

**Scottish Government International Development Programme
End-Year Report**

1. General project information		
1.1	Project reference Number	MAL/18/07 – MM
1.2	Name of organisation	Mary's Meals UK
1.3	Lead partner(s) organisation	Mary's Meals International
1.4	Project title	Mary's Meals' pre-school and primary school feeding programme
1.5	Reporting period	From: 01/04/2019 To: 31/03/2020
1.6	Reporting year	2
1.7	Project start date	01/10/2018
1.8	Project end date	31/03/2023
1.9	Total project budget*	£1,401,988
1.10	Total funding from Scottish Government*	£1,080,000
1.11	Provide a brief description of the project's aims, highlighting which of the Sustainable Development Goals (SDGs) your project is working towards? (200 words)	Provide school feeding to vulnerable children in primary schools and ECD centres across Zomba, southern Malawi. Reducing classroom hunger and promoting access, participation and progression through primary and pre-school education. Contributing to the SDGs of no hunger and quality education.
2. Project progress and results		
<i>Please use this section to give an update on the progress the project has made during this reporting period.</i>		

2.1	Provide an update on the progress your project has made over the past 12 months. Use this space to update us on what has gone well and any challenges you have experienced, detailing how you have overcome these. (Max 500 words)
	In the second year of the project, Mary's Meals has made very good progress towards achieving its aim of reducing classroom hunger and promoting access, participation and progression through primary and pre-school education.
	Our school feeding programme is now reaching 31,656 learners in total - 29,230 in 27 primary schools and 2,426 learners in pre-school. In the past year, 982 additional children (789 at primary schools and 193 at pre-schools) have enrolled

**Scottish Government International Development Programme
End-Year Report**

in schools receiving Mary's Meals, representing an increase of 3% at primary schools and 9% at preschools, exceeding targets for this indicator.

Mary's Meals has continued to provide a consistent feeding programme, serving nutritious meals on 91% days as planned overall, exceeding our planned milestone. Our annual survey demonstrated that our reliable programme is significantly helping reduce hunger experienced by learners at school. Since the introduction of Mary's Meals, the percentage of children reporting feeling hungry 'never' or only 'some days' while at school increased from 49% at baseline to 85% for boys and from 55% to 88% for girls. Similarly, the percentage of children finding it difficult to concentrate in class due to hunger decreased from 60% at baseline to 18% in year 2. Children's improved ability to concentrate is reflected in class test scores, which 98% of teachers said have improved since the introduction of Mary's Meals. These are incredible achievements and greatly exceed not only our planned milestones for year 2 but also our end of grant targets.

The project has continued to increase progression this year. There are now 7.5% more children enrolled in standard 2 than at baseline and 17.4% more children in Standard 5. Unfortunately, latest data shows a slight decrease (5.8%) in the number of children enrolled in the last grade of primary school, caused by children dropping out due to early marriage or transferring to a different school. With the promise of a daily meal at school, primary school attendance was 91% for boys and 92% for girls on average during year 2, exceeding planned targets. Attendance of children at ECD centres was 63% during the reporting period, below the milestone of 79%, for reasons explained in 2.3. Also, during the reporting period, 1,404 learners graduated from ECD centres.

In year 2, we have continued to engage extensively with both the government and local communities to build capacity in delivering school feeding programmes. This year, a total of 66 community trainings at primary schools and 74 trainings at ECD centres took place. Mary's Meals also facilitated 18 of the planned 20 meetings with government representatives – 14 at zonal/cluster level and 4 at district level.

Finally, we have continued to promote environmental sustainability within communities – training on woodlot management has occurred at each school and ECD centre and this year's seedlings were planted with 91% survival rate. This far exceeds the planned milestone of 70% and represents a large increase from Year 1 where 77% survived.

2.2	Has the focus or plans for delivery changed significantly during the last year? Please highlight what issues or challenges prompted this change and how you anticipate any changes in focus will impact on the previously agreed outcomes (Max 500 words)

**Scottish Government International Development Programme
End-Year Report**

Mary's Meals' project and activities remained largely the same as in year 1, our primary aim being to provide school feeding to vulnerable children in primary schools and ECD centres across Zomba, southern Malawi, thereby reducing classroom hunger and promoting access, participation and progression through education.

Towards the end of the reporting period, the social and physical distancing measures enforced by the Government of Malawi (GoM) in response to COVID-19 affected some project activities. Nationwide school closures which took effect on 23 March 2020 meant temporarily suspending the feeding programme. The measures also meant that the planned annual workshop, some of the community trainings and government meetings, and the second meeting with Water Aid Malawi could not take place. Additionally, in line with our wider Malawi feeding programme, some of the planned meetings were combined in order to improve the efficiency and output of the meetings. This resulted in the project only partially meeting some of the planned milestones for Outputs 2 and 3. We would welcome the opportunity to revise the future planned milestones in line with this slight change in programme delivery.

In the coming months, the implementation of our planned activities will continue to be affected by the necessary measures taken by the GoM to limit the spread of COVID-19. Although a lockdown has not been confirmed at the time of writing, it is possible that stricter measures with regards to existing physical distancing recommendations and avoiding meeting in large groups will be introduced. Monitoring of our adapted programme will be undertaken as robustly and comprehensively as possible, however while schools remain closed, it will not be possible to continue tracking the majority of existing indicators agreed upon for this grant i.e. attendance rate, school enrolment, progression, improved grades and ability to concentrate. While measures such as social and physical distancing are being enforced, it will also not be possible to undertake tree planting activities or training sessions. That said, we plan to continue coordinating our response with the GoM and Water Aid Malawi (WAMA) through online meetings and phone calls. As soon as schools reopen and it is safe to do so, our normal feeding programme and the associated monitoring will resume.

2.3 Taking into consideration what you have achieved during the last 12 months, along with any challenges you have experienced, please highlight to us what lessons you have learned, and how these will be applied in the project in the future. (Max 500 words)

Various lessons have been drawn from the achievements and challenges that have occurred during the reporting period.

Firstly, having active, trained and supportive school feeding committees at all 27 primary schools and 34 ECD centres has not only contributed to high feeding rates through their efforts in mobilising resources (firewood and volunteers) and devising rotas for volunteer cooks, but it has also encouraged members to become more active in the school more generally. In the period leading up to the new academic

**Scottish Government International Development Programme
End-Year Report**

year in September 2019, school feeding committees coordinated a back to school campaign which, when combined with information of the school feeding programme, motivated parents to enrol their children in school and also encouraged community members to become volunteer cooks. This helped keep non-feeding days to a minimum and since September the average feeding rate across the schools and ECD centres in this grant has been 94%.

As highlighted earlier, survival rate of tree seedlings increased from 77% at the end of year one to 91% at the end of year two. This increase can be attributed to lessons learned following year one, when the maintenance of woodlots was undertaken almost exclusively by schools. In year two, we placed greater emphasis on training communities on managing the woodlots and highlighting the importance of ownership by the community as a whole. As a result, more community members worked with schools to maintain and grow the trees, leading to much higher survival rates.

One of the main learnings from this year has been that the way we have been monitoring pre-school attendance is not an accurate reflection of actual attendance due to changes in national policies on enrolment recording. Once a child is registered at an ECD centre, government policy states that they should not be deregistered or marked as having dropped out, even if this is the case in reality. Therefore, calculating attendance rates as the number of children attending as a percentage of those officially enrolled in the class accounts for higher-than-actual enrolment numbers, resulting in attendance rates appearing lower than the reality. Going forward, Mary's Meals intends to monitor this closely and consider ways to discuss this with GoM so that attendance rates can be tracked more accurately.

Monitoring the grant during year 2 involved successfully undertaking an annual survey which allowed us to capture additional beneficiary feedback, enabling us to learn more about the impact of the programme. The practical lessons learned from carrying out the survey will be applied to ensure similar success is achieved in obtaining and analysing the data for the year 3 survey.

3. Partnerships and collaboration

This section allows you to discuss how partnership working is progressing on the project, as well as wider collaboration and sharing of learning.

3.1	<p>Provide an update on how partnership working has gone in the past 12 months. Let us know about any highlights, challenges or changes to roles and responsibilities. (Max 350 words)</p>
	<p>Partnership activities have continued to go well in the reporting period, with a total of 19 meetings taking place with various government representatives, partners and other stakeholders. Although one of our two planned annual meetings had to be postponed due to precautionary measures taken during the COVID-19 pandemic, we completed one meeting and have had good ongoing communication with Water Aid Malawi (WAMA). WAMA has</p>

**Scottish Government International Development Programme
End-Year Report**

	<p>successfully drilled boreholes at nine ECD centres as well as one community borehole and is in the process of constructing modern toilet blocks in 3 ECD centres supported by this grant. These activities are improving access to clean water and sanitation facilities for hundreds of children in Zomba who also benefit from Mary's Meals' school feeding programme. Going forward, we hope to strengthen communication channels with WAMA both in Malawi and in the UK, to enhance our partnership working.</p> <p>As outlined in question 2.1, one of the key strengths of this grant is our collaboration with both communities and government officials – both of whom are key partners in implementing our school feeding programmes. During the reporting period, we were able to carry out meetings with the government about our programmes in primary schools at a zonal level as well as at school feeding cluster meetings with regards our programmes in ECD centres. At a district level, we undertook four meetings with the GoM – twice as many as planned.</p> <p>With communities we were able to build capacity at a local level on a large scale by hosting a total of 140 meetings which included training on cooking, woodlot management and engagement sessions to encourage involvement in school feeding committees or through providing resources. The success of these training sessions is reflected in the very high feeding rates that were achieved and the high survival rate of the tree seedlings that were planted.</p>	
3.2	<p>Have any Scotland-based staff visited the project in the past 12 months? Give details including key activities and outputs of these visits.</p> <p>As outlined in the mid-year report, 4 staff members visited Malawi in May 2019. There have been no further visits since.</p>	
Date of visit	Key achievements / outputs of visit	Follow-up actions
May 2019	4 staff members visited Malawi during the reporting period. Key achievements included- ongoing governance, monitoring and support to MMM and internal audit activities.	
3.3	<p>Please tell us about any dissemination and learning throughout this reporting period. How have you promoted effective learning across the project? Please explain what processes you have used both internally and externally to share learning from the project so far, and how this learning is being used. (Max 500 words)</p>	
	<p>Multiple internal and external dissemination activities have taken place in the last 12 months.</p>	

**Scottish Government International Development Programme
End-Year Report**

	<p>Internally, we have been piloting a ‘learn and response’ project which comprises of monthly meetings between school feeding officers, managers and MEL staff. The purpose of these meetings is to discuss updates on the progress of activities, indicators, challenges and ways that issues have been overcome. This enables learning to be shared among staff on an ongoing basis and helps identify common issues and ways of tackling them. This process is helping develop staff capacity and improving programme quality and consistency.</p> <p>In developing the mid project external evaluation tender and overseeing the whole process, learnings from previous comparable projects were shared between Mary’s Meals International and Mary’s Meals Malawi. This helped improve the efficacy and efficiency of the process, and we intend to disseminate further learnings from the evaluation going forward.</p> <p>Externally, the meetings detailed throughout this report with local communities and the government at a district and national level, enable us to update stakeholders on our activities, share best practices in school feeding delivery and monitoring, highlight successes and explain how challenges have been overcome. As indicated above, we have managed to conduct 140 training sessions and a further 18 zonal, cluster and district meetings during the reporting period. The planned annual workshop would have been an additional opportunity to disseminate learning on a large scale; however, as it was scheduled to occur in Q4, the meeting was cancelled to comply with the government guidelines on physical and social distancing amid the COVID-19 pandemic.</p>
3.4	<p>Has the project completed a mid-term project evaluation in the past 12 months (or is one planned for the next 12 months)? Please provide detail of the outcome of the evaluation. (Max 500 words)</p>
	<p>In the past 12 months, following a competitive tendering exercise, a Malawian company - Hau & Hau Consulting Services - was awarded the contract to conduct a mid-term evaluation of the project. An evaluation matrix, guided by the Development Assistance Committee criteria - relevance, effectiveness, efficiency, impact and sustainability – was used to assess the extent to which our project is meeting its key objectives. The evaluation is being finalised at the end of this reporting period. initial key findings are as follows:</p> <p>Relevance: The project supports the GoM’s National Social Support Programme, where school meals are one of the five priority social nets. At the community level, the programme is relevant in addressing the needs of targeted beneficiaries, confirming that the majority of families are highly food insecure and highly impoverished with no mitigating capabilities for food insecurities. The majority (98%) of learners interviewed indicated that they never or only sometimes eat breakfast before school because there is no food to eat at home.</p> <p>Effectiveness</p>

**Scottish Government International Development Programme
End-Year Report**

	<p>The programme has been effective in increasing participation in education and reducing short-term hunger for learners. The programme has increased enrolment in the programme group schools and ECD centres, and primary school attendance rates have increased since before the programme was introduced. The evaluation attributed the drop in attendance rates at ECD centres to the poor educational standards in some centres but confirmed that attendance in ECD centres receiving Mary's Meals was higher than those without. The consultants found that in programme schools, the percentage of children dropping out of school decreased from 7.5% at baseline to 6.2% for boys at mid-evaluation stage and from 5.6% to 4.8% for girls.</p> <p>Efficiency The evaluation found Mary's Meals approach to be highly efficient in terms of cost benefit, with a high social return to education investment. All parents in supported schools and ECD centres benefited by sending their children to school where they enjoyed nutritious meals through school feeding and could actively participate in education. The report concluded that there was more active citizenry and improved sense of responsibility of community members towards school development in schools receiving Mary's Meals.</p> <p>Impact The report found 'overwhelming evidence' of the positive impact of school feeding on learners, with significant increases in school enrolment, attendance, progression and completion rates during the evaluation period. During this time, the school meals have served as an incentive to keep learners in school rather than working or undertaking care duties and the project has served as an important social safety net during the school year.</p> <p>Sustainability The report highlights the range of steps being taken to maximise the sustainability of the project. It found that activities including meetings and trainings with government officials are improving knowledge of school level delivery of feeding programmes and improving skills in monitoring and data analysis. This is helping build government capacity to support and deliver school feeding programmes. The report will be finalised at the beginning of Year 3.</p>
3.5	<p>With reference to Q39a & 39b in your original application form, please highlight how you are maintaining an awareness of others working in this region, giving details of collaboration, joint working or partnerships with others. (Max 500 words)</p>
	<p>By attending cluster meetings and other events which are attended by other organisations working in Zomba, we have continued to maintain a sound awareness of the interventions that co-exist alongside our school feeding programme.</p> <p>Our local partner YODEP, who run the ECD centres, mobilised resources to renovate two centres, Chidikha and Mbatata to improve learning facilities.</p>

**Scottish Government International Development Programme
End-Year Report**

	<p>In July 2019, we held a joint planning meeting in Zomba with YODEP, Water Aid Malawi, Amref Health Africa and National Initiative for Civil Education (NICE), WaterAid’s downstream partners.</p> <p>The aim of the meeting was to reflect on the previous year’s performances and plan actions for the coming year. The meeting identified that although projects were progressing well, there were areas where closer collaboration could take place and best practices could be shared more effectively among organisations. Going forward, we will continue to work closely with project partners, including Water Aid Malawi, to strengthen the collaboration in order to generate the maximum impact for project beneficiaries.</p> <p>In addition to this, the Malawi Scotland Partnership (MASP) conducted two monitoring visits to schools supported by this grant with the Ministry of Finance’s Department of Economic Planning and Development. Both meetings went well, and no follow up actions were given by MASP.</p>
<p>4. Safeguarding and fraud</p> <p><i>Please ensure you complete questions 4.1 and 4.2 even if you have no incidents to report.</i></p>	
4.1	<p>Have there been any safeguarding incidents, either relating to staff/volunteers or beneficiaries of the Grant or the Project, in the last 12 months?</p> <p>No.</p>
4.2	<p>Have these incidents reported at 4.1 been reported to relevant authorities, and if so, to whom?</p> <p>n/a</p>
4.3	<p>Describe what action has been taken, and highlight any lessons learned.</p> <p>n/a</p>
4.4	<p>Have there been any incidents in the last 12 months of financial mismanagement, theft, fraud etc, either relating to the Grant or the Project or which affects the organisation?</p> <p>No.</p>
4.5	<p>Have these incidents reported at 4.1 been reported to relevant authorities, and if so, to whom?</p>

**Scottish Government International Development Programme
End-Year Report**

	n/a		
4.6	Describe what action has been taken, and highlight any lessons learned.		
	n/a		
5. Risk assessment			
5.1	<p>Have any issues materialised during this reporting period? If so, how were they addressed?</p> <p>Yes</p> <p><i>Please refer to risk assessment provided at application stage.</i></p>		
Assumption	Risk	Action taken	Was this included in the Risk Assessment Table in your application?
School will be operational throughout reporting period	COVID-19 led to distancing measures and the closure of schools which disrupted planned activities towards the end of the reporting period.	Following precautionary measures as stipulated by government through Ministry of Health and WHO guidelines	No – the risk register has now been updated.
Implementation of activities will be affected by general elections in May 2019	More non-feeding days and low attendance rate	Outside our control hence no action taken	Yes
6. Inclusion & accountability			
<i>With reference to question 38 in section E of your original application and thinking specifically about the past 12 months, please use this section to tell us how you are mainstreaming through your project, ensuring that you are aware of and actively working to reach vulnerable and marginalised groups.</i>			
6.1	<p>Is the project still relevant for the beneficiaries you are working with? Please highlight how you ensure accountability on the project, ensuring beneficiaries have the opportunity to feedback on the project and influence its development? (max 350 words)</p>		

**Scottish Government International Development Programme
End-Year Report**

	<p>Our school feeding project continues to be extremely relevant to our beneficiaries. This is supported by findings from the external mid-term project evaluation which concluded that, in the context of areas with high food insecurity where few children have access to food before coming to school, our programme is highly relevant.</p> <p>Throughout year 2, we have continued to mainstream accountability to our beneficiaries through community engagement sessions which have taken place at each school. School Feeding Officers (SFOs) visit schools at least twice each week and School Feeding Managers visit once per month. As well as enabling staff to undertake monitoring or deliver training, this regular contact enables a trusting relationship to be built between Mary's Meals, school staff, volunteers and the wider community, creating a culture of open dialogue which empowers beneficiaries to give feedback on project activities. This enables SFOs to provide support to the school and community on an ongoing basis, working directly with them to overcome issues, adapt activities as required or deliver refresher training.</p> <p>Additionally, the surveys that were undertaken for some of the grant's key indicators, such as reducing classroom hunger, and the case studies that have been collected, have allowed us to ensure that voices of children are heard and their feedback is taken into account. The surveys obtained feedback from school staff and community members who confirmed their continued support for the programme.</p>
6.2	<p>Do you have an awareness of particularly vulnerable or marginalised groups within the community in which your project is working? Please give details on how you are disaggregating data to recognise these groups across the project. (Max 350 words)</p>
	<p>All the children this project reaches are considered vulnerable groups. Some of these children are particularly vulnerable, including orphaned children, those living with HIV/AIDS, children with albinism and children with disabilities. At ECD level, enrolment data is disaggregated to reflect orphaned children. We also collect ECD level data of children who present signs of malnutrition, detailed further below.</p>
6.3	<p>How is your project working to actively meet the needs of these vulnerable and marginalised groups, ensuring they are benefiting from the project? Please outline any mechanisms you are using. (Max 350 words)</p>
	<p>Our approach to school feeding involves reaching out to all children enrolled at each of the schools/ECD centres we operate in, providing a social safety net through a guaranteed meal in vulnerable and marginalised communities where poverty and food insecurity is high. On a monthly basis at ECD centres, community-based health workers known as Healthcare Surveillance Assistants use a band to measure children's mid-upper arm circumference (MUAC). If, according to the measurement, a child is deemed as being malnourished or at risk of malnutrition, they are referred to healthcare facilities to receive additional care.</p>

**Scottish Government International Development Programme
End-Year Report**

	<p>In order to promote inclusive access to education for all children, part of our core training with communities involves a module on inclusion and child protection which is also being used in zonal, cluster and district level meetings with the GoM. The training includes the rights of children with disabilities and those from other marginalised groups, highlights the importance of education for all children and advocates for community and government involvement where there are identifiable barriers that prevent access to education.</p> <p>At the zonal/ cluster level, meetings involve primary school and ECD leadership and school structures; namely, School Health and Nutrition committees, Centre Management Committees, Parent Teacher Associations, mother's groups and child protection committees. At the community level, meetings involve community leaders and other influential people, general members of the wider community and children. These meetings are conducted by SFOs in consultation with a child protection officer and trained leaders of the aforementioned school structures. At the district level, meetings involve the District Executive Committee (DEC), district heads of departments, senior staff of civil society organisations and non-governmental organisations. Overall, these trainings and meetings went well and have helped ensure that all stakeholders involved in the feeding programme at a school level understand and support the importance of education for all children. With the GoM, meetings have helped promote our successful, inclusive approach and encourage wider government support for increased access to education.</p>
6.4	<p>Taking into consideration some of the challenges of mainstreaming, please describe any challenges you have faced in reaching vulnerable and marginalised groups, how you have overcome these or plans you have developed to support inclusion on the project. (Max 350 words)</p>
	<p>ECD centres are often not constructed in a disability friendly manner. Although it is beyond the scope of this project to undertake construction works, we recognise that our strong community relationships and our links to other organisations working in Zomba make us well placed to advocate for change in this area, either through community contribution/involvement, through community based organisations/NGOs whose focus is constructing or adapting education facilities, or through government channels. Similarly, we recognise that stigma surrounding disability combined with the extreme poverty faced by many families means that some children remain out of school and therefore cannot benefit from our feeding programme. We will continue to advocate for improved access to education through community training on inclusion and will engage relevant stakeholders where possible to help encourage and enable inclusive education for all.</p>
7.1	<p>With reference to your budget spreadsheet, please give a detailed explanation of any variances between planned and actual expenditure, including reasons for the variances and whether these are as a result of timing issues, price achieved,</p>

**Scottish Government International Development Programme
End-Year Report**

	<p>quantity etc. If these are temporary variances, please outline plans for expenditure. (Max 500 words)</p>
	<p>Total expenditure in year 2 is £235,130 giving rise to an underspend of £4,870 which we are requesting to carry forward into year 3. We have reported an overspend in food costs of £16,239, the reason for this variance is that we are feeding more children than budgeted, higher combined feeding & attendance rates, an increase in food costs in the last quarter of the year and having more feeding days than budget as a result of the food purchasing cycle. This is offset by an underspend in Output 2 relating to community training sessions and zonal/district government meetings of £9,875. This is due to a reduction in the frequency of meetings held during the year, partly due to some being cancelled in Q4 due to COVID-19 and partly due to a strategic change in the frequency of meetings in the full Malawi feeding programme to focus more on the efficiency and output of these meetings. There was also an underspend in MEL of £7,764 of which £4,869 relates to the external evaluation which was budgeted in year 2 but was only 50% complete as of 31/3/20 and, as such, is resulting in this expenditure being delayed. The remaining 50% will be paid once the report has been finalised and signed off early in year 3. The remainder of the overall underspend is predominantly due to the actual costs of the external evaluation being lower than budgeted. There was also an underspend of £2,635 in travel and subsistence as a result of lower fuel costs and a significantly lower number of repairs compared to the budget. Furthermore, there was a small underspend in running costs amounting to £637 due to reduced internet costs following a change in provider during the year.</p>
7.2	<p>Please give details of any capital expenditure in this reporting period. (Max 350 words)</p>
	<p>During the year the only capital expenditure purchased related to two laptops and expenditure was in line with the budget for these items.</p>
7.3	<p>Please explain how you have worked to ensure cost effectiveness on the project in the past 12 months, whilst maintaining the quality of delivery. (Max 350 words)</p>
	<p>We always strive to ensure cost effectiveness by implementing measures such as the undertaking of an annual tender exercise for the procurement of food to ensure that we are actively engaging with suppliers in order to seek value for money in both quality and cost. During this procurement exercise the global team work together to ensure a thorough evaluation of all suppliers submissions, using strict evaluation criteria, with the aim of gaining cost efficiencies, quality, value for money and alignment with the values of Mary's Meals as well as ensuring that the food is delivered to schools as efficiently and effectively as possible. Additionally, we have sought to streamline some of the meetings that were planned during the year and, if possible, combined them with the aim of making them and their outputs more efficient. Capital expenditure, such as laptops, are procured from Glasgow to take advantage of supplier relationships that we have there, as these items are often more costly in-country.</p>

**Scottish Government International Development Programme
End-Year Report**

8. Any other information

Use this section to tell us any other relevant information regarding your project. (Max 500 words)

There has been no further update to the external data source for Impact Indicator 2 in the logframe – decreased number of primary school aged children in Zomba out of school – therefore we cannot report against this indicator at this stage.

Additionally, since the outbreak of the virus, we have been working alongside the GoM to adapt our model and devise a strategy for continuing to provide food to vulnerable children in Malawi while adhering to official guidelines on hygiene and distancing. Our approach has been approved by the GoM and will be launched in communities where this project is based as well as those outwith this grant that are part of our wider Malawi programme. We will invite parents/guardians to collect CSB flour to cook at home on behalf of their child/children who attend a school that would ordinarily receive Mary's Meals. Distribution will be undertaken by volunteers from the local community under the supervision of Mary's Meals staff and rations will be the equivalent of one meal per day, in line with our standard feeding programme. This home distribution method will provide essential food assistance at this challenging time and enable our primary beneficiaries to continue being supported by Mary's Meals while they are learning at home as best they can.

Based on previous emergency levels of support from the Scottish Government, we would like to request a further £150,000 to support the children in our adapted programme over the next three months. We will send a formal proposal detailing this request in the coming week.