (10) schools and surrounding communities were involved in the rapid assessment in each province (see Appendix 2 for list of sites).

Overall, the Rapid Assessment included a total of 120 students (pupils of 5th and 6th primary grades and 1st and 2nd secondary grades, with 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 by a consultant who prepared the report that will help inform the project's final design. The questionnaire administered to the participants is attached (Appendix 3).

5. Review of Rapid Assessment results with USAID

Selected key results of the rapid assessment were shared with USAID Mission Director and the Education Team on September 30, 2013 prior to two technical workshops with USAID partners and the DRC Government to take place on October 15th and 17th respectively, with the objective of getting input from EAGLE partners for final project design.

6. Signing of Sub-awards with EAGLE Technical Partners

Pending the conclusion of EAGLE project final design, FHI 360, in agreement with USAID, made the decision to issue Letters of Authorization (LOA) to FHI 360's technical partners, i.e. International Rescue Committee (IRC) and *Initiatives pour le Développement Intégral* (IDI), for a 60-day period ending October 31st and November 15th respectively. These Letters of Authorization were meant to enable IRC and IDI to immediately start some activities, such as recruitment of staff, procurement of IT equipment, and preparation for implementation of program activities.

7. Hiring of EAGLE key staff

All EAGLE key staff (2 expatriate and 2 local staff) were hired during the period under review as follows:

1. Bienvenu Marcos, Chief of Party, as of July 1, 2013
2. Macky Luyeye, Deputy Chief of Party, as of July 15, 2013
3. Carole Ilunga, Girls' Education Technical Advisor, as of July 22, 2013
4. Bridget Lombardo, Gender Technical Advisor, as of August 12, 2013.

It is worth mentioning that the recruitment of additional staff by FHI 360, IRC and IDI is on track.

- So far, the following personnel are already in place:
 - ✓ At IDI: 1 Project Manager based in Kinshasa; 2 Technical Managers (Kinshasa & Lubumbashi); 1 Administrative Assistant (Kinshasa); 1 Finance Manager (Kinshasa)
 - ✓ At IRC: 1 Project Coordinator
- Many applications were received and candidates are currently being selected for the interview stage.
 - ✓ At FHI 360: Associate Director for Finance & Administration; Monitoring & Evaluation Officer; Finance Officer.
 - ✓ At IRC: Curriculum Development Specialist, Education Managers (Kinshasa and Lubumbashi), Education Officers (Kinshasa and Lubumbashi)

The remaining positions have been advertised through local Media and candidate applications are currently under review.

8. Adaptation of mentoring guides

Four draft mentoring guides were created for the EAGLE mentoring activities titled: 1) *Guide de Mentorat des Filles à l'Ecole Primaire*, 2) *Guide de Mentorat des Garçons à l'Ecole Primaire*, 3) *Guide de Mentorat des Filles à l'Ecole Secondaire*, and 4) *Guide de Mentorat des Garçons à l'Ecole Secondaire*.

Most of the material was adapted from existing materials, but some new material was created for the purposes of the project's objectives. The guides include participatory activities covering topics such as sexual and reproductive health, HIV, leadership, gender, gender-based violence, substance abuse, self-esteem, and communication. The guides will be reviewed internally, and then shared with USAID and ministry partners for their input no later than November 2013.

9. Adaptation and validation of AGE scale

The Adolescent Girls' Empowerment (AGE) scale was drafted using five existing and validated scales:

1. Rosenberg's Self-Esteem scale
2. Levenson's Locus of Control scale
3. Self-Efficacy for Scholars scale
4. Items from the General Self-Efficacy scale
5. Adult Hope scale

All except for the Adult Hope scale have been tested and validated in francophone countries, and all except the Self Efficacy for Scholars scale have been tested and validated among African populations. It is proposed that these five constructs, or scales, make up a sole construct: empowerment of adolescent girls. The AGE scale will be tested, revised, and validated next quarter in the Lubumbashi peri-urban area (in schools ineligible for selection for the EAGLE project) for use in measuring individual change in empowerment on an annual basis.

The Gender Equitable Male (GEM) scale, already validated in francophone Africa, will also be administered on an annual basis as well as a "Knowledge, Attitudes, Practices" (KAP) questionnaire on reproductive health and GBV, which is in the process of being designed.

10. Preparation for Baseline data collection

The baseline will be a mixed methods – quantitative and qualitative – design using surveys, focus group discussions and key informant interviews.

Participants will be male and female upper primary and lower secondary school students (approximately aged 11-15 years), teachers and school directors, parents of students of the same target age group, ministry officials, leaders of teachers' unions, and an academic expert on girls' education issues. All participants will be sampled from EAGLE intervention sites in peri-urban Kinshasa and Lubumbashi. "Treatment" (schools and school communities with project interventions) and control groups will be randomly assigned from a list of eligible schools.

The baseline protocol and tools have been drafted and will be finalized for submission to FHI360's IRB next month, and then translated for submission to the Kinshasa School of Public Health's Ethics Committee in November. Data collection is planned to take place the month of December.

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11. Other activities performed during the period under review

Most other activities are related to project administration and management, such as:

- Courtesy visit and introduction of EAGLE key staff to USAID Mission Director (September 30, 2013);
- Technical meetings with USAID's COR regarding EAGLE mid-term and final evaluation, scholarship distribution plan, preparations for EAGLE final design, transfer of three vehicles to EAGLE project, EAGLE name in French, communication strategy, etc.;
- Meeting with PROVIC to learn about project interventions, "Champion Communities" model, best practices and challenges;
- Data collection on primary and secondary schools located in PROVIC intervention sites in Kinshasa and Katanga provinces
- Office rent in Kinshasa and Lumumbashi;
- Procurement of IT equipment and office furniture; and
- Preparatory meetings to discuss project procedures and work plan activities outlined in the 60-day Letters of Authorization.

III. KEY CHALLENGES AND SOLUTIONS

Due to some unforeseen circumstances, certain administrative activities have not been conducted as soon as hoped, such as hiring non-key staff, renting an operational office, and 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.

IV. ACTIVITIES PLANNED FOR THE NEXT QUARTER

The activities planned for the next quarter (October 1 – December 31, 2013) are outlined as follows:

- Process and analyze data collected from the rapid assessment and submit a comprehensive report to USAID
- Finalize project design
- Establish Memoranda of Understanding with selected schools
- Hire all additional staff
- Form scholar selection committees
- Select EAGLE scholars
- Procure scholarship packages
- Develop online database
- Revise teacher training materials, including Gender Sensitive Pedagogy
- Adapt mentoring guides (continuation)
- Select and train mentors
- Adapt/validate AGE scale (continuation)
- Develop teacher training modules in RH/GBV
- Train SRGBV focal teachers
- Conduct baseline data collection
- Develop Performance Management Plan (PMP)

V. CONCLUSIONS AND RECOMMENDATIONS

Despite some difficulties related to the preparation of the Rapid Assessment tools, the mission was undertaken in acceptable and generally satisfactory conditions, as evidenced by:

- The warm reception given to the project team by the departmental authorities of Katanga Province;
- The full and active participation of the groups targeted for the Rapid Assessment;
- The positive results obtained in the search for office space for rent, and the transfer of three (3) vehicles to EAGLE by USAID.

Regarding the rapid assessment, it should be stated that it has taken place during the long vacation period, especially within school communities that were involved in the implementation of previous USAID-funded projects (AGSP and SRGBV) in the Democratic Republic of Congo. For this reason, the findings should be viewed in light of this context. Consequently, a close look should be taken at the information gathered from schools not previously involved in these projects in Kinshasa.

The contractor was not able to put in place sub-awards during the period under review given the ongoing process for EAGLE final design. However, Letters of Authorization were issued to enable the subcontractors to start their activities as soon as possible.

All EAGLE key personnel were hired and oriented timely on their job by FHI 360.

All materials for upcoming activities are in the process of being created and adapted, but all are on track to be complete in time for implementation.

APPENDICES

- Appendix 1: List of Participants to the Post-Award Conference
- Appendix 2: List of Schools involved in the Rapid Assessment
- Appendix 3: Rapid Assessment Questionnaire