

**Scottish Government**

**Malawi Development Programme 2015-2018**

**End of Year Report – Part 1 of 3**

This narrative report should be submitted together with your updated logframe and financial report.

**PLEASE READ ATTACHED GUIDELINES BEFORE COMPLETING THE FORM**

<b>1. Basic Project Information</b>		
Complete the information below for management purposes. Please indicate in the relevant section whether any changes to your basic project information (e.g. partners, geography, project dates or budget) have occurred during this reporting year. Explanations should be provided in section 3.		
1.1	<b>Project Reference Number</b>	<b>M/15/E/007</b>
1.2	<b>Reporting Year</b>	<b>From: 01/04/2017</b> <b>To: 31/03/2018</b>
1.3	<b>Project Year (e.g. Year 1)</b>	<b>Year 3</b>
1.4	<b>Name of Lead Organisation (Grant Holder)*</b>	<b>The Global Concerns Trust</b>
1.5	<b>Name of Partner(s)*</b>	<b>MACOHA and KODO</b>
1.6	<b>Name of Project*</b>	<b>Tools and Training for Livelihood in Malawi</b>
1.7	<b>Project Description*</b>	To contribute to the reduction of poverty, the enhancement of economic sustainability, and improvement in community integration of physically disabled men and women in Malawi, by providing vocational training and business support.
1.8	<b>Project Country/ Region*</b>	Malawi/Ntcheu, Nkotakota and Salima
1.9	<b>Project Start &amp; End Date*</b>	<b>Start: 01/04/2015</b> <b>End: 01/10/2018</b>
1.10	<b>Total Project Budget*</b>	<b>£358,816.00</b>
1.11	<b>Total Funding from IDF*</b>	<b>£241,284.00</b>
1.12	<b>IDF Development Priorities</b> Please tick the box next to the development priority/priorities that your block grant aims to address	<input type="checkbox"/> Health <input checked="" type="checkbox"/> Education <input type="checkbox"/> Civic Governance  <input checked="" type="checkbox"/> Sustainable Economic Development <input type="checkbox"/> Renewable Energy
1.13	<b>Supporting Documentation</b> Check box to confirm key documents have been	<b>Up-to-Date Logical Framework (LF)</b> <input checked="" type="checkbox"/> summarising progress against relevant milestones for project activities, outputs, outcomes and impact.

**1. Basic Project Information**

Complete the information below for management purposes. Please indicate in the relevant section whether any changes to your basic project information (e.g. partners, geography, project dates or budget) have occurred during this reporting year. Explanations should be provided in section 3.

	submitted with this report	Please indicate (check box) if you have proposed amendments to your LF since your last report. If so, please detail any changes in Q3.2 <input type="checkbox"/>	
		Please indicate (check box) if the LF submitted has been approved by the Scottish Government. <input checked="" type="checkbox"/>	
		<b>End of Year Financial Report</b> <input checked="" type="checkbox"/>	
		<b>Proposed Revised Budget (if applicable)</b> <input type="checkbox"/>	
	Please list any further supporting documentation that has been submitted	Case studies x 3	
	Booklets		
	Film		
1.14	<b>Response to Previous Progress Reviews</b>	<p><b>Scottish Government's comments on previous reports (State which):</b></p> <p><b>Mid year report 16/17</b></p> <p>Thank you for the mid-year report. As with the last report, it is clear and well structured, providing the information required. The report show that the Project is progressing well.</p> <p>The report contains the necessary data, which is disaggregated by gender, age and disability type. There is also some information on the practical difference being made to beneficiaries lives (i.e. reporting 13 new businesses, supporting 21 children, that on average graduates are earning MKW40,000 per month, and this money is being used to better the participants lives through purchase and saving).</p> <p>All but 2 of the Outcome Indicators (OIs 1.1 and 1.2) are reported at being on-target, and the Project also reports that it is having difficulty achieving their male/female milestones in</p>	<p><b>Action taken since received:</b></p> <p>The 2 albino participants who dropped out for fear of attack were offered places in 2017/18 training, but decided not to participate. We applied for our partners to use exchange rate gains to train</p>

## 1. Basic Project Information

Complete the information below for management purposes. Please indicate in the relevant section whether any changes to your basic project information (e.g. partners, geography, project dates or budget) have occurred during this reporting year. Explanations should be provided in section 3.

		<p>Ntcheu and Nkhotakota. With regards to OI 1.1, it is noted that 2 participants dropped out due to their fear of attack, and that the Project are keeping in touch with them and keeping training places open for them. Which seems like a good approach to this issue, and one that we would encourage. We look forward to being kept up to date on the situation of these participants in future reports. Two participants (OI 1.2) are reported to have dropped out due to their disabilities, though nothing is said about what, if any, action was taken to try and ensure these participants could have completed the course or whether places are being kept open for them. It may of course be that nothing could be done, but it would be interesting to know what action was taken.</p> <p>It is also noted that the Project is concerned that it may not meet its male/female Milestone Targets and the reason given is that cane furniture manufacturing in Ntcheu and Nkhotkota is a new one to these districts and traditionally done by men. It is a little surprising that the Project did not know of that this was the case before it started, as it is to be assumed that during the application process the Project would have discussed its aims with local communities and this type of information may have been elicited at that early stage.</p> <p>Project spend is on target,</p>	<p>an additional 5 trainees this year. We have since incorporated an expected drop out rate of 5% in to future projects. Our project workers in Malawi continue to try to give each individual the support they require.</p> <p>We organised for 2 female cane furniture graduates from [REDACTED] to meet with prospective female cane furniture trainees in [REDACTED], to share with them their experiences and to reassure them it is a good trade for women. 16 women signed up for the cane furniture training in [REDACTED] in 2017/18. We just achieved our overall target that 55% of our trainees are women.</p>
--	--	--	--

## 1. Basic Project Information

Complete the information below for management purposes. Please indicate in the relevant section whether any changes to your basic project information (e.g. partners, geography, project dates or budget) have occurred during this reporting year. Explanations should be provided in section 3.

		<p>reporting an underspend of £1,500. No suggestions of how this underspend could be used to enhance the project have been made. The report also highlights a currency gain of £400, as per our policy on this issue this should be held by the project against a reversal in exchange rates during the rest of the project period. In this End Year Report the project reported a currency gain of £1,649.50, which is to be treated as discussed above. Please confirm that this amount has been retained.</p> <p>The Project mid-year report is satisfactory, showing the Project is on target to meet its goals.</p>	<p>This amount has used to train 5 additional trainees in 17/18.</p>
1.15	<b>Date report produced</b>	<b>18<sup>th</sup> April 2018</b>	
1.16	<b>Name and position of person(s) who compiled this report</b>	<b>[REDACTED]</b> Project Manager	
1.17	<b>Main contact details for project, if changed</b>		

Signed by: **[REDACTED]** Date 25<sup>th</sup> April 2018

Designation on the Project: Project Manager

## 2. Project Relevance

2.1	<p><b>Project Beneficiaries</b></p> <p>Does the project remain relevant to the context and the beneficiaries with whom you are working? Please justify this in a short paragraph below.</p> <p>Disabled men and women in Malawi experience discrimination and exclusion from social, economic and political life, resulting in disproportionately high rates of poverty. 20% of the population living below the poverty line in Malawi are disabled (<i>World Bank</i>); 10–12% of the overall population are disabled (<i>WHO</i>). People with disabilities living in rural areas of Malawi have little access to disability aids, education, or</p>
-----	--

	<p>employment. Comprehensive alleviation of poverty and achievement of the Global Goals and MDGs in Malawi is not possible unless disabled people are empowered and included in economic development processes. Our training programs enable 97% of our participants, all of whom have disabilities, to start businesses and become financially independent. 100% of graduates report that they have an increase in confidence, participation in their communities, and that the training helps them and their families.</p>
2.2	<p><b>Gender and social inclusion</b> Please describe how your project has worked to ensure that women and girls, and other vulnerable groups (as appropriate) benefit from the project. Describe any challenges experienced in reaching vulnerable people and how these have been overcome.</p> <p>All our project participants are adults with disabilities, and we aim that 55% of them are women. Our partners are experienced at working with people with disabilities and have built up extensive networks of people with disabilities and families of children with disabilities within their districts, providing disability aids, rehabilitation and medical services. As a result of being experienced and well established, our partners and the services they provide are well known to people with disabilities in these districts.</p> <p>Despite an early difficulty in recruiting female cane furniture trainees in Ntcheu and Nkhotakota, we had all female cane furniture cohorts in these districts this year and achieved our target that 55% of our trainees would be women. The turn-around in female recruitment in these districts can be attributed to information sharing and support provided by graduates from other districts.</p> <p>We are working towards being more inclusive by making our training accessible to people with mental health difficulties in our future training programs. All trainees receive gender awareness, reproductive health, AIDS prevention and human rights awareness, as part of their training.</p> <p>A large number of our tool volunteers are people with learning disabilities, mental health difficulties and dementia. Participation in this project results in skill development and involvement in development processes of people with disabilities in the UK.</p>
2.3	<p><b>Accountability to stakeholders</b> How does the project ensure that beneficiaries and wider stakeholders are engaged with and can provide feedback to the project? What influence has this had on the project? What challenges have been experienced in collecting and acting on beneficiary feedback?</p> <p>All direct project beneficiaries fill in pre-training questionnaires, and two post training questionnaires, in which they are asked for their feedback as to the quality of training received, and how the project and services provided, could be improved. Trainees have been asked for their input into the design of our trainee questionnaires. All graduates are also invited to attend skill sharing workshops 3 and 9 months after training, to share their experiences of setting up business with their training cohorts, and again to give feedback to project workers. We have been able to respond and act upon feedback received from beneficiaries, for example ceasing sending a certain model of sewing machine to a certain district so as to make spare parts more accessible and replacing a trainer who was no longer satisfactory due to reduced time training. Our partners provide quarterly reports to GCT detailing the project progress and challenges. The collection of monitoring and evaluation data and feedback from</p>

	project participants is written into the project design and directly linked to the provision of post training support, which includes 3 visits by project workers to each graduate in the year after training. Findings from the data collected from all project beneficiaries as to the impact of the training is presented in booklets and film, which are circulated to all beneficiaries, partners and stakeholders, as well as related agencies and the Governments of Malawi and Scotland.
--	--

<b>3. Progress and Results</b>													
This narrative report on project performance and results will be reviewed together with your revised and updated Logical Framework (or if not yet approved your original Logical Framework). See Guidelines (Annex 1) for details.													
3.1	<p><b>Changes to Project Status</b> Has the focus or delivery of your project changed significantly over the last financial year? If so, please explain how and why, and attach copies of all relevant correspondence with the Scottish Government.</p> <p><b>No</b></p>												
3.2	<p><b>Changes to the Logical Framework</b> If changes have been made to the logframe since the previous financial year please describe these below. Please also provide evidence (e.g. copies of correspondence) that these changes have been agreed with the Scottish Government. If you would like to make changes to your logframe, but these have not yet been approved by the Scottish Government, please describe and justify in detail the requested changes below – and highlight the proposed changes in the revised logframe.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Result Area/ Indicator</th> <th style="width: 45%;">Proposed/ Approved Change (please clarify and evidence below)</th> <th style="width: 30%;">Reason for Change</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Result Area/ Indicator	Proposed/ Approved Change (please clarify and evidence below)	Reason for Change									
Result Area/ Indicator	Proposed/ Approved Change (please clarify and evidence below)	Reason for Change											
3.3	<p><b>Gaps in Monitoring Data</b> If baseline or monitoring information is <u>not</u> available, please provide an explanation below. Where monitoring data has been delayed (since previous report), please provide an indication of when and how it will be made available to the Scottish Government.</p> <p>N/A</p>												
3.4	<p><b>Project Outputs</b> In the table below, please list each of your project outputs, and provide further detail on your progress and results over this reporting period. Describe any delays or other challenges that you have experienced and how these have been addressed, and provide information about any unexpected results. Progress should be supported with evidence (such as links to monitoring data in line with logical framework, case studies, web-based information, reports etc) where possible.</p> <p><b>Output 1:</b> Men and women with physical disabilities in Ntcheu, Nkhotakota and Salima districts undergo vocational training in carpentry / tailoring and basket/chair making, business and financial management (including networking workshop with local small-scale lending institutions), HIV/AIDS awareness, reproductive health, gender awareness and organic manure production training.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 35%;">Output Indicator</th> <th style="width: 65%;">Progress against Planned Milestone/ Target</th> </tr> </thead> <tbody> <tr> <td>1.1: Number of trainees accessing</td> <td><b>Milestone 3 – March 2018</b> 55 trainees (24 men and 31 women) have completed vocational</td> </tr> </tbody> </table>	Output Indicator	Progress against Planned Milestone/ Target	1.1: Number of trainees accessing	<b>Milestone 3 – March 2018</b> 55 trainees (24 men and 31 women) have completed vocational								
Output Indicator	Progress against Planned Milestone/ Target												
1.1: Number of trainees accessing	<b>Milestone 3 – March 2018</b> 55 trainees (24 men and 31 women) have completed vocational												

### 3. Progress and Results

This narrative report on project performance and results will be reviewed together with your revised and updated Logical Framework (or if not yet approved your original Logical Framework). See Guidelines (Annex 1) for details.

	<p>vocational training courses in Ntcheu district. Number of basket/chair trainers for Ntcheu trained at KODO. Number of trainees undergoing organic manure production training.</p>	<p>training in carpentry, tailoring and basket/chair making, and organic manure production.</p> <p><b>Not on target:</b> 54/55 trainees (25 men and 29 women) have completed training in Ntcheu and received start up tools or machines. All 54 trainees have undergone organic manure training. Please see logframe for full disaggregation of numbers by age, gender and type of disability. Male/female target just missed by 2% - 53% of trainees were women.</p>
	<p><b>1.2:</b> Number of trainees accessing vocational training courses in Nkhotakota district. Number of basket chair trainers from Nkhotakota trained at KODO. Number of trainees undergoing organic manure production training.</p>	<p><b>Milestone 3 – March 2018</b> 42 trainees, (18 men and 24 women) have completed vocational training in carpentry, tailoring and basket/chair making, and organic manure production training.</p> <p><b>Target exceeded:</b> 43 trainees (17 men and 26 women) have completed training in Nkhotakota and received start up tools and machines. All 43 trainees have undergone organic manure training. Please see logframe for full disaggregation of numbers by age, gender and type of disability. Male/female target achieved (62% of trainees were women.)</p>
	<p><b>1.3:</b> Number of trainees accessing vocational training courses in Salima district. Number of trainees undergoing organic manure production training. KODO to have trained trainers from Ntcheu and Nkhotakota districts for MACOHA programmes. Number of trainees undergoing organic manure production training.</p>	<p><b>Milestone 3 – March 2018</b> 60 trainees (24 men and 36 women) will have completed vocational training in tailoring and basket/chair making, and organic manure production.</p> <p><b>Target exceeded:</b> 62 trainees (30 men and 32 women) have completed training in Salima and recieved start up tools and machines. All 62 trainees have undergone organic manure production training. Please see logframe for full disaggregation of numbers by age, gender and type of disability. Male/female target just missed by 2% - 53% of trainees were women.</p>
	<p><b>Output 2:</b> Tools for Self-Reliance workshops in Scotland re-furbish tools which are shipped to Malawi and distributed to MACOHA and KODO for training and post-training start-up toolkits.</p>	
	<p><b>Output Indicator</b></p>	<p><b>Progress against Planned Milestone/ Target</b></p>
	<p><b>2.1:</b> Number of refurbished toolkits and sewing</p>	<p><b>Milestone 3 – March 2018</b> Third shipment of tools sent to Malawi and distributed to MACOHA and KODO.</p>



### 3. Progress and Results

This narrative report on project performance and results will be reviewed together with your revised and updated Logical Framework (or if not yet approved your original Logical Framework). See Guidelines (Annex 1) for details.

	machines shipped to Malawi for each project.	<p><b>On target:</b> Third shipment of tools sent to Malawi which arrived in September, containing 30 cane furniture kits, 32 sewing machines and haberdashery kits, 10 carpentry kits and 16 treadle bases. Start up tools and machines have been distributed to partners and graduates.</p>
<p><b>Output 3:</b> Graduate trainees in Ntcheu, Nkhotakota and Salima districts receive ongoing practical support and assistance in starting their own businesses and participate in skill-sharing workshops.</p>		
<p><b>Output Indicator</b></p>		<p><b>Progress against Planned Milestone/ Target</b></p>
	<p><b>3.1:</b> Number of visits to trainees in their homes/workplaces by project workers, and records of business successes/issues.</p>	<p><b>Milestone 3 – March 2018</b> Second cohort of graduates visited by project workers three times in the year following completion of their training, and business support is provided. Third cohort complete training and are visited in their homes/workplaces.</p> <p><b>Target exceeded:</b> 159 trainees (72 disabled men and 87 disabled women) have completed training in Ntcheu, Nkhotakota and Salima and started their businesses. All of the first and second cohorts have been visited at least 3 times. Please see logframe for full disaggregation of numbers by age, gender and type of disability.</p>
	<p><b>3.2:</b> Numbers of trainees participating in business skill-sharing workshops held 3 and 9 months after completion of training. Numbers of older graduates attending workshops for new graduates to share experiences.</p>	<p><b>Milestone 3 – March 2018</b> Business skill sharing workshops are held 3 and 9 months after completion of training. 43 new graduates attend, along with previous year's graduates.</p> <p><b>On target:</b> Skill sharing workshops have been held 3 and 9 months after training in all 3 districts. 114 trainees (57 disabled men and 57 disabled women) have attended skill sharing workshops. 45 recent graduates attended a skill sharing workshop whilst still training. Please see logframe for full disaggregation of numbers by age, gender and type of disability.</p>
<p><b>Output 4:</b> Graduate trainees are given start-up toolkits / sewing machines to start up their businesses in carpentry/tailoring and basket/chair making. Graduate trainees are given solar panels, batteries and lights.</p>		
<p><b>Output Indicator</b></p>		<p><b>Progress against Planned Milestone/ Target</b></p>
	<p><b>4.1:</b> Number of trainees in Ntcheu district receiving start-up toolkits and equipment.</p>	<p><b>Milestone 3 – March 2018</b> 55 graduate trainees (24 men and 31 women) have been issued with toolkits / sewing machines, and solar panels.</p> <p><b>Not on target:</b></p>



### 3. Progress and Results

This narrative report on project performance and results will be reviewed together with your revised and updated Logical Framework (or if not yet approved your original Logical Framework). See Guidelines (Annex 1) for details.

	Numbers of trainees in Ntcheu receiving solar panels, batteries and lights.	54/55 trainees (25 disabled men and 29 disabled women) in Ntcheu have been issued with toolkits or sewing machines, start-up materials, and solar powered energy systems. Please see logframe for full disaggregation of numbers by age, gender and type of disability.
	<b>4.2:</b> Number of trainees in Nkhotakota district receiving start-up toolkits and equipment. Numbers of trainees in Nkhotakota receiving solar panels, batteries and lights.	<b>Milestone 3 – March 2018</b> 42 graduate trainees (18 men and 24 women) will have been issued with toolkits / sewing machines and solar panels.  <b>Target exceeded:</b> 43 trainees (17 disabled men and 26 disabled women) in Nkhotakota have been issued with toolkits or sewing machines, start-up materials and solar powered energy systems. Please see logframe for full disaggregation of numbers by age, gender and type of disability.
	<b>4.3:</b> Number of trainees in Salima district receiving start-up toolkits and equipment. Numbers of trainees in Salima receiving solar panels, batteries and lights.	<b>Milestone 3 – March 2018</b> 60 graduate trainees (24 men and 36 women) will have been issued with toolkits / sewing machines, and solar panels.  <b>Target exceeded:</b> 62 trainees (30 men and 32 women) in Salima have been issued with toolkits or sewing machines, start-up materials and solar powered energy systems. Please see logframe for full disaggregation of numbers by age, gender and type of disability.
	<b>Output 5:</b> Use of media to disseminate information. Documentary film and booklets will be made collaboratively by Scottish and Malawian partners, raising the motivation of all participants, and enabling groups to share best practice and raising awareness of common issues and solutions. Film and booklets used to advertise the project to the Malawi government, disability policy makers in Malawi, as well as Scottish and international organisations involved in development projects in Malawi.	
	<b>Output Indicator</b>	<b>Progress against Planned Milestone/ Target</b>
	<b>5.1:</b> Documentary film produced and updated as project progresses. Participation by Scottish and Malawian partners in making and distribution of film in Scotland and Malawi.	<b>Milestone 3 – March 2018</b> Final edit of GCT's 3rd film about our projects in Malawi. Distribution and dissemination.  <b>On target:</b> A third film about this project has been produced and has been distributed to all partners and stakeholders in Scotland and Malawi and will be used at events and talks in Scotland to advertise the project. A copy of the film has been sent to The Scottish Government, and can also be viewed at: <a href="http://www.globalconcernstrust.org.uk">www.globalconcernstrust.org.uk</a>
	<b>5.2:</b> Booklet	<b>Milestone 2 – March 2017</b>

### 3. Progress and Results

This narrative report on project performance and results will be reviewed together with your revised and updated Logical Framework (or if not yet approved your original Logical Framework). See Guidelines (Annex 1) for details.

	<p>produced and distributed in Scotland and Malawi to partners, stakeholders, donors and interested parties.</p>	<p>Final booklet produced, featuring trainees from all districts 2017- 2018 and all volunteers involved in tool refurbishment. Dissemination of booklet.</p> <p><b>On target:</b> A new booklet has been produced and is being distributed to all partners and stakeholders in Scotland and Malawi and will be distributed at talks and events in Scotland to advertise the project. Copies of the new booklet have been sent to The Scottish Government alongside this report.</p>
	<p><b>5.3:</b> Events and presentations held to publicise our work, raise awareness, and share experiences and best practice.</p>	<p><b>Milestone 3 – March 2018</b> Event in Edinburgh to raise further awareness about the projects in Malawi. Further talks and presentations given to all Scottish TFSR workshops, and other church and community groups.</p> <p><b>On target:</b> The Global Concerns Trust participated in 14 networking events to publicise this project in Scotland. We also had 2 large dinner events in Edinburgh. We have made 2 presentations to all tool workshops in Scotland, and have made 3 presentations to Tools for Solidarity groups in Northern Ireland, who will now be contributing refurbished tools for this project.</p>
<p>3.5</p>	<p><b>Project Outcomes</b> In the table below, please list your project outcome, and provide further detail on your progress and results over this reporting period. Please describe any delays or other challenges that you have experienced and how these have been addressed, and provide information about any unexpected results. Progress should be supported with evidence (such as links to monitoring data, case studies, web-based information, reports etc) where possible.</p>	
	<p><b>Outcome:</b> Over the 3 years a total of 157 men and women with physical disabilities in Ntcheu (55), Nkhotakota (42), and Salima (60) districts will undergo vocational training and set up their own businesses utilising their skills, achieving economic self-reliance.</p>	
	<p><b>Outcome Indicator</b></p>	<p><b>Progress against Planned Milestone/ Target</b></p>
	<p><b>1:</b> Numbers of disabled men and women in Ntcheu, Nkhotakota, and Salima districts who are making an income utilising the skills they have learnt during vocational training. Information also collected on</p>	<p><b>Milestone 3 – March 2018</b> 24 disabled men and 31 women in Ntcheu district earn money in their local communities, from manufacturing products utilising their carpentry, tailoring and basket chair making skills. 18 men and 24 women in Nkhotakota district earn money in their local communities utilising their carpentry, tailoring or basket/chair making skills. 24 men and 36 women in Salima district earn money in their local communities utilising their tailoring or basket/chair making skills.</p> <p><b>On target:</b> 25 disabled men and 29 disabled women in Ntcheu district earn</p>

### 3. Progress and Results

This narrative report on project performance and results will be reviewed together with your revised and updated Logical Framework (or if not yet approved your original Logical Framework). See Guidelines (Annex 1) for details.

	<p>number of people in household, gender and ages of children, to assess indirect beneficiaries.</p>	<p>money in their local communities, from manufacturing products utilising their carpentry, tailoring and cane furniture making skills. 17 disabled men and 26 disabled women in Nkhotakota district earn money in their local communities from manufacturing products utilising their carpentry, tailoring and cane furniture making skills. 30 disabled men and 32 disabled women in Salima district earn money in their local communities from manufacturing products utilising their carpentry and tailoring skills. 159 new businesses supporting 285 children. On average graduate are making 33,150mk per month and have an increased income of 344%. Their families have an increased income of 233%.</p>
	<p><b>2:</b> Information collected detailing trainees' businesses to assess development of their skills, whether there has been expansion of their business, and to monitor market demand. Includes data as to type of products made, complexity of products, where/to whom products are sold, and whether there has been training and involvement of additional workers in business.</p>	<p><b>Milestone 3 – March 2018</b>            Surveys conducted to gather data which will feed into the vocational and business training and support for subsequent years of the project.</p> <p><b>On target:</b>            All 159 graduates have completed a pre training questionnaire and 119/159 have completed a post training questionnaire. 159 new businesses, supporting 285 children (indirect beneficiaries). Products being sold include school uniforms, skirts, dresses, beds, window and door frames and woven furniture, which are predominantly sold locally to villagers. On average graduates are making 33,150 mk from their new businesses per month. Items bought with the business revenue include clothes, food, iron sheeting, bricks, labour and livestock. 114 have attended a skill sharing workshop, 45 of whom attended a skill sharing whilst still training. 80% of graduates are saving money with a village loans group, 68% are passing on skills to others and 56% employ others.</p>
<p>Please add additional indicators as required</p>		
<p>3.6</p>	<p><b>Project Impact</b>            In the table below, please list each of your project outcomes, and provide further detail on your progress and results over this reporting period. Please describe any delays or other challenges that you have experienced and how these have been addressed, and provide information about any unexpected results. Progress should be supported with evidence (such as links to monitoring data, case studies, web-based information, reports etc) where possible.</p>	
<p><b>Project Impact:</b> Contribute to the reduction of poverty, the enhancement of economic sustainability, and improvement in community integration of disabled men and women in Nkhotakota, Salima and Ntcheu districts of Malawi. The difficulties facing disabled people in rural areas, and current lack of skills development programmes is explicitly recognised in the Malawi Growth and Development Strategy.</p>		

### 3. Progress and Results

This narrative report on project performance and results will be reviewed together with your revised and updated Logical Framework (or if not yet approved your original Logical Framework). See Guidelines (Annex 1) for details.

	Impact Indicator	Progress against Planned Milestone/ Target
	<p><b>1:</b> Monitoring of graduates' income and household expenditure to include information on items and services on which expenditure is now possible as a result of increased economic activity. Measurement of ability to buy food, clothes, gas, send children to school, improve their houses, and live independently.</p>	<p><b>Milestone 3 – March 2018</b> Information gathered on the impact of the project on the 1st and 2nd cohort of trainees' socio-economic status. Participation of trainees from the three training intakes in the evaluation of the impact of the project in their communities. This information will contribute to our end of project report and will be presented to district authorities and national government via MACOHA.</p> <p><b>On target:</b> All trainees have filled in pre training questionnaires, and 119 graduates have filled in post training questionnaires. 159 new businesses supporting 285 children. On average graduates are making 33,150 mk per month from their new businesses, with an average increase in income of 344%. The graduates' families have an average increase of income of 233%. Items bought with the business revenue include clothes, food, iron sheeting, bricks, labour and livestock. 100% of trainees are using their solar powered energy systems to charge mobile phones as a secondary business. 80% of graduates are saving money with a village loans group. 100% of graduates have reported that the training has helped them and their families.</p>
	<p><b>2:</b> Information collected on whether skills learnt have been passed on to other family / community members. Participation of former trainees in subsequent training programmes and skill-sharing workshops to measure sustainability of project. Qualitative monitoring of participants' self-confidence and awareness of rights.</p>	<p><b>Milestone 3 – March 2018</b> Information collected on whether skills learnt have been passed on to other family / community members. Participation of former trainees in subsequent training programmes and skill-sharing workshops to measure sustainability of project. Qualitative monitoring of participants' self-confidence and awareness of rights.</p> <p><b>On target:</b> All trainees have filled in pre training questionnaires, and 119 graduates have filled in post training questionnaires. 114 graduates have attended a skill sharing workshop, 45 of whom were still training when they attended. 68% of graduates are passing on skills learnt to others and 56% of businesses employ additional workers. All trainees have undergone training in human rights. 100% of graduates have reported an increase in confidence, participation in their communities, and awareness of theirs and other's rights.</p>
3.7	<p><b>Risk Management</b> If progress towards delivering activities and outcomes is slower than planned or there have been delays in the delivery of the project, please explain: a) What the issues have been and whether they were highlighted on your risk register? b) What actions have been taken in response to these issues?</p>	

### 3. Progress and Results

This narrative report on project performance and results will be reviewed together with your revised and updated Logical Framework (or if not yet approved your original Logical Framework). See Guidelines (Annex 1) for details.

	<b>Issue/ Risk</b>	<b>On risk register?</b>	<b>Action Taken</b>	<b>Outcome</b>
	Trainees dropping out of courses – 4/163 trainees have dropped out of training since the start of the project, 1 of whom was replaced.	Yes	Whilst the project had realised the risk of drop outs on the risk register, provision to train additional trainees to prevent targets not being met was not included in the budget. We used exchange rate gains held by partners to train an additional 5 trainees in 17/18.	As a result of training an additional 5 trainees this year, we have exceeded our target of 157 graduates and have trained a total of 159 trainees to date.
	Difficulty in recruiting women to take part in the cane furniture training in Nkhotakota and Ntcheu.	No	We organised for 2 female cane furniture graduates from Salima to meet with prospective female cane furniture trainees in Nkhotakota, to reassure them as to the suitability of this trade for women.	8 women signed up for the cane furniture training in Nkhotakota, and 8 women signed up for the cane furniture training in Ntcheu in 2017/18. We reached our target that 55% of our trainees should be women.
	Need for additional tool maintenance training for trainers. Some tools sent to Malawi are not commonly seen, and not all trainers are acquainted with them sufficiently to provide training as to their maintenance.	No	We have organised for 2 trainers to receive additional training in the maintenance of the tools sent.	
Please add additional issues as required				

### 4. Sustainability

4.1	<p><b>Partnerships</b></p> <p>Provide a brief description of the roles and responsibilities of all partners, including in M&amp;E. Have roles and responsibilities changed or evolved? Please provide a brief assessment of your partnership, including its strengths, areas for improvement and how this will be addressed. This section should be completed by lead partners based</p>
-----	--

in Scotland and Malawi.

### **Roles and Responsibility of Partners**

**The Global Concerns Trust** provide overall project management and budget responsibility, monitoring the expenditure of funds in Scotland and Malawi. We coordinate the supply and shipments of tools and equipment to our partners in Malawi. We work closely with our Malawian partners on all aspects of implementation, maintaining frequent contact with them and working with them to address any issues that may arise. We conduct rigorous monitoring and evaluation together with our partners, through the collection of pre and post training questionnaires and trainer assessments, to ensure that quality training is being provided and outcomes are being achieved. An annual visit conducted by The Global Concerns Trust to Malawi facilitates in-depth discussions with partners on all aspects of the project and a verification of the methods and accuracy of monitoring and evaluation data collected, through attendance at skill sharing workshops and post training visits. We analyze the data collected on each project participant to measure the impact of the training and share the findings of the analysis with partners and stakeholders. We collate information submitted by partners in quarterly and end of year reports, and produce Mid and End of Year Reports to the Scottish Government. We give annual presentations to all contributing workshops in Scotland and Northern Ireland. We raise awareness in Scotland using our website, newsletter, and produce films, booklets and case studies to be able to share information from our project to all stakeholders, partners and beneficiaries. We work with MACOHA and KODO to develop their infrastructure and sustainability. We work to develop collaborative partnerships and new ways of working with other organizations working with people with disabilities in Malawi and the UK.

**KODO and MACOHA** identify men and women with physical disabilities to receive training and deliver quality vocational training in carpentry, tailoring or cane chair-making. They deliver business and financial management training, HIV/AIDS awareness, reproductive health, human rights and gender awareness training. They also deliver training in organic manure production. After training is complete, they issue start up toolkits, materials, and a solar powered energy system to each graduate. They provide post training support through home visits and skill sharing workshops, encouraging trainees to participate in ongoing monitoring and evaluation of the project. They collect monitoring and evaluation data from pre and post training questionnaires filled in by each trainee and trainer assessments, maintaining frequent contact with GCT and submit quarterly and financial reports as to the development of the project.

**Scottish Tools for Self Reliance workshops, The Ecology Centre, and 3 Tools for Solidarity groups (Northern Ireland)** provide volunteering opportunities and skill development for volunteers, refurbish second-hand tools and sewing machines to a high quality in their workshops, provide expertise regarding the types of tools available for different kinds of work, compile start-up toolkits, assist GCT with organizing the shipment of tools to Malawi and liaise with GCT to organize presentations for the volunteers in the workshops who are re-furbishing the tools.

**Ecosolidar** share their expertise in sustainable agriculture and organic manure



training and fund KODO to conduct and monitor the organic manure training in Salima and Nkhotakota. This is a development which has come about after the start of the project, which will strengthen the impact of the sustainable farming, as well as assisting KODO to increase their capacity to provide post training services such as this, to other similar projects in the future.

**Assessment of partnerships [REDACTED] The Global Concerns Trust:**

During this third year of the project we have all worked well together resulting in an overall successful project delivery. Frequent contact between all partners has been maintained, with quarterly and financial reports received from our Malawian partners, which have been disseminated to members of our Malawian Advisory Committee. A monitoring and evaluation visit by The Global Concerns Trust allowed in depth discussions as to all aspects of the project. KODO and MACOHA have worked well together in terms of tool and machine clearance and delivery, information sharing and helping each other with trainee recruitment. The tools workshops have managed to collect and refurbish all tools and machines as needed, and The Global Concerns Trust have given presentations and disseminated media to all contributing workshops stakeholders, partners and beneficiaries. We continue to work to address challenges such as improving the method and speed of delivery of tools to graduates, minimizing the drop - out rate and strengthening tool maintenance.

**Assessment of partnership by Bernard Madziatayika, MACOHA:**

A. Partnership Strengths

1. Trainees are acquiring good quality tailoring, carpentry and cane furniture skills enabling them to improve their livelihood.
2. Good quality tools are provided to trainees after completion of training.
3. There is regular and open communication and feedback among the partners.
4. There is mutual trust and respect.
5. Availability of timely and sufficient funding. There is no interruption in implementation.
6. MACOHA Community Based Rehabilitation Programme network of field workers able to identify and monitor clients' performance.

B. Areas requiring improvement

1. Scope of skills considering that women who prefer cane furniture training are not so many in Ntcheu and Nkhotakota districts.

C. Challenges

1. Seasonality of markets for products.

Monitoring and Evaluation Processes

The district structure for MACOHA has different cadres at various levels of the community. At district level we have the district Manager. Below him we have the Community Rehabilitation Worker who is responsible for an area of the district. Within the area there are community Rehabilitation Volunteers.

Monitoring starts during the training. The District Manager (DM) and the Community Rehabilitation Worker (CRW) visit the trainers and trainees at least twice a month. During such visits monitoring and evaluation of training is done to check if training is progressing in line with agreed quality standards and time frame. Such M & E helps to ensure that training is delivered within agreed period and that the training modules are followed. In addition this monitoring helps to assess effectiveness of the trainer and so

	<p>gives chance to change the trainer if required.</p> <p>Similarly upon completion of training the DM and CRW conducts home visits to ex trainees to check progress, offer support and advice during business set up and establishment. Information on each trainee is gathered through pre and post training questionnaires to assess how the training is impacting upon them. Such monitoring is aimed at providing support as the business is starting and getting established.</p> <p>Thirdly, the project design also provides opportunities for skills sharing workshops. Graduates are brought together to share experiences and learn from one another. Such occasions also enable monitoring and evaluation of the performances of graduates. The information gathered feeds into the project planning process and so informs the next planning and implementation cycle.</p> <p>The Programme Coordinator too conducts quarterly monitoring visits to trainees and graduates. Such visits include both DM and CRW for the area. Together the team and the concerned client evaluate progress made by the concerned graduate and make recommendations where necessary and agree on next steps of action.</p>
4.2	<p><b>Exit Strategy</b></p> <p>Describe the key components of your exit strategy and outline progress towards achieving it. Provide any other achievements or progress towards ensuring that your project remains sustainable in the longer term (including in relation to local ownership and capacity, and resourcing). Describe any challenges and how these will be addressed.</p> <p>This model of rural vocational training and post training support results in long term and sustainable income and businesses for graduates, as reflected by our data which shows that 97% of graduates are successful in starting businesses, and that graduates businesses are expanding. 68% of graduates are passing on skills learnt to others, and 80% are saving money with village savings groups.</p> <p>Trainees are given training on how to maintain their equipment, and the tools and machines given to them are durable. We have identified that some trainers would benefit from having additional tool maintenance training for certain tools. The project has responded to feedback from graduates regarding accessing spare parts for certain models of sewing machines in certain districts and continues to monitor the situation with availability of spare parts and raw materials.</p> <p>The provision of business training equips graduates with the ability to anticipate and deal with business challenges that they may face. Skill sharing workshops for trainees and graduates and post training visits to graduate homes helps them to continue to work to expand their businesses. This in turn results in employment for others as businesses expand.</p> <p>This project will contribute to environmental sustainability through the provision of organic manure production training to all trainees. The expertise of Ecosolidar, LOMADEF and KODO is contributing to this aspect of the project.</p> <p>The provision of solar panel energy systems to all graduates is further contributing to environmental sustainability within these districts, as well as to the long-term sustainability of graduates' businesses. The use of clean energy reduces the use of more harmful energy such as kerosene lamps.</p> <p>KODO manage to grow some food to feed their trainees and generate some income from the sale of goods (school uniforms and woven furniture) produced by trainees.</p>

	<p>The Global Concerns Trust has continued to work with our partners in terms of strengthening capacity. We have engaged with MACOHA's board, sharing knowledge with them as to the current focus on disability in light of the Global Goals, as well as ideas as to how they could use this focus to gain further support for their extensive activities and expertise in this area. We have explored ways to become more inclusive and work with people with mental health difficulties. We have formed links to co-ordinate our work with CBM and 500 Miles in Malawi, which has resulted in some beneficiaries receiving prosthetics. We are seeking an exchange of training/computers with The Turing Trust. We have worked with KODO in terms of their long term strategy. We were able to support the purchase of a much needed vehicle for KODO, and have continued to work closely with the board to recruit someone to help them strengthen their systems and policies. We have continued to work in partnership with KODO's other partner Ecosolidar, who support KODO's organic manure, sustainable agriculture, medicinal garden and bore hole. Ecosolidar were also able to support the much needed new hostel accommodation and toilets at KODO, which will provide suitable accommodation for adults with disabilities at KODO.</p>
--	---

<b>5. Learning and Dissemination</b>	
<b>5.1</b>	<p><b>Lessons Learned</b> Describe briefly any lessons learned during this reporting period, and how it will influence the project and your work moving forward.</p> <p>As a disability specific project our participants have complex medical conditions which can make it difficult for them to complete training. Future projects should anticipate a small 'drop out' of participants from training (5%), and to avoid missing project targets should reduce trainee target numbers by 5% of the total number of project participants. For the third year of this project we used exchange rate gains to go towards the cost of training an additional 5 trainees, resulting in the project exceeding our target of numbers trained.</p> <p>Additional support necessary to allow some trainees to take part in the training can be provided by friends or neighbours with disabilities from the same village. This has proved to be the case for a small number of deaf and dumb trainees who are supported and communicate with the help of trainees who know them and are from the same village.</p> <p>It can take time for new trades to be established in districts, especially if these trades are also new to women. Participation and mentoring of graduates from other districts can help new trainees have the confidence to take part.</p> <p>Even the best trainers can benefit from some tool maintenance training, and it should be offered if possible to all trainers.</p>
<b>5.2</b>	<p><b>Innovation and Best Practice</b> Summarise briefly any examples of innovations/ innovative approaches or best practice demonstrated by your project during this reporting period. Please explain why these are innovative or best practice and detail any plans to share these with others.</p> <p>We have consulted widely with other organisations working in the area of disability in Malawi, and have formed links with 500 Miles, resulting in a number of our trainees receiving prosthetics and orthotics. In addition we were able to source a leather sewing machine for 500 Miles which will enable them to produce more orthotics. We are actively sharing information with CBM, both in the UK and Malawi, and are</p>

<b>5.</b>	<b>Learning and Dissemination</b>
	<p>developing links with MaSP to provide disability mainstreaming training.</p> <p>We have continued to expand the number of volunteers and tool workshops in the UK involved with this project, including a new partnership with Tools for Solidarity, a well-established organisation in Northern Ireland working with volunteers to refurbish tools and sewing machines for use in development projects. They contributed to our last two shipments of tools and machines to Malawi. We now have tools and machines being refurbished by people with learning difficulties, people with mental health difficulties, retired people, college students and people with dementia. We even have a small tool refurbishing group in a retirement home. The involvement in and enthusiasm for this project of the volunteers is very strong, and a great example of how members of the public can contribute to and benefit from international development projects, in line with The Scottish Government's new international development policy. We have further developed links with Enable, The Edinburgh Tools Library and The Royal Edinburgh Hospital to look at establishing new tool groups, especially for people with mental health difficulties and learning disabilities.</p> <p>Through detailed M&amp;E&amp;L we discovered that a certain model of sewing machine did not suit one district, due to a potential difficulty in sourcing spare parts. We have therefore refurbished more of another model for this district, to increase the sustainability of the project. We have identified that some trainers would benefit from having additional tool maintenance training for certain tools, which has been organised.</p> <p>Nkhotakota and Ntcheu had all female cohorts of cane furniture trainees as a result of female meeting and encouraging them. Some of our female cane furniture graduates find that it is of benefit doing something traditionally done by men as they get many 'curious' customers.</p> <p>By sharing the media produced about this project with the shipping company we secured reduced shipping costs for this project until its end in 2019.</p>
5.3	<p><b>Dissemination</b></p> <p>Summarise briefly your efforts to communicate project lessons and approaches to others (e.g. local and national stakeholders in Scotland and Malawi, academic peers etc). Please provide links to any learning outputs.</p> <p>We have taken part in events organised by The Alliance and The Scottish Government to contribute to discussions on mainstreaming disability within international development. We actively participated in the strand meetings organised by SMP and other networking and information days organised by The Scottish Government, sharing information and openly looking to form new partnerships and areas of collaboration.</p> <p>We have produced our 5<sup>th</sup> booklet detailing the training in Malawi and tool refurbishment in Scotland, which contains case studies and an evaluation of the impact of the projects. These will be distributed to our Malawian partners, all trainees in Malawi, tool volunteers in Scotland and Northern Ireland, TFSR, Alliance, SMP, The Scottish Government and The Government of Malawi. We will also distribute this booklet at presentations and events in Scotland and Northern Ireland to raise awareness of the project.</p> <p>We have produced a new film about our projects in Malawi, which is featured on our own website as well as that of TFSR, Ecosolidar and SMP websites.</p>

<b>5. Learning and Dissemination</b>	
	<p>Through the dissemination of our media we secured financial assistance from the shipping company and attracted donations of tools.</p> <p>We have made concerted efforts to keep our strand leads in Malawi informed as to the development of our projects.</p> <p>We have had 3 large events in Edinburgh in November 2015, 2016 and 2017 and have given 22 presentations to tool workshops, church groups and schools. We have also attended 6 networking events to share information and best practises with other development organisations.</p>
5.4	<p><b>Wider Influence</b> Briefly describe any intended or unintended influence on development outcomes beyond your project. For example influence on local and national policy, contribution to debate on key development issues, uptake by other projects etc.</p> <p>The Global Goals have resulted in a current international focus on inclusive development, in particular with regard to the meaningful inclusion of people with disabilities within international development projects, and the protection and furthering of human rights issues. We have taken part in events organised by The Alliance and The Scottish Government to contribute to discussions on mainstreaming disability within international development, including the Leave No one behind group. MACOHA, as a national organisation with vast experience of advocating for the rights of people with disabilities in Malawi, and with functioning networks of specialist staff throughout Malawi, are well placed to provide training and services to other organisations to help them become more inclusive. GCT has shared learning and ideas on the above with MACOHA, in terms of possible future partnerships and potential projects with us and with other partners.</p> <p>We actively participated in the strand meetings organised by SMP and other networking and information days organised by The Scottish Government, sharing information and openly looking to form new partnerships and areas of collaboration.</p> <p>We are in discussion with Enable to look at ways that supported employment programs could be introduced in Malawi.</p>

<b>6. Financial Report</b>	
<p>The narrative report below should be provided in conjunction with the Budget Spreadsheet report (see Annex 2). Please fill in the Budget Spreadsheet to: (a) confirm actual spend for the year and justify any significant disparities between programmed expenditure and actual expenditure within the financial year, (b) detail programmed spend for next year.</p> <p>Please note that any carry-over of funds to the next financial year should have been agreed with the Scottish Government by January 31<sup>st</sup> of the current financial year.</p>	
6.1	<p><b>Project Underspend</b> Please note whether the project has reported a significant underspend, and whether the Scottish Government has agreed to this being carried forward. If this has been agreed, please provide copies of or links to relevant correspondence. Please indicate whether the underspend is the result of currency fluctuations or other issues with project delivery.</p> <p>We have an under-spend of £5325; £2479 of this is exchange rate gains and £2846 is</p>



	<p>a general under-spend.</p> <p>We proposed that part of the general under-spend of £1437, now £2846, be used by KODO to purchase beds and mosquito nets for the new hostels. We have not yet had a decision regarding this. In addition we propose that KODO use the remaining funds to buy additional treadle bases, an electric sewing machine, tables and chairs to be used by the current cohort of tailoring trainees. We have managed to source and send sufficient numbers of treadle bases to be given to graduates as start up tools, but the number of treadle bases for use during training is at KODO is now inadequate. This would contribute to KODO's long term capacity to function as a training centre after this program.</p> <p>We propose that the exchange rate gains of £2479 + £549.5 (15/16 under-spend) be used by MACOHA and KODO during the last 6 months of this project to hold a skill sharing workshop for all managers, trainers and field officers involved in project implementation, to meet and share best practise and lessons learnt, contributing to future training programs and to our End of Project Report.</p> <p>Under-spend 16/17 – it was agreed by The Scottish Government that we use £1766 general under-spend from 16/17 to purchase tools needed to supplement start up kits. The money was used as agreed.</p> <p>The Global Concerns Trust still hold £549.5 from 15/16 under-spend. This money was not required for import duty as expected, and we propose that it go towards the cost of the skill sharing workshop described above.</p>
6.2	<p><b>Cost Effectiveness and Efficiency</b></p> <p>Please detail any efforts by the project to reduce project costs, whilst maintaining the quality of the project – for example through managing projects costs, efficient resourcing, working with and learning from others etc.</p> <p>All of the start-up tools and machines sent to Malawi for graduates have been donated by members of the public in the UK and refurbished by volunteers at the Scottish Tools for Self Reliance workshops, Tools for Solidarity and The Ecology Centre. The haberdashery kits and start up materials included in our shipments have also been donated and compiled by volunteer groups in Scotland. We have used the media (booklets and films) at presentations to secure support from local organizations, such as The Rotary Clubs in Haddington and South Wales, who organized collections of tools and machines. Where possible we kept costs down by purchasing second hand treadle bases in Malawi, as opposed to shipping these heavy items.</p> <p>We sourced multiple quotes from companies to secure the best prices for all travel expenses, printing and shipping.</p> <p>All graduates have been trained to maintain and repair their tools and machines. Graduates have been taught to re- invest initial business capital earned through the sale of goods made from start up materials that they were given. They have all also been taught to keep good business records and encouraged to save money with village savings groups.</p> <p>KODO have increased their income through the sale of goods produced by trainees. This has helped them to provide food and other provisions for trainees, despite rising costs in Malawi. They also are becoming more self sufficient and are able to grow rice and maize to feed their trainees.</p>



6.2	<p><b>Co-finance and Leverage</b></p> <p>Please provide details of any co-finance or leverage that has been obtained for the project during the reporting period, including how the funds/ resources will contribute to delivering more and/or better development outcomes.</p> <p>MACOHA, have paid 100% of salaries for Project Managers and 2 project workers in Ntcheu and Nkhotakota districts. Their pre-existing networks of people with disabilities and experienced staff has substantially reduced our lead in and project implementation costs.</p> <p>All workshop space, machinery and supervision of tool volunteers in Scotland and Northern Ireland has been provided by the workshops, limiting the cost to us of providing start up tools, to that of the shipping and import tax. The number of workshops contributing to the tools and sewing machines sent to Malawi for this project has expanded, with tools and machines donated by Tools for Solidarity.</p> <p>We used our media to share information about the nature of our project with the shipping company, who then decided to support this project by charging a reduced (cost) rate for our shipments for the duration of this project.</p> <p>Ecosolidar have shared their expertise as to the organic manure aspect of the training, increasing the quality of the training, and offering to fund KODO to monitor the training in Salima and Ntcheu. They also contributed to the cost of buying a car for KODO and were successful in sourcing funds to build a much needed accommodation block, accessible toilets and dining room for the use of future trainees at KODO.</p>
-----	--

<b>7. IDF Programme Monitoring</b>					
The list of IDF programme indicators are listed below. With reference to Q46 on your application form, please report on progress for the IDF programme indicators that you have committed to tracking in your original proposal, including the 'Poverty and Vulnerability Indicators', which are obligatory for all Scottish Government funded projects.					
<b>1. IDF Programme – Poverty and Vulnerability (compulsory)</b>					
1.1	<b>Indicator 1.1 Total number of people directly benefitting from the project</b>				
	Baseline	Female	Male	Total	Brief description (e.g. small-holders)
	0	29	25	54	Number of trainees in Ntcheu
	39	26	17	82	Number of trainees in Nkhotakota
	90	32	30	152	Number of trainees in Salima
State the evidence that supports the progress described					
Logframe/trainee questionnaires					
1.2	<b>Indicator 1.2 Total number of people indirectly benefitting from the project</b>				
	Baseline	Female	Male	Total	Brief description (e.g. small-holders)
	274	146	139	559	Trainees' children and employees in Ntcheu, Nhotakota and Salima.
	State the evidence that supports the progress described				
	Logframe/trainee questionnaires				
<b>2. IDF Programme – Civic Governance and Society (optional)</b>					
2.1	<b>Indicator 2.1 Number of formal legal institutions supported to improve citizens' access to justice and human rights</b>				
	Baseline		Total		Brief description (e.g. paralegal service)

**7. IDF Programme Monitoring**

The list of IDF programme indicators are listed below. With reference to Q46 on your application form, please report on progress for the IDF programme indicators that you have committed to tracking in your original proposal, including the 'Poverty and Vulnerability Indicators', which are obligatory for all Scottish Government funded projects.

	State the evidence that supports the progress described						
2.2	<b>Indicator 2.2 Number of people who have directly benefitted from improved access to judicial and paralegal services</b>						
	Baseline	Adult Female	Adult Male	Child Female (< 18 yrs)	Child Male (< 18 yrs)	Total	Brief description (e.g. widows)
	State the evidence that supports the progress described						
2.3	<b>Indicator 2.3 Number of organisations with increased awareness of good governance and human rights</b>						
	Baseline		Total		Brief description (e.g. paralegal service)		
	State the evidence that supports the progress described						
2.4	<b>Indicator 2.4 Number of people with increased awareness of good governance and human rights</b>						
	Baseline	Female	Male	Total	Brief description (e.g. small-holders)		
	129	87	72	288	trainees		
	State the evidence that supports the progress described						
2.5	<b>Indicator 2.5 Number of people who are engaged in advocacy for improving citizens' rights</b>						
	Baseline	Female	Male	Total	Brief description (e.g. small-holders)		
	State the evidence that supports the progress described						
<b>3. IDF Programme – Education (optional)</b>							
3.1	<b>Indicator 3.1 Number of schools with improved management and resourcing for provision of quality education</b>						
	Baseline		Total		Brief description (e.g. primary school)		
	State the evidence that supports the progress described						
3.2	<b>Indicator 3.2 Number of children/ learners benefitting from improved management and resourcing of schools</b>						
	Baseline	Female	Male	Total	Brief description (e.g. girls, visually-impaired)		
	State the evidence that supports the progress described						
3.3	<b>Indicator 3.3 Number of people trained in improved school inspection and/ or improvement services</b>						
	Baseline	Female	Male	Total	Brief description (e.g. government staff)		
	State the evidence that supports the progress described						

**7. IDF Programme Monitoring**

The list of IDF programme indicators are listed below. With reference to Q46 on your application form, please report on progress for the IDF programme indicators that you have committed to tracking in your original proposal, including the 'Poverty and Vulnerability Indicators', which are obligatory for all Scottish Government funded projects.

3.4	<b>Indicator 3.4 Number of new teachers qualified to provide quality education that is safe, equitable and accessible to all children</b>					
	Baseline	Female	Male	Total	Brief description (e.g. primary)	
	State the evidence that supports the progress described					

3.5	<b>Indicator 3.5 Number of people entering into higher education</b>						
	Baseline	Adult Female	Adult Male	Child Female (< 18 yrs)	Child Male (< 18 yrs)	Total	Brief description (e.g. secondary, vocational)
	State the evidence that supports the progress described						

**4. IDF Programme – Health (optional)**

4.1	<b>Indicator 4.1 Number of health professionals with up-to-date skills, knowledge and qualifications in essential healthcare</b>					
	Baseline	Female	Male	Total	Brief description (e.g. nurses)	
	State the evidence that supports the progress described					

4.2	<b>Indicator 4.2 Number of women <u>who have access to</u> improved maternal and neonatal healthcare services</b>					
	Baseline		Total		Brief description	
	State the evidence that supports the progress described					

4.3	<b>Indicator 4.3 % births assisted by a skilled provider</b>					
	Baseline		Total		Brief description	
	State the evidence that supports the progress described					

4.4	<b>Indicator 4.4 Number of people <u>directly reached by</u> improved essential health services</b>						
	Baseline	Adult Female	Adult Male	Child Female (< 18 yrs)	Child Male (< 18 yrs)	Total	Brief description (e.g. malaria)
	State the evidence that supports the progress described						

4.5	<b>Indicator 4.5 Number of people <u>who have access to</u> improved essential health services</b>						
	Baseline	Adult Female	Adult Male	Child Female (< 18 yrs)	Child Male (< 18 yrs)	Total	Brief description (e.g. maternal health)
	State the evidence that supports the progress described						

<b>7. IDF Programme Monitoring</b>							
The list of IDF programme indicators are listed below. With reference to Q46 on your application form, please report on progress for the IDF programme indicators that you have committed to tracking in your original proposal, including the 'Poverty and Vulnerability Indicators', which are obligatory for all Scottish Government funded projects.							
State the evidence that supports the progress described							
4.6	<b>Indicator 4.6 Number of institutions with improved essential health services</b>						
	Baseline	Total		Brief description (e.g. district clinic)			
State the evidence that supports the progress described							
4.7	<b>Indicator 4.7 Number of people with increased awareness of determinants of health</b>						
	Baseline	Adult Female	Adult Male	Child Female (< 18 yrs)	Child Male (< 18 yrs)	Total	Brief description (e.g. malaria prevention)
	129	87	72	288	Trainees in Ntcheu, Nkhotakota and Salima		
State the evidence that supports the progress described							
Logframe/trainee questionnaires							
<b>5. IDF Programme – Sustainable Economic Development (optional)</b>							
5.1	<b>Indicator 5.1 Number of people supported to establish or improve business/ economic activities</b>						
	Baseline	Female	Male	Total	Brief description (e.g. agriculture marketing)		
	129	87	72	288	Trainees in Ntcheu, Nkhotakota and Salima		
State the evidence that supports the progress described							
Logframe/trainee questionnaires							
5.2	<b>Indicator 5.2 Number of people accessing credit</b>						
	Baseline	Female	Male	Total	Brief description (e.g. widows)		
	129	87	73	288	Trainees in Ntcheu, Nkhotakota and Salima		
State the evidence that supports the progress described							
Logframe/trainee questionnaires							
5.3	<b>Indicator 5.3 % increase in household income</b>						
	Baseline	Female	Male	Total	Brief description (e.g. vegetable farming)		
State the evidence that supports the progress described							
5.4	<b>Indicator 5.4 Number of small holder farmers supported to adopt environmentally sustainable agricultural practices</b>						
	Baseline	Female	Male	Total	Brief description (e.g. vegetable farming)		
State the evidence that supports the progress described							
5.5	<b>Indicator 5.5 % increase in agricultural yield</b>						
	Baseline	Female	Male	Total	Brief description (e.g. maize)		
State the evidence that supports the progress described							
<b>6. IDF Programme – Renewable Energy (optional)</b>							
6.1	<b>Indicator 6.1 Number of public institutions e.g. clinics, schools accessing renewable energy</b>						
	Baseline		Total		Brief description (e.g. district clinics,		

## 7. IDF Programme Monitoring

The list of IDF programme indicators are listed below. With reference to Q46 on your application form, please report on progress for the IDF programme indicators that you have committed to tracking in your original proposal, including the 'Poverty and Vulnerability Indicators', which are obligatory for all Scottish Government funded projects.

					schools)
	State the evidence that supports the progress described				
6.2	<b>Indicator 6.2 Number of households accessing renewable energy</b>				
	Baseline	Female	Male	Total	Brief description (e.g. solar)
	129	87	72	288	Trainees in Ntcheu, Nkhotakota and Salima
	State the evidence that supports the progress described				
	Logframe/trainee questionnaires				
6.3	<b>Indicator 6.3 Number of individual lamps/ lanterns sold</b>				
	Baseline		Total		Brief description (e.g. lantern)
	State the evidence that supports the progress described				
6.4	<b>Indicator 6.4 Number of community based 'mini-grids' that have been established</b>				
	Baseline		Total		Brief description
	State the evidence that supports the progress described				

## Annex 1: Guidance Notes: End of Year Report

<ul style="list-style-type: none"> <li>• This report is to be completed by all project managers/leaders at the end of the financial year.</li> <li>• Please complete this form electronically.</li> <li>• Once complete please send this reporting form, by email to your Scottish Government project manager.</li> <li>• The report should be submitted by the end of April following the financial year to which the report relates.</li> </ul>	
Question	Guidance
<b>Basic Project Information</b>	
1.1	The project reference number was given to you by the Scottish Government in your grant offer letter – please refer to it in all correspondence. This is a number unique to your project and helps the Scottish Government track information relating to your project within the system.
1.2	Insert the financial year for which you are reporting
1.3	Insert the year of your project (i.e. Year 1, 2 or 3)
1.4	Insert the name of your lead organisation responsible for managing the grant (based in Scotland). Please make a note if this has changed during this financial year. Reasons for changes should be reported in section 3.
1.5	Insert the names of your partner organisations in Scotland and Partner countries. Please make a note if this has changed during this financial year. Reasons for changes should be reported in section 3.
1.6	Insert the name of your project in the space provided. This should correspond with the name given in your grant offer letter. Please make a note if this has changed during this financial year. Reasons for changes should be reported in section 3.
1.7	Provide a brief project description as per your grant offer letter.
1.8	Insert the geographical area in which your project is being implemented. Please make a note if this has changed during this financial year. Reasons for changes should be reported in section 3.
1.9	Insert start and end dates. The start date is the date you received your first tranche of funding.
1.10	Insert the total project budget (including funding from other sources). Please make a note if this has changed during this financial year. Reasons for changes should be reported in section 3.
1.11	Insert the total amount of funding received through the IDF for this project.
1.12	Indicate the theme that your project addresses (tick as many boxes that apply.)
1.13	Confirm that supporting documentation has been included with your report. Please tick those boxes that apply. Confirm whether any changes have been made to the logical framework, and whether the LF submitted has been approved by the Scottish Government (or is pending approval). <b>Reports that do not include all required documentation will not be considered complete.</b>
1.14	Please reference previous (actionable) feedback that you have received in your last MY and EY report, and describe any action that has been taken in response/ since then.
1.15	Insert the date that your report was produced.
1.16	Insert the names and positions of the key person(s) involved in preparing your report.
1.17	It is essential that you let us know if any of your contact details have



	changed, either in Scotland or in Malawi.
<b>Project Relevance</b>	
2.1	Provide a brief update on the context in which your project is working, and describe briefly how your project remains relevant to your project beneficiaries.
2.2	Working towards gender equity and social inclusion is considered essential to any projects funded through the IDF. Please describe briefly how your project is delivering this.
2.3	Please describe briefly how beneficiaries are engaging with the project (if at all) and what effect that is having, as well as any challenges in engaging with them.
<b>Progress and Results</b>	
3.1	If your Project has changed significantly in the focus of its delivery since your last report, please explain how and why, attaching copies of all relevant correspondence you have had with the Scottish Government about this. Please also describe and explain any changes to basic project information here.
3.2	If your Logical Framework has changed over the last Financial Year please detail and explain these here. This enables us to more quickly understand the changes and your progress, based on the most up-to-date information.
3.3	An update on any delays or challenges in monitoring will help us to understand the information presented in the report and logframe.
3.4	<b>For this question you will need to refer back to your most up-to-date APPROVED logical framework.</b> Looking again at the <i>output indicators</i> outlined, please comment on the progress made towards achieving these during the reporting period, including any challenges and how these were overcome. This should include a narrative (where relevant) as well as quantitative data – indicating clearly the milestones (including dates) and progress to date using the same measurement unit (e.g. number/percentage) provided for the baseline etc. should be outlined using a percentage or number. E.g. By end March 2016, 5 wells have been dug in the last year against a milestone target of 4.
3.5	<b>For this question you will need to refer back to your most up-to-date APPROVED logical framework.</b> Looking again at the <i>outcome indicators</i> outlined in your original application, please comment on the progress made towards achieving these during the reporting period, including any challenges and how these were overcome.
3.6	<b>For this question you will need to refer back to your most up-to-date APPROVED logical framework.</b> Please comment on the overall impact of the project to date, including any challenges and how these were overcome.
3.7	If progress towards delivering activity and outcomes has been slower than planned, please use this space to indicate the reasons why and whether any of the risks outlined in your application have impacted on the project.
<b>Sustainability</b>	
4.1	Provide a brief update on how your partnership is working and evolving.
4.2	Detail briefly your progress towards ensuring that your project will be sustainable in the longer term. We would like you to refer back to your exit strategy in your application form) as well as reflect on other elements of sustainability.
<b>Learning and Dissemination</b>	
5.1	The Scottish Government is very interested to hear of lessons you may have learnt during any aspect of the project and may use your experience in future policy consideration.

5.2	The Scottish Government is very interested to hear of any innovations or examples of best practice, and how projects are sharing good practice more widely.
5.3	The Scottish Government would like to know how the work of the project is being communicated more widely to a range of stakeholders in Scotland and beyond.
5.4	The Scottish Government would like to know if your project (whether intended or unintended) is likely to have an influence on policy.
<b>Financial Reporting</b>	
6	<b>For this question, you will also need to complete the summary page of the budget spreadsheet.</b> Please use the budget headings on the spreadsheet to provide a detailed breakdown of actual expenditure incurred during the financial year to which this report relates, against expenditure planned as well as expected expenditure for the next financial year. Please outline any reasons for any discrepancy in the budget spend. <i>N.B If the budget spend is more than 10% different from the original estimate please use the additional tabs on the budget spreadsheet to provide more detail.</i>
6.1	It is important for us to understand and learn from how projects budget, including reasons for underspend.
6.2	The Scottish Government is interested in how projects are working efficiently and effectively.
6.3	Please detail if the project has succeeded in sourcing additional funds to enable it to extend its work.
<b>IDF Programme Monitoring</b>	
7	The Scottish Government needs to understand who is being reached by the IDF and how therefore it is essential that projects contribute to programme monitoring.

**Annex 2: Budget Spreadsheet Report**