

Scottish Government

Malawi Development Programme 2015-2018

End of Year 3 Report – Part 1 of 3

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

PLEASE READ ATTACHED GUIDELINES BEFORE COMPLETING THE FORM

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.		
1.1	Project Reference Number	M/15/E/008
1.2	Reporting Year	From: 01/04/2017 To: 31/03/2018
1.3	Project Year (e.g. Year 1)	Year 3
1.4	Name of Lead Organisation (Grant Holder)*	Tearfund
1.5	Name of Partner(s)*	Livingstonia Synod Aid Programme
1.6	Name of Project*	Girls and Boys Empowerment In Rural Chitipa (GBERC)
1.7	Project Description*	GBERC is a 3-year project with an objective to protect girls and boys from harmful cultural practices that deny them their rights, including educational opportunities.
1.8	Project Country/ Region*	Malawi
1.9	Project Start & End Date*	Start: 01/04/2015 End: 31/09/2018
1.10	Total Project Budget*	£460,355 (+£8,631 additional monies for extension)
1.11	Total Funding from IDF*	£468,986
1.12	IDF Development Priorities	<input type="checkbox"/> Health <input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Civic Governance

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	Please tick the box next to the development priority/priorities that your block grant aims to address	<input checked="" type="checkbox"/> Sustainable Economic Development <input type="checkbox"/> Renewable Energy	
1.13	Supporting Documentation Check box to confirm key documents have been submitted with this report	Up-to-Date Logical Framework (LF) summarising progress against relevant milestones for project activities, outputs, outcomes and impact.	<input checked="" type="checkbox"/>
		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 checked="" type="checkbox"/>
		Please indicate (check box) if the LF submitted has been approved by the Scottish Government.	<input type="checkbox"/>
		End of Year Financial Report	<input checked="" type="checkbox"/>
	Proposed Revised Budget (if applicable)	<input checked="" type="checkbox"/>	
	Please list any further supporting documentation that has been submitted	Alongside this report, the following supporting documentation has been submitted: 1 case study	
1.14	Response to Previous Progress Reviews	Scottish Government's comments on previous reports (State which): Feedback on Oct 2017 Report: Outcome 3 – advise where the 52% comes from.	Action taken since received: (the following response was given to feedback on Oct 17 report): Outcome 3 - as indicated in 3.1 earlier in the report, 4,672 children have received life skills training. Of those, 2,482 have identified at least one positive life goal making 52% in total that have identified one positive life goal. At the start of the project, the team may just have been capturing the data on the number trained,

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		<p>Output 3.1. – How was the figure of 254 reached? It appears it is the number of girls and boys trained by their peers. My question is whether the other activities did not also train girls and boys in life skills and sexual reproductive health, and thus the 254 is in fact higher.</p> <p>Activity 2.3 – check gender splits</p>
		<p>not the number identifying life goals which is why it is lower than we may have expected. Of the children trained in year 3, all have identified at least one positive life goal. The narrative was updated accordingly.</p> <p>You are correct that the other activities may mean that the 254 is higher however, we may need to go back and check attendance records to ensure there was no double counting i.e. some children participating in more than one of the activities.</p> <p>Activity 2.3 - the gender split should have read 14 females and 4 males. This was updated and a refreshed report was sent.</p>
1.15	Date report produced	
1.16	Name and position of person(s) who compiled this report	<p>Name, Position: [REDACTED] Projects Coordinators – Tearfund Malawi Name, Position: [REDACTED] Projects Manager – Tearfund Malawi Name, Position: [REDACTED] Finance Officer – Tearfund Malawi Name, Position: [REDACTED] Director, LISAP Name, Position: [REDACTED] Project Manager, LISAP Name, Position: [REDACTED] Finance and Administration Manager – LISAP Name, Position: [REDACTED] Scottish Project Officer, Tearfund Scotland</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.		
		Name, Position: [REDACTED] Head of Programme Management, Scotland
1.17	Main contact details for project, if changed	Main contact in Scotland for this project is [REDACTED]

Signed by:

Designation on the Project: Head of Programme Management, Scotland

2. Project Relevance	
2.1	<p>Project Beneficiaries 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>The project remains highly relevant within the context and communities targeted. The next District Development plan for Chitipa (still in draft form at present) indicates that education is still a strong priority for them, and the remote nature of the targeted communities mean that they receive very little support from other projects. Discussions with both district authorities and community members throughout year three have expressed appreciation of the project, and a desire for ongoing support for education within Chitipa District – both within the targeted education zones and across the wider district.</p>
2.2	<p>Gender and social inclusion 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>The project has been intentional about prioritising inclusion throughout its implementation. We have seen success in ensuring both men and women are engaged in project activities, with Self Help Groups being predominantly female (71%).</p> <p>The project has also sought to ensure the inclusion of people with disabilities within project activities. This has been done through several approaches, including working with Consortium Committee Members (community leaders who oversee project activities) and local Chiefs to identify venues for activities which are accessible to all. The project has also established links with MACOHA (Malawi Council for the Handicapped), linking them with the Consortium Committee, Area Development Committees, Village Development Committees and Mother & Father Groups to ensure ongoing support in the area of disability inclusion. Progress to date has been slow, as the groups took time to fully understand the reasons for inclusion, but the project is beginning to see change in year three, and is confident that, with support from MAHOCA, communities will continue to grow in their understanding of, and support for, people living with disabilities.</p> <p>In addition to this, LISAP has worked with other organisations (including the Catholic Commission for Justice and Peace [CCJP] and the National Initiative for Civic Education [NICE]) at a district level to raise the issues faced by people with disabilities and advocate for the district to offer additional support where possible. In particular, LISAP has focused on advocating for an increase in the number of teachers trained in working with children with disabilities and accessible school facilities (e.g. classrooms and toilets).</p> <p>There has been an increase in the number of students with disabilities who are regularly attending school, as a result of awareness raising done by Mother and Father Groups and Consortium Committee Members. For example, Kaghoma Primary School now has 17 children registered with a disability, versus two last year. However, many schools still struggle due to a severe lack of teachers trained to work with children with special needs (currently there are four trained teachers within Chitipa District), as well as a lack of accessible school buildings as highlighted above.</p> <p>Accessibility and inclusion of people living with disabilities remains a challenge within the target areas. Both Tearfund Malawi and LISAP staff are planning to attend a workshop facilitated by CBM in Malawi during the extension period, and it is anticipated that this will support the project in improving the sustainability of activities in this project, as well as ensuring a good foundation for future projects.</p>
2.3	<p>Accountability to stakeholders</p> <p>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>The project has several methods of receiving feedback from project beneficiaries and other stakeholders. The primary source of feedback from project beneficiaries is via the Project Consortium Committee (PCC). This is a group of local leaders who oversee and monitor project activities, and who receive regular feedback from community members, which they pass to LISAP and Tearfund where appropriate. However, direct discussion with community members as part of monitoring visits also allows</p>


	<p>project staff to receive feedback from beneficiaries.</p> <p>Feedback received via the PCC in year 2 resulted in the purchase of additional bikes for Mother and Father Groups in year 3. This has resulted in Mother & Father Group members being able to more effectively follow up on child protection issues, as it makes it easier to access remote areas.</p> <p>There have been several challenges in receiving beneficiary feedback, including a wide range of local languages within the target area. Feedback would be given in the local language and then translated, which led to some confusion when the meaning was distorted through translation. Support of district officials, who speak a wide range of languages, has been invaluable in ensuring that feedback is received and understood.</p> <p>In addition, the closeness of the target communities to Tanzania means that many mobile phones are connected to the Tanzanian mobile network rather than the Malawian. This has hindered communications at times, as community members are unable to pay international dialling rates to contact LISAP staff based in Chitipa town.</p> <p>At district level, project staff regularly attend District Development Meetings to share information about the project plans and ask for feedback from relevant stakeholders. Ongoing discussion with Primary Education Advisors and other staff from the District Education Office, as well as from the Planning and Development Department and Youth Department ensures regular feedback.</p>
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3. Progress and Results		
his 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	Changes to Project Status	
	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.	
	The focus of the project has not changed significantly in year 3. The Scottish Government approved a 6-month extension to continue project activities until Sep 2018.	
3.2	Changes to the Logical Framework	
	If changes have been made to the log frame 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 log frame, 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 log frame.	
	Result Area/ Indicator	Proposed/ Approved Change (please clarify and evidence below)
	Activity 2.5 Conduct 2 days training sessions of 50 people/session	The project is requesting the carry forward of 1 training session on cluster formation into the extension period.
		At the end of year three, not all SHGs had matured to the stage of joining a cluster, and therefore the project underachieved on this activity. Additional SHGs will be ready for graduation within the extension period and this

	on cluster formation for mature SHG		carry forward will ensure they are supported as they join a cluster. See section 6.1 for more detail				
	Activity 4.7 Facilitate project close meetings at community and district level	The project is requesting to add project handover meetings with key stakeholders to the extension period	These activities will ensure that project activities can be formally handed over to the district and local authorities at the end of the project, to support sustainability. See section 6.1 for more details				
	Activity 4.8 Facilitate partner staff training in inclusion of people living with disabilities.	The project is requesting to add partner staff training on the inclusion of people living with disabilities to the extension period.	Tearfund and partner staff have increased their understanding of including people with disabilities in project activities across the course of the project. To further build the capacity of the partner to respond to the needs of those with disabilities, Tearfund would like LISAP staff to attend a disability workshop that will be facilitated by CBM. See section 6.1 for more detail				
	Activity 4.9 Facilitate partner staff training in safeguarding issues.	The project is requesting to add partner staff training in safeguarding issues to the extension period	Following the recent focus on safeguarding, Tearfund Malawi will be hosting a workshop focused on safeguarding for all partners in Malawi to build their capacities in this area. See section 6.1 for more detail				
3.3	<p>Gaps in Monitoring Data 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>A baseline was submitted in the first year and a mid-term evaluation has been completed in the second year of the project to ensure that it remains on track, both of these have been submitted to the Scottish Government.</p> <p>The project is unable to report on the impact indicator at this stage, as the figures for school completion will not be available until August – but the final evaluation should capture the data for use in the end of project report.</p>						
3.4	<p>Project Outputs 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>Output 1: <i>Increased community engagement in protecting children rights in Njerengwa zone in Chitipa district</i></p> <table border="1"> <thead> <tr> <th>Output Indicator</th> <th>Progress against Planned Milestone/ Target</th> </tr> </thead> <tbody> <tr> <td>1.1 <i>Number of villages in</i></td> <td><i>Planned: 113</i></td> </tr> </tbody> </table>			Output Indicator	Progress against Planned Milestone/ Target	1.1 <i>Number of villages in</i>	<i>Planned: 113</i>
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<p><i>Njerengwa zone in Chitipa implementing bylaws.</i></p>	<p><i>Achieved: 139</i></p> <p>The project has overachieved on this indicator, with 139 villages implementing bylaws aimed at protecting children and ensuring their right to education.</p> <p>Within this reporting period, the project has carried out six community awareness meetings focused on bylaws, with 75 individuals (29 men, 46 women) attending. The project has also carried out 7 meetings on bylaws at Group Village Headman level, one with the Consortium Committee and Area Development Committee Members and one with district level stakeholders (167 people; 103 men, 64 women).</p> <p>The meetings focused on reviewing implementation of bylaws in respective communities and enabled different stakeholders to deepen their understanding of their role in protecting children’s rights. Members during the meetings were encouraged to continue raising awareness on child rights and bylaws in order to remove barriers to children accessing education.</p> <p>To give an example of the impact of the meetings, as a result of the attending the community awareness meeting, Village Head Mungu¹ has committed to continue raising awareness of child rights and enforcing established bylaws in his area. He stated that cases of early marriage and child pregnancy have decreased within his area due to the implementation of the bylaws, and he is determined to continue to work hard to ensure that all children within his area can attend school.</p>
<p><i>1.2 Number of mother and father groups established and trained to monitor compliance of bylaws in Njerengwa zone in Chitipa.</i></p>	<p><i>Planned: 14</i> <i>Achieved: 14</i></p> <p>This indicator was achieved in year 2, and therefore the focus in year 3 has been on conducting refresher training for Mother and Father groups (6 sessions with 210 people attending), arranging exposure visits to Mother and Father Groups in Karonga (2 exposure visits which 33 people participated in) and purchasing bicycles to support the Mother and Father groups in their work. These activities were reported on in the mid-term report (Oct 2017)</p>

¹ Name changed.

	<p>A monitoring visit to the Mother and Father Group at Nkhangwa Primary School revealed a change house constructed by the group to ensure female students had a private place to change when they came on their period in school hours. The Head teacher reported that there had been a significant increase in the number of girls consistently attending school, rather than missing days every month due to their menstrual cycle. The change house contains a room for washing, a pit for the disposal of used sanitary pads and access to new sanitary pads as well as clean school uniform in case the student's uniform was stained.</p> <p>Data collected from Mother and Father groups indicate that 11 similar change houses have been constructed at schools across the target area due to Mother and Father groups fundraising and advocating to communities and schools to support construction.</p>	
<p>1.3 <i>Number of women and men with increased awareness of good governance and child rights in Njerengwa zone in Chitipa district</i></p>	<p><i>Planned:</i> 600 (1800 cumulative; 1170 females, 630 males) <i>Achieved:</i> 996 (562 females, 434 males) Cumulative; 5,535 (3,236 females, 2,299 males)²</p> <p>Awareness on good governance and child right within the target area continued throughout year 3. In total, 6 sessions were run and 996 individuals were reached with messages on good governance and child rights.</p> <p>As reported previously, the over achievement against the target is largely due to unrestricted attendance of community members at the awareness/sensitization meetings, which were done in an open space within the community and facilitated by well-respected community members (committee members are often local and/or religious leaders and other respected individuals).</p> <p>Monitoring visits throughout the year have revealed a good understanding of good governance and child rights within the target communities, with community members able to discuss what they have learnt (including the right to life and right to education). Members of local governance groups (including the Area Development Committees) are engaged with the</p>	

² Please note that although total attendance at good governance and child rights meetings over 3 years has been 5,535 people, the project cannot confirm if these are unique individuals or if some individuals have come multiple years. The important thing is that monitoring visits have shown that communities have improved understanding of good governance and child rights over the 3 years.

		<p>project and they have begun to see a decrease in child abuse within their area. “Now no parent sends their children to herd cattle during school days as they have understood the right to education for children”, said [REDACTED] ³ a member of Area Development Committee and Consortium Committee at [REDACTED]</p>
<p>Output 2: Increased economic empowerment of targeted households in Njerengwa zone in Chitipa district</p>		
	<p>2.1 Number of women and men accessing credit through Self Help Groups in Njerengwa zone in Chitipa.</p>	<p><i>Planned:</i> 1,000 (2,180 cumulative; 1744 females, 436 males) <i>Achieved:</i> 605 (408 females, 197 males) Cumulative; 2,099 (1506 females, 593 males)</p> <p>In the third year the project has supported 605 (408 females, 197 males) new members in the targeted communities to access credit through established self-help groups. This has brought total number of women and men supported to access credit through Self Help Groups to 2,099 (1506 females, 593 males), representing 96% achievement against the target. This small underachievement, in both year 3 figures and the cumulative total, is related to previously reported challenges of community members being slow to understand the SHG approach. There are several existing Village Savings and Loans groups within the target area, mostly set up informally by community members. Therefore, despite the SHG approach being popular due to the broader mandate it carries, community members have been cautious to join – preferring to watch existing groups and see how they perform before committing to the new approach.</p> <p>Within the reporting period, the project has carried out 6 meetings to raise awareness of the SHG approach and establish new SHGs – attended by 324 community members in total (146 men, 178 women) These meetings led to the establishment of 24 new SHGs in year 3 with a total membership of 605 (408 females, 197 males). This brings the total number of SHGs in the project to 134. The total savings of the active SHGs is now at MK 5,137,231 (approx. £5,137).</p> <p>[REDACTED]⁴ of [REDACTED] Self Help Group initially received a loan of MK10,000 (£10) which she used to start a business of buying and selling plastic plates and shoes to community members. Her business has now grown, and now has a capital of over MK100,000 (£100). She is using the profit to pay school fees for her children (one in primary and secondary school).</p>

³ Name changed.

⁴ Name changed.

		<p>The project has also conducted two sessions of refresher training for 18 community facilitators from the targeted areas, including training on setting up Cluster Level Associations. This has strengthened community facilitator's capacity to mobilise and train SHG members in their respective communities. Currently, each facilitator supports an average of seven Self Help Groups but can support up to fifteen.</p> <p>Three Cluster Level Associations (CLAs) with a total membership of 52 people (41 females, 11 males) were established and trained during the reporting period. This brings the total number of CLAs established and trained to 8, representing a total of 70 SHGs. This is an underachievement against the target of 16 by the end of year 3. This is due to SHGs starting later than planned, due to the challenges explained above, which has had an impact on the date they reach the level of cluster graduation. However, Community Facilitators are now fully trained in establishing Cluster Level Associations, and will continue to graduate SHGs into CLAs as they reach maturity.</p> <p>CLA are trained in monitoring the performance of SHGs, facilitating linkages with other local structures in the community on issues concerning SHGs (such as Village Development Committees (VDC) and the Area Development Committee (ADC)) and coordinating access to credit. 2 members, selected using defined criteria, represent each SHG. CLA members meet every month to discuss SHG performance and challenges, and debate how challenges can be addressed. These regular meetings are a key element of the sustainability of SHGs, ensuring that support continues beyond the end of the project.</p> <p>To date, established Cluster Level Associations have coordinated support (such as the provision of pens, notebooks or school uniforms), or provided rewards for good educational results for 2,726 needy learners (1360 boys, 1366 boys).</p> <p>Finally, the project provided training for seven staff members (4 male, 3 female) on SHGs, following a Tearfund funded trip to Ethiopia and India for two members of LISAP staff (this trip took place in year 2). The purpose of the trips was to learn about SHGs, and how they work in different contexts, where the approach has been used for longer than in Malawi. The members of staff who attended the trip facilitated the training, supported by Tearfund Malawi. This helped staff to provide effective support to community facilitators and SHGs within the project, as well as understand some of the longer-term successes and challenges.</p>
	2.2 Number of women and	Planned: 1000 (2180 cumulative; 1744 females, 436 males)

<p><i>men supported to establish and/or improve business economic activities in Njerengwa Zone in Chitipa.</i></p>	<p>Achieved: 843 (574 females, 269 males,) Cumulative; 2084 (1499 females, 585 males)</p> <p>In the third year, the project has supported 843 (574 females, 269 males) to establish and/or improve business economic activities, bringing the total number of individuals supported to 2084. The project has only counted those people who are involved in activities that produce regular income generation – those who carry out ad hoc work to earn an income have not been included in this measurement.</p> <p>Within the reporting period, the project carried out 9 training sessions in business selection and management, covering key areas such as business identification, marketing, customer satisfaction, record keeping and profit utilisation. 544 people (369 females, 175 males) attended. Later monitoring visits found that 80% of attendees reported increased profit and confidence following the training.</p> <p>96% of the target has been reached. The failure to reach 100% target is linked with the challenge explained above relating to the slower-than-expected uptake of SHG’s. Additional awareness meetings on SHGs are planned for the extension period, however any new SHGs established are unlikely to reach the point of disseminating loans and expanding business opportunities in the next six months. Existing and new SHG members will continue to be supported until the project ends in Sep 18.</p> <p>[REDACTED]⁵, [REDACTED] narrated that before joining Tulipoka SHG (in year two of the project) he lived in an uncompleted house and struggled to supply for his family’s needs, often travelling to Tanzania to try to find work in the tobacco fields. Since joining an SHG, [REDACTED] has taken a loan of Mkw 40,000 (approx. £44) which he used to purchase a small plot of land to establish a garden. He is now cultivating high value crops, including tomatoes, onions and carrots, which he sells to other community members. With his profits, he has been able to purchase a bike that he uses to transport the crops to market, has cemented the floor of his house, paid school fees for his child to attend secondary school and has bought a piglet and two goats. He plans to breed these livestock to provide additional income later in the year.</p>
<p>Output 3: Informed decision making and personal goal setting by children participating in the project in Njerengwa zone in Chitipa district</p>	
<p>3.1 Number of girls and boys</p>	<p>Planned: 4,717 (2,453 girls, 2,264 boys)</p>

⁵ Name changed.

	<p><i>trained in life skills and sexual and reproductive health (SRH) in Njerengwa zone in Chitipa.</i></p>	<p>Achieved: 4,852 (1823 girls, 3029 boys)</p> <p>Overall the project has overachieved on this target</p> <p>As reported previously, the project has conducted 1 SRHR training for 30 learners (15 girls, 15 boys) and a follow-up training for the same learners during the reporting period. Learners were trained to recognise the emotional, physical and mental changes they will experience during puberty, and were given tools to help them stay safe and focused during this time. These students have gone on to train 404 peers (225 girls, 179 boys) in year three, through poems, songs and dance during Life Skills Clubs.</p> <p>The project has also worked with 56 teachers to assist them in identifying students who are struggling in school and lacking confidence, and to train them in how they can work with the students to build confidence – leading to improved academic performance.</p> <p>Finally, training of trainers (TOT) for patrons and matrons (leaders of Life Skills Clubs) was conducted during the reporting period, attended by 30 people (5 females, 25 males). The training focused on equipping them with skills on how they would support learners engaged in life skills clubs, and included the sharing of a manual adopted from the Chisomo Children’s Club in Lilongwe⁶, which provides a wealth of advice and activities for children’s clubs. In follow-up monitoring visits, the patrons and matrons have reported that the manual is easy to use and provided helpful, practical guidance that have helped them to improve the Life Skills Clubs.</p> <p>[REDACTED]⁷, 17 now in form 2 at [REDACTED] explained that the knowledge acquired through Life Skills Clubs helped her make a concrete decision to work hard in school and avoid sexual relations with boys which would leave her at risk of early pregnancy or sexually transmitted diseases. In addition, she chose to become a peer educator, reaching out to her fellow students to train them in life skills and SRHR to help them protect themselves. [REDACTED] is now studying hard, and plans to be a doctor.</p>
	<p>3.2 Number of girls and boys participating in exposure</p>	<p>Planned: 30 (15 girls, 15 boys). Cumulative; 90 (45 girls, 45 boys) Achieved: 30 (15 girls, 15 boys). Cumulative; 88 (43 girls, 45 boys)</p>

⁶ <https://chisomochildrensclub.org/>

⁷ Name changed.

<p><i>visits to Mzuzu in Njerengwa zone in Chitipa.</i></p>	<p>A two-day exposure visit to Mzuzu city took place in year 3. As previously reported, 30 students (15 girls, 15 boys) travelled to Mzuzu to visit academic institutions including Malawi Broadcasting Corporation (MBC) Mzuzu studios, Ekwendeni College of Health Sciences, the National Archives and Mzuzu Hotel. In these institutions learners were able to interact with students, teachers and professionals to ask questions about the career path and understand how they may enter one of these professions.</p> <p>One of the participants, [REDACTED]⁸, explained that, “the trips were not only exciting, but also educational, inspiring and motivating.” [REDACTED], 14 was in grade 8 at [REDACTED] when he went to Mzuzu. Now in form 1 at [REDACTED], [REDACTED] stated that the visit to Mzuzu made him realise that there is life beyond what he and his friends knew and were used to. He said the visit to Mzuzu motivated him to hard in class so that his dream of becoming a pilot will one day be realised. He also said he had never seen an airport before but seeing one at Mzuzu had strengthened his ambition even further.</p>
<p><i>3.3 Number of girls and boys reached with career guidance and motivation by professionals within schools in Njerengwa zone in Chitipa</i></p>	<p><i>Planned:</i> Cumulative 4,614 (2342 girls, 2272 boys) <i>Achieved:</i> cumulative 4,912 (2289 girls, 2623 boys)</p> <p>This target was reached by the end of year 2, and no additional activities have been carried out in year 3.</p>
<p>Output 4: Increased accountability of duty bearers to promote equitable access to education in Njerengwa zone in Chitipa.</p>	
<p><i>4.1 Number of community leaders participating in interface meetings between Chitipa District Council and members of Njerengwa community.</i></p>	<p><i>Planned:</i> 30 (10 females, 20 males) <i>Achieved:</i> 64 (21 females, 43 males) by end Year 2</p> <p>In year 3, the project conducted 2 needs assessment meetings with local communities to support in identifying issues for advocacy. Key issues raised included the limited number of qualified teachers in most schools, the lack of adequate classrooms leading to student learning outside (unsustainable during the rainy season), and a lack of school resources including textbooks and other learning</p>

⁸ Name changed.

		<p>materials. Project research shows that there are a total of 80 teachers (61 males, 19 female) across the targeted schools, serving a student population of 6,603 children. This translates to a teacher/student ratio of 1:112, against the national standard of 1:60.</p> <p>The second needs assessment specifically targeted vulnerable groups including 7 children living with disabilities (2 girls, 5 boys) and three HIV and Aids support groups with total membership of 85 (58 females, 27 males). The issues identified by these groups included; non-disability friendly infrastructure in schools (toilets and class room), lack of special needs teachers and long distances to hospitals to access anti-retroviral drugs.</p> <p>Community members have unfortunately not been able to carry out interface meetings with the district council in year 3 to advocate on these issues due to the unavailability of district officials to meet with community members/leaders.</p> <p>The issues identified via the needs assessment are similar to those identified in previous years, and therefore will be carried forward through the advocacy activities in the extension period.</p>				
	<p>4.2 Number of district officials who are engaged in advocacy for improving citizen's rights in Njerengwa zone in Chitipa</p>	<p><i>Planned: 20 (7 female, 13 male)</i> <i>Achieved: 34 (4 females and 30 males) by end year 2</i></p> <p>The project has not conducted any interface meetings to follow up on advocacy actions within the reporting period (as explained above) – and therefore do not have an updated figure for this indicator.</p>				
<p>3.5</p>	<p>Project Outcomes 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>Outcome: <i>Reduction in harmful cultural practices towards children in Njerengwa zone in Chitipa district.</i></p> <table border="1" data-bbox="286 1177 2058 1385"> <thead> <tr> <th data-bbox="286 1177 703 1214">Outcome Indicator</th> <th data-bbox="703 1177 2058 1214">Progress against Planned Milestone/ Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="286 1214 703 1385"> <p>1. Comparison against baseline in the number of teenage pregnancies among girls of less than 16 years in Njerengwa zone in Chitipa</p> </td> <td data-bbox="703 1214 2058 1385"> <p><i>Planned: 50% of baseline (20)</i> <i>Achieved: 5% of baseline (2)</i></p> <p>In the last 12 months, the project has recorded two reported cases of under-age pregnancy within the project area. Tearfund believes that this represents a significant decrease in the number of child</p> </td> </tr> </tbody> </table>		Outcome Indicator	Progress against Planned Milestone/ Target	<p>1. Comparison against baseline in the number of teenage pregnancies among girls of less than 16 years in Njerengwa zone in Chitipa</p>	<p><i>Planned: 50% of baseline (20)</i> <i>Achieved: 5% of baseline (2)</i></p> <p>In the last 12 months, the project has recorded two reported cases of under-age pregnancy within the project area. Tearfund believes that this represents a significant decrease in the number of child</p>
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		<p>marriages as a result of the project.</p> <p>As we have previously mentioned, the figures we are reporting here are based on the information we have been able to gather from Mother & Father Groups, and Life Skills Clubs. Due to the sensitive nature of early pregnancy in the target communities it is possible that we have missed some cases that have been hidden. Tearfund and LISAP will continue to work to triangulate information to ensure we are able to accurately report against this indicator in the end of project report.</p>
	<p>2. Comparison against baseline in the number of marriages involving girls below 16 years of age in Njerengwa zone in Chitipa</p>	<p><i>Planned:</i> 75% of baseline (18) <i>Achieved:</i> 20% of baseline (5)</p> <p>The project has recorded five cases of under-age marriage in the target area, within the reporting period.</p> <p>As with Impact Indicator 1, the sensitive nature of this data means that it is possible some instances of early marriage have been missed in the collection of this data.</p>
	<p>3. Percentage of girls and boys who have received Life Skills Training and who can identify at least one positive life goal they have set for themselves.</p>	<p><i>Planned:</i> 50% (1227 girls, 1132 boys) <i>Achieved:</i> 58% (1125 girls, 1640 boys)</p> <p>To date, 4,852 students have received life skills training via clubs established in the 14 targeted schools. Monitoring and data collection indicates that 2,765 (1125 girls, 1640 boys) pupils have identified at least one positive life goal as a result of the training they have received.</p> <p>The life skills training was offered through Life Skills Clubs, and consequently members of Life Skills Clubs have disseminated the knowledge to their fellow students through drama, poems and songs. In year three, 100% of the students trained were able to identify one positive life goal.</p>
3.6	<p>Project Impact</p> <p>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>Project Impact: <i>Increased gender equity in access to education for 4089 girls and 3774 boys in Njerengwa zone in Chitipa district, which contributes towards the Government of Malawi goal of improved access to quality and relevant education for all.</i></p>	

	Impact Indicator	Progress against Planned Milestone/ Target		
	1 Primary school completion rates for girls in Njerengwa Zone in Chitipa	<p><i>Planned:</i> 93% <i>Achieved:</i> 90% (year 2)</p> <p>The 17/18 figures will be available in July/August and therefore included in the end of project report. The figure given above is for 16/17.</p> <p>Please note that Tearfund has updated the figure reported in year 2, following a review of the mid-term evaluation. The correct figure for year 2 is 90%, as opposed to the 87% reported at the time</p>		
3.7	<p>Risk Management 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>			
	Issue/ Risk	On risk register?	Action Taken	Outcome
	Loss of key project staff members at partner level (Deputy Director, Accountant and Assistant Accountant) from 1 st April 2018.	No	Tearfund has conducted additional visits/meetings with LISAP to ensure project oversight and management is not affected by staff departures. Vacant roles are currently being recruited and, in the interim, Tearfund will increase finance monitoring.	The project has continued to operate smoothly as the LISAP Finance Director has continued to ensure finances are well managed. Tearfund Malawi finance team has also continued to provide technical support to ensure sound financial management of the project.
	Unavailability of key line department officials to interface with community member representatives on identified advocacy issues. Both planned advocacy interface meetings in year 3 were cancelled as key duty bearers repeatedly rescheduled the meeting.	No	LISAP has continue to lobby with these key duty bearers so that the planned interface meeting happen for community members to follow-up on advocacy issues.	LISAP and key line government departments have agreed to conduct the interface meeting in year 4 (extension period).
	Difficulty in collecting data on early marriage and teen	No	The project triangulated data from Mother and Gather Groups with	The project will continue to explore ways to obtain a reliable figure for measuring

	pregnancy. To date, the project to used reporting by Mother & Father Groups, but learning in year three indicates that this structure may mean some cases are missed or hidden.		reports from Life Skills Clubs, however it is still felt that this does not represent the full figure. The project also reached out to local health centres to support triangulation on teen pregnancy, but was hindered as a result of girls being reticent to give their real age when they attend appointments.	this indicator through the final evaluation.
	Increased inflation rate	Yes	The project encouraged SHG members to do production type of business that do not require raw materials from outside the country, focusing on local resources and markets.	The SHG members who are doing businesses continue to follow the advice. The project budget was not adversely affected by inflation.
	Proximity to Tanzania border and the risk of children being married / used as child labour across the border	No	Lobbying the District Commissioner to discuss with the Tanzania authorities in neighbouring district to advocate for stronger coordination on those charged with crimes in Malawi fleeing to Tanzania.	This has still not been discussed – cross border relationships are currently heated due to national level political issues. LISAP will continue to lobby.
	<i>Exchange rate fluctuations.</i> The exchange rate has remained above the budget rate, resulting in some cases of underspend.	No	The project has realised exchange gains as anticipated. These gains will be used during the project extension period.	An extension proposal was submitted to the SG in December for use of exchange gains.

4. Sustainability	
4.1	Partnerships Provide a brief description of the roles and responsibilities of all partners, including in M&E. Have roles and responsibilities changed

	<p>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 in Scotland and Malawi.</p> <p>The relationship between Tearfund Malawi and LISAP has remained good throughout the reporting period. Roles and responsibilities have remained the same, with LISAP responsible for project implementation in Chitipa and Tearfund Malawi providing technical expertise and monitoring/management support.</p> <p>Tearfund Malawi (in liaison with Tearfund Scotland) was able to connect LISAP with Police Scotland who were running training for Northern Malawian Police Victim Support workers. LISAP attended the training and carried out a short presentation of the work of the project, and discussed with the Malawian police ways in which they could support the implementation of bylaws and other project outputs.</p> <p>Tearfund Malawi has carried out regular (at least quarterly) monitoring visits to Chitipa and has provided support on approaches to monitoring and data capture.</p> <p>Tearfund Scotland and Tearfund Malawi continue to work together closely, with the Scottish Project Officer visiting the project in February 2018. This visit focused on monitoring project activities and facilitating a learning-focused workshop to gather learning from the current project and looking forward to identify remaining needs for a future project.</p> <p>Tearfund Malawi and Tearfund Scotland meet formally (via skype) on a monthly basis, with other ad hoc catch ups happening when required, in addition to ongoing communication via email. Tearfund Scotland provides expertise on donor compliance and project management, as well as accessing technical input from within Scotland and the wider UK when required by the project.</p>
4.2	<p>Exit Strategy</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>The project was built around 3 sustainable pillars to for its impact to be felt long after project exit</p> <p>1. Integrating the project in local and district governance structures</p> <p>The project continued to work with stakeholders at all levels, ensuring that they are aware of the length of the project and plans for exit. The Area Development Committee, Village Development Committees, Consortium Committee and community volunteers have structures set up to continue to implement, monitor and oversee project activities as a result of the training they have received throughout implementation.</p> <p>District officials are also aware of project activities and will continue to work with the structures established by the project to</p>

implement their activities where appropriate. The project plans to conduct formal hand over meetings at both community and district level at the end of the extension implementation period and activity 4.7 has been added to the logframe to ensure this happens.

2. The use of proven sustainable methods in community mobilisation

The project continued to facilitate the establishment and development of Self Help Groups (SHGs) to contribute to improved livelihoods of community members. Members have expanded their businesses and are able to give loans to each other to improve their wellbeing and support their children’s educational needs. The use of locally based community facilitators will provide support to the SHGs after the project’s departure.

Life Skills clubs are also well established in the 14 target school, facilitated by local Matrons and Patrons, with input from district level offices including the Development Office and Youth Office. Furthermore, the availability of trained Mother and Father Group members in targeted schools and communities will help with continued awareness and enforcement of bylaws to safeguard children rights.

Finally, the links created between community leaders and district officials will ensure that ongoing advocacy activities can continue beyond the life of the project.

3. Building partner capacity to access other sources of funding

Tearfund has worked with LISAP for the past 9 years on child-focused programmes. The rigorous approach in project planning, implementation, monitoring and evaluation has been a capacity building point for both finance and programme staff of LISAP. Through capacity building from Tearfund, LISAP is now implementing a Child Protection and Participation project in Karonga District with funding from Plan International. Tearfund in the extension want to further build partner capacity in the areas of disability inclusion and safeguarding issues activities 4.8 and 4.9 in the activity logframe.

Tearfund has also linked LISAP with Malawi Scotland Partnership where LISAP can access key information resources and meet with policy makers for policy dialogue. Tearfund will continue to work with LISAP to look for ongoing funding for this project – evidence from previous projects (included the SG funded Girls and Boys Empowerment in Karonga) indicates that cultural change takes longer than three years to fully embed, and this target area would benefit from ongoing engagement by LISAP.

5. Learning and Dissemination	
5.1	Lessons Learned
	Describe briefly any lessons learned during this reporting period, and how it will influence the project and your work moving forward. In year three, Tearfund has established a relationship with CBM in Malawi, who are willing to support with the provision of training around the inclusion of people with disabilities (scheduled for the extension period). They have also provided input and advice for

5. Learning and Dissemination	
	<p>how to carry out inclusive needs assessments. Although Tearfund and LISAP have always been conscious of including people with disabilities in project activities, this has often proved a challenge due to community expectations and cultural norms (within organisations and the communities). The project anticipates that this relationship with CBM will provide ongoing learning on inclusivity, which will benefit future projects.</p>
5.2	<p>Innovation and Best Practice 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>The project relies on proven development practice and therefore does not include activities that would be considered innovative, but does include strong examples of best practice – including the use of Self Help Groups and the expansion of the traditional Mother Groups to include Fathers.</p> <p>The Self Help Group approach is based on an increasingly strong evidence base showing their impact on sustainable economic development and community empowerment. Tearfund has been using the SHG approach in multiple countries for over a decade, since the first pilot project in Ethiopia in 2002. Ethiopia now has over 18,000 SHGs established with over 330,000 members, building self-sufficiency and resilience.</p> <p>In addition, the inclusion of Fathers in the traditional Mother Groups (now expanded to Mother and Father Groups) has seen increased impact when addressing issues such as child abuse and trafficking. The diversity of membership has allowed the groups to reach a wider range of the community, and has highlighted the collective responsibility of parents (both mothers and fathers) to ensure their children are protected and receive a good education.</p>
5.3	<p>Dissemination 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>LISAP continues to carry out dissemination activities within the district on a regular basis, presenting at district levels meetings and events.</p> <p>At a national level, LISAP and Tearfund Malawi present learning and approaches in forums such as the Malawi Scotland Partnership.</p> <p>In year three, the project hosted a national media trip by Malawian journalists who travelled to meet with beneficiaries and local authorities. This resulted in stories from GBERC being told via several media outlets, including radio, newspapers and television. The project had 4 slots of 30 minutes each on Malawi Broadcasting Corporation (MBC) which has a viewership of over 2 million people. The project also featured on radio news on MBC and Zodiak, with a combined listenership of over 4 million people in Malawi and</p>

5. Learning and Dissemination	
	<p>neighbouring countries.</p> <p>In Scotland, Tearfund Scotland is currently in the process of updating its webpage which, when complete, will include stories and learning from this project. Tearfund Scotland has also been discussing the project with other NGO's in Scotland to raise awareness and facilitate collaborative working.</p>
5.4	<p>Wider Influence 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 development of local bylaws as part of this project has attracted attention at a district level, and district officials are considering using a similar approach across the district following the success of implementation.</p>
6. Financial Report	
<p>The narrative report below should be provided in conjunction with the Budget Spread sheet report (see Annex 2). Please fill in the Budget Spread sheet 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 31st of the current financial year.</p>	
6.1	<p>Project Underspend 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>The project spent £127,705 vs budget of £138,735 (92% expenditure against budget). Of the underspend of £11,030, c £3,800 was as a result of exchange gains, whilst the remainder is due to other savings.</p> <p>The main reasons for other savings include:</p> <ul style="list-style-type: none"> - Cost efficiencies due to using motorbikes rather than vehicle during the rainy season - Reduced transport costs due to holding events in communities rather than beneficiaries travelling and requiring reimbursements - Savings on travel costs for monitoring due to combining monitoring trips where possible - Savings on coordination meetings as a result of using LISAP buildings rather than hiring a venue

As the project will end in September 2018, the project requests that some of the unallocated underspend be used to add or carry forward activities to strengthen sustainability and handover. In addition, the extension proposal submitted in December included an M&E flight and subsistence which is no longer required due the use of a local consultant – Tearfund requests that these funds also be reallocated to the below activities:

1. Activity 2.5 (£824) The project did not carry out as many cluster formation training sessions as anticipated in year three. This was related to the delay in establishing SHGs, meaning that fewer SHGs were ready to graduate to cluster level. Tearfund anticipates that more SHGs will reach the level of graduation in the extension period, and is requesting to carry forward budget for one additional session in the extension period.
2. New activity 4.7 (£608): Project Handover Meetings with key stakeholders. As LISAP will be exiting the target communities in September, the project is requesting that £608 of the underspend be used to hold formal handover meetings with district and local authorities. This has been a valuable activity in other projects to ensure responsibility for project activities is fully handed over, with an opportunity to discuss plans going forward.
3. New activity 4.8 (£211): Training for partner staff on inclusion of people living with disabilities. Tearfund and partner staff have increased their understanding of including people with disabilities in project activities across the course of the project. To further build the capacity of the partner to respond to the needs of those with disabilities, Tearfund would like LISAP staff to attend a disability inclusion workshop that will be facilitated by CBM. Tearfund requests that £211 is used to cover the costs of transporting LISAP staff to the workshop. Costs for running the workshop itself will be covered by Tearfund Malawi.
4. New activity 4.9 (£211); Training for partner staff on safeguarding. Following the recent focus on safeguarding, Tearfund Malawi will be hosting a workshop focused on safeguarding for all partners in Malawi to build their capacities in this area. Tearfund requests that £211 is used to cover the costs of transporting LISAP staff to the workshop. Costs for running the workshop itself will be covered by Tearfund Malawi.
5. Additional budget for end of project evaluation (2,179). The project requests that £2,719 is added to the budget for the final evaluation. Market rates for local consultants has increased since the initial budget was written 3 years ago, and these extra funds will allow Tearfund to contract a good quality local consultant to carry out the final evaluation.
6. Carry forward of £300 from the underspend on office rentals as Tearfund Malawi will be required to back-pay the rent increase for the first quarter of 2018 (Jan – Mar).

The total amount available for reallocation is £12,961 (£11,030 underspent plus £1,931 of M&E flight and subsistence). The above activities total £4,873, leaving £8,088 still unallocated. Tearfund will carry this forward into year four, and may submit a further proposal for its use. If a proposal is not submitted, these funds will be returned to the Scottish Government at the end of the project.

Once approval is received for these proposed activities, a revised budget for the extension period will be submitted to the Scottish Government.

6.2	Cost Effectiveness and Efficiency 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>Tearfund in the third year of project implementation continued to combine monitoring trips for both finance and programme personnel. Additionally, where applicable, the project has been conducting project activities concurrently, resulting in savings on transport costs.</p> <p>In addition, the project saw savings against the bylaw development as district officials supported this activity, and costs were shared with other partners (NGOs) within Chitipa who saw value in working together to support the roll out of local bylaws.</p>
6.2	Co-finance and Leverage 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>There are many indirect costs incurred in delivering a project, including head office costs such as audit, finance & logistics. Results from an independent audit calculated Tearfund's indirect costs for delivering projects to be 14.18% from April 2014 onwards.^[1] Under Scottish Government guidelines, these costs cannot be charged to the project therefore Tearfund is contributing this support as a benefit in kind.</p> <p>In addition, Tearfund Malawi has contributed to specific activities – including funding LISAP staff to attend the Police Scotland training, and providing them training on M&E. Tearfund and LISAP's own vehicles have also been used in the project, at no cost to the project.</p>

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.					
1. IDF Programme – Poverty and Vulnerability (compulsory)					
1.1	Indicator 1.1 Total number of people directly benefitting from the project				
	Baseline	Female	Male	Total	Brief description (e.g. small-holders)
	0	5,026	4,092	9,118	School children involved in the project and members of SHGs
	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.					
Activity reports, field reports, M&E framework and Logframe					
1.2	Indicator 1.2 Total number of people indirectly benefitting from the project				
	Baseline	Female	Male	Total	Brief description (e.g. small-holders)
	0	2,688	2,905	5,593	Family members of SHG members
	State the evidence that supports the progress described				
Field reports, M&E framework, and Logframe					
2. IDF Programme – Civic Governance and Society (optional)					
2.3	Indicator 2.3 Number of organisations with increased awareness of good governance and human rights				
	Baseline		Total		Brief description (e.g. paralegal service)
State the evidence that supports the progress described					
2.5	Indicator 2.5 Number of people who are engaged in advocacy for improving citizens' rights				
	Baseline	Female	Male	Total	Brief description (e.g. small-holders)
	State the evidence that supports the progress described				
3. IDF Programme – Education (optional)					
3.1	Indicator 3.5 Percentage increase in Primary school completion rates for girls				
	Baseline		Total		Brief description (e.g. primary school)
State the evidence that supports the progress described					
4. IDF Programme – Sustainable Economic Development (optional)					
5.2	Indicator 5.2 Number of people accessing credit				
	Baseline	Female	Male	Total	Brief description (e.g. widows)
	0	1506	593	2099	SHG members
	State the evidence that supports the progress described				
Field reports, Logframe					

Annex 1: Guidance Notes: End of Year Report

- This report is to be completed by all project managers/leaders at the end of the financial year.
- Please complete this form electronically.
- Once complete please send this reporting form, by email to your Scottish Government project manager.
- The report should be submitted by the end of April following the financial year to which the report relates.

Question	Guidance
Basic Project Information	
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). Reports that do not include all required documentation will not be considered complete.
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.
Project Relevance	
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 affect that is having, as well as any challenges in engaging with them.
Progress and Results	
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	For this question you will need to refer back to your most up-to-date APPROVED logical framework. 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	For this question you will need to refer back to your most up-to-date APPROVED logical framework. 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	For this question you will need to refer back to your most up-to-date APPROVED logical framework. 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.
Sustainability	
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.

Learning and Dissemination	
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.
Financial Reporting	
6	For this question, you will also need to complete the summary page of the budget spreadsheet. 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.
IDF Programme Monitoring	
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