

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 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/009
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)*	Mary's Meals UK
1.5	Name of Partner(s)*	Mary's Meals Malawi (MMM) Mary's Meals International (MMI)
1.6	Name of Project*	Mary's Meals School Feeding Programme Expansion in the Machinga District of Malawi
1.7	Project Description*	<p>The project has allowed Mary's Meals to expand our school feeding programme in Malawi to reach an additional 35,054 children by March 2018.</p> <p>The programme is providing a meal during the school day to help alleviate classroom hunger and enable more children to enroll and stay in school. Additionally, school woodlots are being developed in order to provide a sustainable source of fuel for cooking.</p> <p>This project is being delivered in close partnership and with the active support of schools, community volunteers, and in collaboration with other partners including the Government of Malawi's Ministry of Education, Science, and Technology.</p> <p>The project was delivered in Machinga District over two phases, with 17,039 children in 15 schools in Phase 1 and 18,015 children in 15 schools in Phase 2. The project aimed at delivering a long-term sustainable solution in an area which experiences high food insecurity and poverty.</p>

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		Following successful project extension application, project has been extended with addition 6 months to continue providing a daily meal in the 30 schools each school day.	
1.8	Project Country/Region*	Malawi, Southern Africa.	
1.9	Project Start & End Date*	Start: 01/04/2015 End: 31/03/2018 extended to 31/09/2018	
1.10	Total Project Budget*	£937,255	
1.11	Total Funding from IDF*	£548,038 plus extension of £113,217. Total: £661,255	
1.12	IDF Development Priorities 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 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) <input checked="" type="checkbox"/>	
		summarising progress against relevant milestones for project activities, outputs, outcomes and impact. <input 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 type="checkbox"/>	
	Please list any further supporting documentation that has been submitted	Case studies	
1.14	Response to Previous Progress Reviews	<p>Scottish Government's comments on previous reports (State which): 1) In the "Finance Report" section of the report, it refers to a financial report attached, however I can't find this. Please can you provide it.</p> <p>2) The logframe appears to confuse what numbers should go in the "Target (03/18)" box. From what I</p>	<p>Action Taken: This was sent to the Scottish Government in our original email of 31 October 2017 and then reattached to email 29th January 2018.</p> <p>Yes, this is intentional as some outputs are designed to have an accumulative impact over</p>

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		<p>can see it is sometimes the accumulation of the project, and at times the activity undertaken in Y3 e.g. Indicator 4.2.</p> <p>3) For Indicator 4.2, there is also no planned Phase 2 Target.</p> <p>4) For Output 4 the report states you are on-track or achieving your milestones. However, you have only spent £584 out of a budgeted £5,368. You do mention that the activity for Indicator 4.2 is taking part in the second half of year. I am therefore assuming that the vast majority of the spend for this Output is being spent on the school sessions. Is this correct?</p>	<p>the entire project timeline, so for this we use an accumulative percentage. Others, such as number of trainings, may differ year on year, so for this an individual target for each milestone is set to reflect this specific activity.</p> <p>Phase two schools have already completed 2 sets of environmental trainings so this output is complete for these schools. Phase one schools will receive 1 more environmental training each before April, then they will also have completed the required number. We have updated the logframe so that this is clearer to understand.</p> <p>Yes, you are correct. On tab 7 of the Finance Report, there is a timing difference on output 4. The activities noted have taken place in the second part of the year. We would also like to propose a change to the budget lines for Outputs 4 and 5.</p> <p>We proposed moving budgets lines for Output 4, environmental training (line 33) and consultant partner (line 37) to be included in Output 5, external evaluation (line 52). The environmental training has continued to be conducted, but there is no cost associated with this at this time as it is conducted by Mary's</p>
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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.

			Meals School Feeding Officers at a school level. The external evaluation took place in the first quarter of 2018.
1.15	Date report produced	24 April 2018	
1.16	Name and position of person(s) who compiled this report	Name, Position: Name, Position: [REDACTED] Programmes Funding Officer (MMM) Name, Position: [REDACTED] Head of MEL and Reporting (MMM) Name, Position: [REDACTED] Head of Programmes (MMM) Name, Position: [REDACTED] Programmes Officer (MMI)	
1.17	Main contact details for project, if changed	[REDACTED] Executive Director of MMUK [REDACTED]	

Signed by: [REDACTED]

Date: 30th April 2018

Designation on the Project: Main contact

2. Project Relevance

2.1 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.

During this implementing year, the project has further proven relevant to the context and in addressing the needs of beneficiaries. Food insecurity in Malawi, especially Machinga region, remains a great challenge due to poor rainfall patterns leading to persistent dry seasons and flash floods in some areas. The district was reported to be among the districts highly affected by hunger during 2015-2016 planting season from which the local communities are still recovering. Malawi Vulnerability Assessment Committee report of 2017 further indicated that 35% of the population in Machinga face food security challenges of which a further 15% face acute food security needs and are in need of humanitarian assistance.

The school feeding programme has therefore been of great help to the targeted 35,054 children from vulnerable households, who face challenges as a result of food insecurity. Encouragingly, we have now exceeded this target and are reaching 39,076 children each school day: 19,946 girls and 19,130 boys. By providing a school meal, Marys Meals has not only encouraged children to enrol and continue attending school and gain a primary education but also is providing a social safety net to families and helping reduce the impact of hunger to vulnerable school going children.

	<p>We are proud to report that many indicators have exceeded year three targets, and all are performing well. The project continued to achieve its overall impact of increasing enrolment and progression within 30 primary schools in Machinga district of Malawi. We look forward to further increasing this impact during the final 6-month extension of this project.</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>Mary's Meals has a long history of providing support to the most marginalised and our projects support the poorest and most vulnerable children and communities, where the need is greatest. In Malawi, this programme is providing support to vulnerable communities where food security is poor and school enrolment levels are low. Importantly, all our projects provide a daily meal to every child in a place of education. The school feeding programme is specifically designed to promote social inclusion, encouraging children to enrol and continue attending school.</p> <p>The design of the programme promotes the inclusion of vulnerable children within the education system, encouraging both boys and girls to enrol and continue attending school. Across Malawi, including Machinga district, social norms often result in young girls not attending school, or dropping out early, to help in the household. This is especially prominent in impoverished areas. The Mary's Meals model is designed to encourage all children, girls, boys, those with disabilities, or health issues such as HIV/AIDS, to attend school with the promise of a daily meal. We also work with communities in training sessions to promote inclusive education of all, and ensure communities understand the importance of inclusive education. In year 3 of this project, we see an increasing number of girls attending school (19,946), thus suggesting community engagement training is helping promote inclusive education, promoting the right to education for every child. School Feeding Officers highlight issues of child protection and in inclusion during supervision visits and community engagement meetings.</p> <p>In the past year, Marys Meals has continued to develop and improve trainings on Inclusion and Child Protection, which are part of Marys Meals best practice. Officers stress the importance of child protection and inclusion during supervision visits and community engagement meetings, answering any questions schools or communities have on an ongoing basis. We continue to embed inclusion and child protection into the programme to continue to raise awareness and encourage lasting change.</p> <p>Participation in the programme is voluntary and decided amongst the community themselves. Mary's Meals does stipulate that committees must be made up on an equal number of men and women to ensure both are always included in the decision-making process. We have seen that the high levels of female involvement in the programme helps foster community spirit and builds community support for education for all. During meetings and trainings, we regularly observe more women attending, but it is encouraging that both men and women see the value of the programme and want to be involved. This alongside the community ownership aspect of the programme helps empower women.</p> <p>Furthermore, Mary's Meals activities, such as trainings, are arranged at times that can accommodate both men and women. This involves ensuring that planning considers the average work load of both groups and their availability to take part in the set times for these activities. Additionally, Marys Meals continues to promote the participation of men in the cooking rota so that women are not overburdened with this</p>

	<p>task, helping to promote the idea that school feeding is a community activity rather than only a women's activity.</p> <p>School feeding is especially important in areas and times of food insecurity. The promise of a daily meal provides a social safety net for families, reducing the burden of finding enough food each day.</p>
2.3	<p>Accountability to stakeholders 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>Mary's Meals continues to maximise the platform and opportunity for beneficiary participation and decision making. Communities provide resources which are vital for the running of the programme, for example, water and firewood for preparation of CSB and sand and bricks for kitchen construction. This promotes community ownership throughout the programme. At the beginning of the project, beneficiary decision making is vital. Communities themselves decide if they want to participate in the programme and sign a memorandum of understanding (village head, head teacher and Mary's Meals) after all roles and responsibilities have been discussed. They then decide on members for the School Health and Nutrition Committee. The committee is responsible for handling all school feeding issues at the community level and participates in the daily management of the programme, ensuring best practice. This highlights the key roles and responsibilities of each partner: Mary's Meals, the Government of Malawi and the local communities. The government is represented by the District Education Manager at district level while at school or community level it is represented by the head teacher for each school</p> <p>Community ownership is integral to the Mary's Meals programme. This includes the provision of resources from communities, vital for running of the programme. These resources include voluntary labour (preparation of CSB), provision of firewood and collection of water for CSB preparation. In addition, communities provide shelters which are used as temporary kitchens at the beginning of the programme, ahead of full kitchen construction by Mary's Meals. Later they provide bricks and sand for construction of a permanent kitchen. Sharing the provision of resources in this way promotes ownership of the programme and ensures stakeholders such as School Health and Nutrition Committees (made up of community members) have greater influence in the day to day management and decision making of the programme.</p> <p>Within the volunteer structure at each school, a 'train the trainer' approach is encouraged, with those trained providing mentorship and guidance to other volunteers. This again supports community engagement and ownership of the programme.</p> <p>This year we have faced occasional challenges in some communities carrying out their expected roles. While programme delivery rates have remained very high across the programme and have exceeded our targets, some communities have occasionally failed to provide firewood for cooking on some days, or not prepared meals some days. As a response, Mary's Meals has ensured community or village leaders are present at community meetings with Mary's Meals. The support for the school feeding programme from the village leaders motivates communities and helps ensure that they realise the importance of their roles and their ownership of the programme, which is key to its success. These meetings have been successful</p>

	in motivating communities. Mary's Meals will continue to monitor this situation and provide support to schools and communities on an ad-hoc basis.
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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.		
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.	
	Project focus and delivery remained the same in the final year.	
3.2	Changes to the Logical Framework	
	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.	
	Result Area/ Indicator	Proposed/ Approved Change (please clarify and evidence below)
	Reason for Change	
	No changes made to the logframe since those reported in the mid-term report.	
3.3	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.	
	Indicators for impact indicators 1 and 2 could not be updated because there is no update available on UNICEF or UNESCO statistics which is the source of baseline data for the two indicators. The most recent data is the same as used for the baseline. This indicator may be updated in October 2018 after extension period if statistics will be available from these external sources.	
3.4	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.	
	Output 1: Reduced hunger for children who attend school.	
	Output Indicator	Progress against Planned Milestone/ Target
	Output Indicator 1.1 Number of children receiving a daily meal at school, disaggregated by gender, by 2018	Phase I 18,997 children Status: 18,997 Boys: 9,307. Girls: 9,690 Exceeded Phase II 18,015 children

3. Progress and Results

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		<p>Status: 20,079 Boys: 9,823. Girls: 10,256 Exceeded</p> <p>We are pleased to report that the total number of children receiving a meal every school day is 39,076. This exceeds our planned milestone of 35,054 by 11%.</p> <p>In 15 schools from phase 1, 18,997 children are receiving a school meal. In the 15 Phase 2 schools: 20,079 children receive a school meal.</p>
	<p>Output Indicator 1.2 School feeding programme delivered as planned on 90% of school days.</p>	<p>Final target: 90% of school days Status: 95% Exceeded</p> <p>Encouragingly, the programme has exceeded the target by 5%, delivering the school feeding programme on 95% of school days. In Phase 1 schools we managed to feed 96%, while in Phase 2 schools we saw a feeding rate of 94%. This achievement can be attributed to our ongoing efforts on volunteer engagement which continues to increase volunteer participation and community ownership of the school feeding programme.</p>
	<p>Output Indicator 1.3 Percentage of children reporting reduced levels of hunger during the school day.</p>	<p>Target: 50% of children report never feeling hungry at school. 25% feel hungry only "some days" Status: Exceeded</p> <p>A wonderful 62% of children are reporting they never feel hungry at school, exceeding our target by 12%. A further 33% of children report they feel hungry only 'some days', exceeding the target by 8%. This is a positive demonstration of the success of the school feeding programme in reducing classroom hunger which promotes attendance and engagement in class, in turn promoting increased progression through primary school.</p>
<p>OUTPUT 2. Increased equitable access to primary education for children</p>		
	<p>Outcome Indicators</p>	<p>Progress against Planned Milestone/ Target</p>

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	<p>Output Indicator 2.1 Increased enrolment rates in all 30 schools disaggregated by gender.</p>	<p>Phase I Target: 30% increase on baseline numbers in all grades for girls and boys Status: 45% (44% boys and 46% girls) Exceeded</p> <p>Phase II Target: 23% increase on baseline numbers in all grades for boys and girls Status: 37% (38% boys and 36% girls) Exceeded</p> <p>Both phases have achieved targets for year 3. This is a demonstration that school feeding has improved the food security situation across all 30 schools in Machinga. The recent external evaluation of this project supports this finding. The evaluation found that as household hunger increases within the communities, school feeding becomes an increasingly important social safety net, helping more families send their children to school each day in the knowledge that they will receive a meal.</p>
	<p>Output Indicator 2.2 Percentage of newly enrolled children reporting meal as incentive to enrol at school, disaggregated by gender.</p>	<p>Final target: 20% all newly enrolled children. Status 16% Predominantly Achieved</p> <p>As previously reported and discussed with the Scottish Government, as the project progresses, when children are interviewed, they are more likely to report that the reason they come to school is to learn, and not because they will receive a meal. During the surveys carried out in year 3, an excellent 84% of children reported they came to school 'to learn'. This is extremely encouraging at the school level as it demonstrates the success of the programme in promoting the importance of inclusive education. This indicator demonstrates success despite not achieving the target. It shows a positive development that demonstrates an increased awareness and appreciation of the need and value of education. It is also a demonstration that Mary's Meals has become integrated into the community, to give children energy at school and to help them learn.</p>
		<p>Target: 15% increase from baseline Status: Partially Achieved</p>

3. Progress and Results

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	<p>Output Indicator 2.3 Percentage completion rate of pupils enrolled in first and final available school grades, disaggregated by gender.</p>	<p>Phase 1: girls 15%, boys -2% Phase 2: girls 4%, boys 9%</p> <p>Results show positive signs of progression, especially for girls in phase one schools, which has encouragingly reached the target. However, we have taken some lesson learning from this indicator. Standard 1 grows faster than later grades, therefore the percentage proportion will be less, meaning despite numbers of children in later grades growing, we have not hit the percentage target.</p>
<p>OUTPUT 3 Increased support and involvement for education by local communities and improved capacity to deliver school feeding programmes at both community and Government level.</p>		
	<p>Output Indicator 3.1 Number of Mary's Meals SFP training and community sensitisation sessions delivered to community volunteers</p>	<p>Progress against Planned Milestone/ Target</p> <p>Final target: Phase I: 15 update training sessions Status: 15 training sessions (1 per school) Achieved</p> <p>Phase 2: no trainings in logframe.</p> <p>Training activities targeting the communities are an integral part of this grant. During the reporting period, we have focused particularly on training in Mary's Meals school feeding best practices, delivering refresher cooking trainings that focus on safe and hygienic food preparation, and encouraging community ownership of the programme. Overall trainings have been successful and turnout high. School Feeding Officers and Managers continue to support schools during their visits. Throughout the period of this grant, community engagement has been a priority and trainings are taking places regularly across Machinga. School feeding training will continue throughout the extension period of this grant to ensure continued capacity building and best practice.</p>
	<p>Output Indicator 3.2 Number of schools with active school feeding committees (minimum of 5 members per committee)</p>	<p>Final target: Phase I: 15 schools Phase II: 15 schools Status: Achieved</p>

3. Progress and Results

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		<p>This target was achieved during year 2.</p> <p>Mary's Meals school feeding programme established School Health and Nutrition committees to support the delivery of the programme from the beginning of feeding in that school. These committees are in operation across all Mary's Meals schools, including the 30 schools in Machinga district belonging to this grant.</p> <p>During the reporting period, School Health and Nutrition Committees across all 30 schools continue actively supporting the school feeding programme.</p>
	<p>Output Indicator 3.3 Number of meetings facilitated and supported by Mary's Meals to Government representatives and other stakeholders.</p>	<p>Final target: 9 meetings Status: Exceeded- 16 meetings</p> <p>This indicator has exceeded the expected target for year 3. In Machinga, 5 zonal meetings were attended by zone leaders including relevant Government officials- such as Primary Education Advisors, traditional leaders and representatives of school-based committees. The meetings focused on capacity building and sharing knowledge and skills to promote best practice in the delivery of the school feeding programme.</p> <p>Furthermore, Mary's Meals, participated in the following meetings in Machinga district:</p> <ul style="list-style-type: none"> • 4 District Executive Committee meetings • 2 District Nutrition Coordinating Committee meetings • 1 District Education Networking meeting organised by the local authorities. <p>This participation enabled Mary's Meals to appreciate the efforts and share knowledge and best practice with other development stakeholders and better align and integrate with official Government policies. District meetings also enabled knowledge sharing at a wider level, enabling school feeding best practice to be disseminated to all interested stakeholders. This is particularly important for the sustainability of this project, as we continue to engage with Government to build support and capacity for eventual handover of the school feeding programme.</p>

3. Progress and Results

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OUTPUT 4 Improved natural resource management at each school to minimise deforestation and to provide a sustainable source of fuel for the school feeding programme.

Output Indicator	Progress against Planned Milestone/ Target
<p>Output Indicator 4.1 Number of environmental training sessions delivered by partners to Mary's Meals staff to build capacity within the team.</p>	<p>Final target: Two training sessions by 2018 Status: Achieved</p> <p>This milestone was achieved in year 2 as stated in the previous report. During 2 sessions, Mary's Meals personnel were trained by the organisation: Leadership for Environment and Development (LEAD) on Woodlot and Environmental Management.</p> <p>Since then, Mary's Meals has been using the skills and knowledge gained to support communities during tree planting seasons and through ongoing mentoring and coaching on woodlot management.</p> <p>We are also working towards the environmental sustainability of the programme by using fuel efficient stoves, setting up woodlots in the schools and promoting the usage of briquettes, especially in more urban schools in the wider Mary's Meals programme where firewood and space for woodlots is scarce.</p> <p>Part of this approach is providing training on environmental sustainability to Mary's Meals staff, who then disseminate this knowledge to communities. This improves awareness raising on the link between environmental protection and livelihoods. All 30 schools in Machinga are actively managing woodlots with ongoing support from Mary's Meals (see output indicator 4.3).</p>
<p>Output Indicator 4.2 Number of environmental training session by Mary's Meals staff and partners to school feeding committees, volunteers and pupils.</p>	<p>Final target: Phase 1: 15 sessions Status: Achieved.</p> <p>15 environmental training sessions have been completed over the recent rainy season. This equates to one training session at each school. This also completed the target for environmental trainings across the life of the project. Mary's Meals will continue to support schools with environmental training on an ad-hoc basis as necessary.</p> <p>Phase 2: One session per school Status: Achieved in year 2- no target for year 3.</p>

3. Progress and Results

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	<p>Output Indicator 4.3 Number of actively managed woodlots at school.</p>	<p>Final target:</p> <p>Phase 1: 15 woodlots Status: Achieved.</p> <p>Phase 2: 15 woodlots Status: Achieved</p> <p>All environmental trainings have been completed, each training includes instruction on woodlot management. All 30 schools actively manage their woodlots.</p> <p>Across all woodlots, tree survival is 60%. It has been observed that the most common reason for trees failing is bad weather and growing conditions, or seedlings being uprooted by animals or people (some children think this is a game). Water supply in Machinga is a major challenge, especially during the dry season. Mary's Meals is working with School Feeding Managers to monitor this and ensure engagement on the importance of woodlot management continues, in addition to official trainings being completed.</p> <p>Recently, the final tree planting activities were carried out. Encouragingly, 1,220 seedlings were planted between February and December, the survival rate of these trees is 90%. Mary's Meals promotes school and community ownership of woodlots. We will continue to work with schools and communities to make sure they understand the importance of woodlots, and how it helps support the sustainability of the school feeding programme.</p>				
3.5	<p>Project Outcomes</p> <p>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: The project will improve access and promote participation in primary education for 35,054 vulnerable children. This will be achieved through the provision of a daily school meal prepared by community volunteers in a sustainable way.</p> <table border="1" data-bbox="261 1973 1401 2040"> <thead> <tr> <th data-bbox="261 1973 668 2011">Outcome Indicator</th> <th data-bbox="668 1973 1401 2011">Progress against Planned Milestone/ Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="261 2011 668 2040"></td> <td data-bbox="668 2011 1401 2040">Phase I:</td> </tr> </tbody> </table>		Outcome Indicator	Progress against Planned Milestone/ Target		Phase I:
Outcome Indicator	Progress against Planned Milestone/ Target					
	Phase I:					

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>Outcome Indicator 1 Number of children enrolled in school, disaggregated by gender.</p>	<p>30% increase on baseline numbers in all grades for girls and boys Status: 45% (44% boys and 46% girls) Exceeded/ Achieved</p> <p>Phase II: 23% increase on baseline numbers in all grades for boys and girls Status: 37% (38% boys and 36% girls) Exceeded/ Achieved</p> <p>There is an increase in enrolment from the baseline in both phases, with both exceeding set milestones. Mary's Meals reduces classroom hunger and helps primary school children successfully complete primary education. We expect to see the number of children fed continue to grow by the end of the extension period of this project. Our monitoring and evaluation systems demonstrate that a daily meal at school has a great impact on encouraging children to enrol and continue attending school. The school meal also helps children concentrate in class, increasing their participation in lessons, and more children stay in the class for the full school day.</p> <p>The results of the end of project external evaluation support these findings. According to the report, the food insecurity situation has an impact on the project insofar as, as household hunger increases within the communities, school feeding increasingly becomes an increasingly important social safety net, causing more families to send their children to school to ensure they receive a meal each day.</p>
<p>Outcome Indicator 2 Number of training sessions given to increase community capacity and promote a sustainable delivery model for the school feeding programme and school woodlots</p>	<p>Final target: One training sessions at each school by March 2018. Status: Achieved</p> <p>Trainings in both School Feeding best practise and woodlot management have been completed for schools in both Phase 1 and Phase 2. Throughout Year 3 schools in Phase 2 have received their refresher trainings to complete this target.</p>
<p>3.6 Project Impact 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</p>	

3. Progress and Results

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be supported with evidence (such as links to monitoring data, case studies, web-based information, reports etc) where possible.

Project Impact: The project will contribute to achieve universal inclusive primary education in Malawi and will also contribute to achieve Millennium Development Goal

Impact Indicator	Progress against Planned Milestone/ Target
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<p>Impact Indicator 1. Primary education net enrolment rates disaggregated by gender.</p>	<p>n/a- Progress against this indicator will be reported in October 2018 at the end of the extension period, depending on the availability of data from external sources. Source: UNICEF Education Statistics for Malawi.</p>
<p>Impact Indicator 2. Survival rate through to last available grade of school, disaggregated by gender.</p>	<p>n/a- Progress against this indicator will be reported in October 2018 at the end of extension period, depending on the availability of data from external source. Source: UNESCO Statistics.</p>

3.7 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?

Issue/ Risk	On risk register?	Action Taken	Outcome
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Power outages causing delays in production of CSB and subsequent delays to deliveries.	No	Power outages have not been a problem this year.	
National wide strike of primary school teachers.	No	There have been no strikes since June 2017, which were reported on in the mid-term report.	

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 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.

The project continues to be implemented through close collaboration of Mary's Meals Malawi, the implementing partner, Mary's Meals International and Mary's Meals UK. Roles and responsibility remained unchanged. This close collaboration ensures their combined expertise, skills and knowledge continue to maximise impact and enables the smooth and efficient delivery of the project.

Mary's Meals International is responsible for the overall delivery of the project and achievement of the objectives, working closely with Mary's Meals Malawi, who are directly responsible for the direct delivery of all planned activities across the project

plan. Project officers from Mary's Meals Malawi and Mary's Meals International work closely together to monitor progress and provide regular updates on the project, arranging frequent visits between the UK and Malawi as well as regular contact between the two offices. In addition to programme support, Mary's Meals International manages project budgets (in close collaboration with Mary's Meals Malawi) and undertakes internal auditing activities, guaranteeing financial transparency across the project.

Mary's Meals UK oversees the administrative management of the project, ensuring timely submission of reports and budget tranche requests.

4.2

Exit Strategy

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.

Mary's Meals is committed to ensuring the ongoing delivery of a school feeding programme at project schools. We are actively building skills and capacity, and enhancing institutional sustainability, to support the eventual transition of management and delivery of the school feeding programme to national Government in the longer term.

Moving towards sustainable national led feeding programmes requires mainstreaming of school feeding within national policies and plans, adequate budgetary support and implementation capacity to ensure the programme can be effectively delivered and monitored. Throughout Year 3 Mary's Meals have continued to work regularly with the Government of Malawi on many levels.

We work closely with government officials at zonal, district and national level, involving them in programme planning and meeting regularly to discuss the challenges and developments within the programme. We participate in regular information sharing forums where organisations and government partners work together to share best practice and inform ongoing work.

Our continued engagement with Government at the district level, for example through secondments, helps build the skillset and capacity of government officials to understand the delivery of school feeding, as well as how to monitor the programme.

Furthermore, Mary's Meals Malawi has actively contributed to the development of the national policy on school feeding as well as contributing to the development by the Government of best practice guidelines, which will underpin and steer the direction of the Government in relation to supporting development of a national school feeding programme.

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.

Mary's Meals values ongoing lesson learning. School feeding managers compile monthly reports that include lesson learning that is useful for both this project and the wider Mary's Meals programme. In Machinga over this reporting period the following points have been highlighted and used in sharing best practise throughout the programme:

5. Learning and Dissemination

- Active involvement of traditional leaders helps communities adhere to best practice school feeding and increases participation and community contributions
- Empowering school administrators and authorities helps to solve issues at the school level, for example late feeding, or volunteer absenteeism. In turn this improves community ownership of the programme
- Community training is successfully promoting community ownership and innovation in programme delivery, as highlighted in section 5.2.

An external evaluation of this project has taken place in February 2018. The evaluation found the project to be relevant and addressing real problems and needs felt by communities. The delivery of the project is deemed effective in achieving impact of reducing classroom hunger and increasing enrolment in primary education. The programme has surpassed its outcome level target. Enrolment in schools surveyed has increased by 12%, at the same time 57% of learners report that they never feel hungry at school, an increase of 42% from the baseline. Additionally, the programme has resulted in increased attendance and strong participation in class.

Furthermore, findings from the evaluation confirm that the programme is cost effective and sustainable. Evaluators observed that the programme demonstrated strong stakeholder engagement and strong support from the Government of Malawi, with Mary's Meals continually being acknowledged as an important and key stakeholder in developing school feeding across Malawi.

The following recommendations were given and will be considered for the programme going forward into the extension period. It must be noted that many suggestions point to a continuation of activities already being carried out.

- Staff turn around at schools can at times be high. To accommodate this, Mary's Meals should consider increasing the frequency of training, to ensure any new staff are quickly trained in school feeding delivery and monitoring. It must be noted here that Mary's Meals does provide ongoing support to schools in the form of twice weekly monitoring visits. This time can also be used to help induct new staff into the programme.
- Data input and monitoring can be a challenge for some schools, so it is suggested that Mary's Meals engages in capacity building activities at the school level to strengthen record-keeping and filing practices. Ad-hoc training during monitoring visits is an ongoing practice within the Mary's Meals model. In November 2017 the 'Big Book' was rolled out across all schools in Malawi. This simplifies record keeping and data input, however it is understandable that some schools will have questions within the first months of its implementation. This support will continue through twice weekly monitoring and support visits by school feeding officers.
- A number of schools in Machinga are not yet receiving Mary's Meals. The organisation should consider extending its work beyond the currently targeted districts and schools as the need is high and school meals can play an important role in increasing enrolment, reducing drop-out rates, and improving the nutritional wellbeing of school children. Especially in Malawi's context of lean seasons and high drop-out rates, school meals are a key tool of social protection. Mary's Meals works with a 'saturation approach' to

5.	Learning and Dissemination
	<p>expand into all schools in an area as funds allow and need remains. Our Government engagement strategy also promotes building capacity for a nationwide school feeding policy in the future. Mary's Meals believes every child deserves and education and something to eat.</p> <p>Overall, the external evaluation provided positive results. The evaluation was able to establish a direct link between school feeding and enrolment, attendance, retention and performance in school. Encouragingly, evaluators quoted school feeding as "the single most effective tool to draw poor children to school and keep them there".</p>
5.2	<p>Innovation and Best Practice</p> <p>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>Proactive involvement of volunteers within the programme has been a fundamental area which is core to the success of the SFP. This is demonstrated in the number of volunteers who support key activities such as the preparation of CSB every day in schools. Through our team of School Feeding Officers and Managers, communities are mentored in best practices in the implementation of the programme. The presence of School Health and Nutrition Committees ensures that communities are empowered to own the programme and at the same time enables them to contribute innovative ways of delivering their ideas into the programme. For example, schools in Mlomba zone, Machinga, have come up with many ways of adding community value to the programme, such as community funding a security guard to guard the storage room, or communities actively encouraging the most vulnerable, under-privileged children to attend school to also receive a meal.</p> <p>Other community groups have focused on different initiatives as a result of the success of the community ownership of the school feeding programme. For example, Friends of Mary's Meals is a community group set up by Mary's Meals volunteers in Machinga to run a village saving and loans scheme which enables economic empowerment and builds knowledge and skills. Profits are put into a community-held fund (administrated by the treasurer of the group) and available to the wider community in the form of loans. The loans are paid back with a small percentage of interest, which goes back into the fund enabling it to grow. Further to this, communities have initiated groups to assist in providing school uniforms and other resources such as notebooks and pens for less privileged children.</p> <p>Another community group, mostly made up of women, has started making soap to sell to schools to assist with handwashing, and also to sell to the wider community. This in turn encourages WASH practices for children in schools, improving overall wellbeing.</p> <p>As a result of the Mary's Meals programme, there is increased community participation in school structures and activities, including the school feeding programme. Mary's Meals has been witnessing great successes from the previous implementation year such as encouraging girls that dropped out of schools to go back to schools by mobilising communities to understand the importance of education and understand the importance of community ownership in contributing to the school feeding programme.</p>
5.3	Dissemination

5. Learning and 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.

Throughout year 3, Mary's Meals have continued to support stakeholders in building capacity and understanding of the importance of school feeding. The majority of this dissemination takes place in Malawi, where we work closely with national Government on many levels. This directly feeds in to the development of a national policy on school feeding. For example, government staff secondments build understanding and capacity on delivering and monitoring of school feeding. Mary's Meals also continues to feed into District Technical Working Groups which involve other NGOs and government stakeholders enabling us to share knowledge and best practise on a wider scale.

Mary's Meals Malawi participates in forums both locally, nationally, and internationally. Our team participate in wider meetings such as Malawi Scotland Partnership symposiums and education cluster meetings which bring together planning and lessons learned across all educational organisations on a national level. These clusters are particularly active during emergency periods, implementing national level strategy to effectively respond to needs and ensure an effective response by partners.

In November 2017, Mary's Meals Malawi took an active part in the Scotland Malawi Partnership education strand meeting. Through the sister organisation, Malawi Scotland Partnership, Mary's Meals provided expertise in answering questions on educational priorities from the Malawian perspective. Mary's Meals International have also facilitated a working group run by Scotland's International Development Alliance focusing on measuring impact of development projects. We also remain an active member of the Scotland Malawi Partnership, attending the most recent AGM which focused on 'what good partnership really means'.

5.4 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.

As mentioned above, working with the Government of Malawi and building their capacity around school feeding is an important part of the Mary's Meals model. In previous years we have been an influential participant in national conferences promoting the effectiveness of school feeding and a need for the development of a national policy around this. Our continued work with the Government had led to Mary's Meals becoming a valued participant in discussions around educational priorities in Malawi. We continue to engage with other stakeholders working in schools within our programme to promote overall impact for our beneficiaries, both school children and communities, who provide initiatives that complement school feeding, such as WASH and quality education.

6. Financial Report

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.

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.

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 has not reported an underspend. On some budget lines incurred an overspend, this was covered by Mary's Meals own costs.</p>

6.2	<p>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>
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Cost Effectiveness

Procurement policies require a bid analysis to be done for significant procurements. This entails obtaining a minimum of three quotations from which price and product/service quality specs are compared. This helps to identify the Benefits and costs of each offer thereby ensuring cost effective decisions being made.

- The largest component of SG project expenditure is CSB. Mary's Meals carries out a competitive tender annually for the supply and delivery of CSB to the schools it feeds. From 2017 to 2018 there was a reduction of 30% in the prices of CSB (2017 - \$671/MT / 2018 - \$472/MT). At the same time, Mary's Meals has improved upon its methods for food testing and is now sending food samples outside Malawi to a reputable world-leading testing company to safeguard the reliability of test results.

In addition to CSB, Mary's Meals routinely carries out competitive tenders for all supplies and services (e.g. cooking fuel, insurance, etc.), and operates within a robust procurement system. This ensures that the organization obtains competitive costs and maintains high standards.

Efficiency

To ensure that CSB and programme items are used appropriately at all schools, Mary's Meals (MM) has developed and implemented strong systems and policies to monitor their usage. Some key controls are as follows:

1. Routine supervision of MM staff at schools of a minimum of two times per week;
2. Implemented a universal stock keeping system in all schools.

6.2	<p>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>
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Not Applicable.

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)
	27,753	22,917	19,478	42,395	Children enrolled in schools, and volunteers in the programme.
	State the evidence that supports the progress described				
Enrolment records from schools showing increase in numbers of primary aged children and numbers of volunteers attending training (attendance records from training sessions).					

1.2	Indicator 1.2 Total number of people indirectly benefitting from the project				
	Baseline	Female	Male	Total	Brief description (e.g. small-holders)
				48,860	Wider community members in areas surrounding the schools. Teachers and Head teachers in the schools
	State the evidence that supports the progress described				
Mary’s Meals benefits the wider community around the school. School feeding provides a social safety net to families, supporting families living with poverty and food insecurity to meet the overall needs of their families’ food intake. Teachers and headteachers benefit from the input at school level; increased participation of parents in the school as well as increased levels of concentration and participation from children in class. Training given to volunteers allows the communication of best practice throughout the communities with volunteers acting as informal trainers in their own communities, building capacity across communities in an indirect way.					

2. IDF Programme – Civic Governance and Society (optional)

2.1	Indicator 2.1 Number of formal legal institutions supported to improve citizens’ access to justice and human rights				
	Baseline	Total		Brief description (e.g. paralegal service)	
State the evidence that supports the progress described					

2.2	Indicator 2.2 Number of people who have directly benefitted from improved access to judicial and paralegal services						
	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	Indicator 2.3 Number of organisations with increased awareness of good governance and human rights				
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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.

	Baseline	Total		Brief description (e.g. paralegal service)			
	State the evidence that supports the progress described						
2.4	Indicator 2.4 Number of people with increased awareness of good governance and human rights						
	Baseline	Female	Male	Total	Brief description (e.g. small-holders)		
	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 3.1 Number of schools with improved management and resourcing for provision of quality education						
	Baseline		Total		Brief description (e.g. primary school)		
	State the evidence that supports the progress described						
3.2	Indicator 3.2 Number of children/ learners benefitting from improved management and resourcing of schools						
	Baseline	Female	Male	Total	Brief description (e.g. girls, visually-impaired)		
	State the evidence that supports the progress described						
3.3	Indicator 3.3 Number of people trained in improved school inspection and/ or improvement services						
	Baseline	Female	Male	Total	Brief description (e.g. government staff)		
	State the evidence that supports the progress described						
3.4	Indicator 3.4 Number of new teachers qualified to provide quality education that is safe, equitable and accessible to all children						
	Baseline	Female	Male	Total	Brief description (e.g. primary)		
	State the evidence that supports the progress described						
3.5	Indicator 3.5 Number of people entering into higher education						
	Baseline	Adult Female	Adult Male	Child Female (< 18 yrs)	Child Male (< 18 yrs)	Total	Brief description (e.g. secondary, vocational)

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

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4. IDF Programme – Health (optional)

4.1 Indicator 4.1 Number of health professionals with up-to-date skills, knowledge and qualifications in essential healthcare

Baseline	Female	Male	Total	Brief description (e.g. nurses)

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State the evidence that supports the progress described

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4.2 Indicator 4.2 Number of women who have access to improved maternal and neonatal healthcare services

Baseline	Total	Brief description

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State the evidence that supports the progress described

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4.3 Indicator 4.3 % births assisted by a skilled provider

Baseline	Total	Brief description

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State the evidence that supports the progress described

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4.4 Indicator 4.4 Number of people directly reached by improved essential health services

Baseline	Adult Female	Adult Male	Child Female (< 18 yrs)	Child Male (< 18 yrs)	Total	Brief description (e.g. malaria)

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State the evidence that supports the progress described

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4.5 Indicator 4.5 Number of people who have access to improved essential health services

Baseline	Adult Female	Adult Male	Child Female (< 18 yrs)	Child Male (< 18 yrs)	Total	Brief description (e.g. maternal health)

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State the evidence that supports the progress described

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4.6 Indicator 4.6 Number of institutions with improved essential health services

Baseline	Total	Brief description (e.g. district clinic)

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State the evidence that supports the progress described

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4.7 Indicator 4.7 Number of people with increased awareness of determinants of health

Baseline	Adult Female	Adult Male	Child Female (< 18 yrs)	Child Male (< 18 yrs)	Total	Brief description (e.g. malaria prevention)

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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				

5. IDF Programme – Sustainable Economic Development (optional)

5.1 Indicator 5.1 Number of people supported to establish or improve business/ economic activities

Baseline	Female	Male	Total	Brief description (e.g. agriculture marketing)

State the evidence that supports the progress described

5.2 Indicator 5.2 Number of people accessing credit

Baseline	Female	Male	Total	Brief description (e.g. widows)

State the evidence that supports the progress described

5.3 Indicator 5.3 % increase in household income

Baseline	Female	Male	Total	Brief description (e.g. vegetable farming)

State the evidence that supports the progress described

5.4 Indicator 5.4 Number of small holder farmers supported to adopt environmentally sustainable agricultural practices

Baseline	Female	Male	Total	Brief description (e.g. vegetable farming)

State the evidence that supports the progress described

5.5 Indicator 5.5 % increase in agricultural yield

Baseline	Female	Male	Total	Brief description (e.g. maize)

State the evidence that supports the progress described

6. IDF Programme – Renewable Energy (optional)

6.1 Indicator 6.1 Number of public institutions e.g. clinics, schools accessing renewable energy

Baseline	Total	Brief description (e.g. district clinics, schools)

State the evidence that supports the progress described

6.2 Indicator 6.2 Number of households accessing renewable energy

Baseline	Female	Male	Total	Brief description (e.g. solar)

State the evidence that supports the progress described

6.3 Indicator 6.3 Number of individual lamps/ lanterns sold

Baseline	Total	Brief description (e.g. lantern)

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		
6.4	Indicator 6.4 Number of community based 'mini-grids' that have been established		
	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"> • 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 effect 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