

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

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

1. General project information		
1.1	Project reference Number	Mal/18/09-SS
1.2	Name of organisation	CCAP Synod of Livingstonia Education Department.
1.3	Lead partner(s) organisation	Sense Scotland.
1.4	Project title	Promoting Equal Access to Education in Malawi.
1.5	Reporting period	From: 01/04/2019 To: 31/03/2020
1.6	Reporting year	2019/2020
1.7	Project start date	01/10/2018
1.8	Project end date	31/03/2023
1.9	Total project budget*	£1,331,043
1.10	Total funding from Scottish Government*	£1,239,488
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)	<p>This community empowered inclusive education project in the Northern Region of Malawi aims to address ingrained and inherited negative attitudes towards disability, improve access to a quality education and enable all children to reach their full potential regardless of any additional needs.</p> <p>The project is working in 535 schools across 40 educational zones in Chitipa, Karonga and Nkhata Bay to support the provision of a relevant education for learners in both primary and secondary schools. We work with influential community leaders, mainstream teachers, parents, government structures, local government officials and the children themselves to promote equal access to education for all children, to give them a future of their own choosing that only an education can bring.</p> <p>The project takes a holistic approach to tackling the obstacles identified locally which hinder access to education for children with additional needs. These can be attitudinal, at home, school or the wider community and they can be physical, with challenges to get to school or easily access classrooms or toilet blocks.</p> <p>The project works directly towards supporting three SDGs: 4 (Quality Education), 5 (Gender Equality) and</p>

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

		10 (Reduced Inequalities) and indirectly 1 (No Poverty) and 3 (Good Health and Well Being).
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2. Project progress and results

Please use this section to give an update on the progress the project has made during this reporting period.

2.1	<p>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)</p> <p>Progress:</p> <ul style="list-style-type: none"> • 281 Parent Support Groups have been established of which 267 have been equipped with business management, group dynamics and leadership skills. The outstanding 14 will be targeted early in year 3; • 1,069 Peer Educators in primary schools (both with and without additional needs), were identified and trained using “My School, My Voice” model. During the last 6 months of reporting, they were instrumental in reducing reported discrimination and encouraging inclusive school environments highlighted in the annual survey; • Assessment and screening of children across all three districts, identifying 3,753 children with diverse needs and disabilities, of which 978 (520 girls and 458 boys) were out of school; • Family Awareness and Communication Training (FACT) reached 2,522 parents and carers and 2,409 children with additional needs; • New to the project this year was the recruitment and training of 40 community-based volunteers, Zonal Education Coordinators (ZECs) and 281 School Health and Nutrition teachers (SHN) in project management including M&E systems. Locally based in communities, the ZECs support the implementation of project activities, SHNs lead on pastoral care in schools and both support data collection; • Alongside ongoing beneficiary feedback, an annual school monitoring and M&E survey was undertaken using statistical sampling methodology of 163 schools with learners, parents, teachers, SMCs, PTAs, Mother Groups and village leaders. Asking questions used during the baseline survey, these findings suggest children feel happier and safer and 64% of parents/carers report improved protection of their children from abuse, stigma and discrimination; • In this first year of planned lobbying and advocacy targeting School Improvement Plan (SIP), School Improvement Grant (SIG) and Continuous Professional Development for teachers (CPD), all of which are funded by national and district education offices, to promote inclusion of learners with
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**Scottish Government International Development Programme
End-Year Report**

	<p>disabilities in educational planning, resources and implementation. Exceeded planned targets, taking advantage of newly recruited teachers posted by the Government to schools in the project catchment area. (See also SIP case study);</p> <ul style="list-style-type: none"> • High-profile positive publicity across local and national radio, national newspapers and national TV promoting this project alongside general advocacy towards the benefits of inclusive education for all children; • Development and growing interaction of CCAPs new social media platforms across Twitter, Facebook and website. <p>Challenges:</p> <ul style="list-style-type: none"> ○ Continued high expectation from the project beneficiaries, expecting provision of assistive devices, school capital support and learning and teaching materials. Mitigating approach was to continue responding to feedback and networking with other organisations potentially offering this support. ○ Continued political instability, with the last 10 months of the year major cities across Malawi faced on-going and increasingly violent demonstrations against the management and outcome of Presidential elections. Whilst results were nullified by the Constitutional Court, these are still continuing, albeit on a smaller scale. Mitigating approach was to cancel and reschedule activities to ensure the safety of staff and beneficiaries; ○ Heavy rainfall affecting the mobility of both staff and beneficiaries particularly across Chitipa and Nkhata Bay districts. Mitigating approach to cluster activities and reschedule where possible, informing participants through network of ZECs and village leaders.
2.2	<p>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)</p> <p>As noted above, the on-going political protests impacted on planned field activities during the last 10 months of the reporting period. The total number of hours lost from June 2019 to March 2020 due to planned and actual political protests totalled 240 hours, or 30 days across all three districts and offices. To safely reach as many annual targets as possible, a change in strategy was agreed. As highlighted in EYR1, the project utilised the strategy of Trainers of Trainers (ToTs), a combination of Specialist teachers and Community Development Assistants (CDAs) with a critical consideration of sustainability of the project interventions. CDAs are community-based government staff working closely with community members in all matters concerning their welfare, including education, health, economic, water among others. By building the capacity of these staff members on inclusive education and work as TOT, gives a clear indicator for sustainability of the project even at the phase out as these CDAs are already mobilising communities to proactively find solutions to any challenges they face. This strategy, with training from project staff, built the capacity of the CDAs to take up the roles of training, supervision and support to project beneficiaries at community levels with, for example, CDAs visiting Parent Support Groups, Peer Educators and Area and Village Development Committees regardless of the political situation, which particularly affected staff mobility, whilst also raising the project's visibility in the</p>

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

	<p>communities. Living and working in each of the three Districts, the District Project Coordinators worked closely with PEAs, CDAs, DEMs, and specialist teachers to reschedule the activities to days that were demonstration free as well as concentrating on rural areas that were largely unaffected by demonstrations. As a result, more teachers in rural schools were reached during this period. One final change was to focus more on delivering INSET training than TACT, which kept the teachers at one place for 5 consecutive days, reducing the need for movement of both staff and teachers. This has contributed to INSET figures above target and slightly under for TACT. It is hoped to catch up during year 3, subject to the revised risks highlighted.</p>
2.3	<p>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)</p> <p>The successful identification, training and deployment of Peer Educators for lobby and advocacy activities at school level was one of the biggest learning points. While the country faced political instability, the trained learners in all the schools as Peer Educators, both with and without disabilities, could still organise local events to educate the community surrounding the school, teachers and other learners to advocate for inclusion of learners with disability. As hoped, this has become a proactive and vibrant element for both project sustainability and a local “force” for sharing other messages at school and community level.</p> <p>The use of CDAs to train parent support groups. With both the challenges of mobility during the unpredictable rainy seasons and political instability, another lesson learnt is the use of CDAs to facilitate the project trainings. These CDAs are government officials trained to pioneer general rural development activities with excellent training skills in various subjects. Their training and localised structure ensures they can quickly pick up new skills, here regarding inclusive education, and living in the same communities, they have helped to expand project visibility within communities themselves.</p> <p>This approach has proven particularly effective in offering on-going local support, on a sustained level difficult for the DPCs with a whole District to cover. Notably, this has been illustrated with their visits to new parent support groups at school level and help their development with the Village Savings and Loan model and group dynamics. This was one area which has previously proven to be a turning point for the long-term sustainability of individual groups, where additional support with start-up activities with choosing leaders to business development.</p>
<p>3. Partnerships and collaboration</p> <p><i>This section allows you to discuss how partnership working is progressing on the project, as well as wider collaboration and sharing of learning.</i></p>	
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>Sense Scotland: since the last report which highlighted the Trustees decision to withdraw from the Piper Group partnership there have been no changes in Scottish project leadership. New systems mutually agreed between both</p>

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

	<p>partners has improved the speed of financial transactions and achievements of the project have reached a wider internal Sense Scotland audience with features and highlights on newsletters, their website and Annual Report.</p> <p>MaSP: the project is a lead partner, mainly in the Northern Cluster, meeting quarterly to share learning and compliance in management of resources. During the financial year 2019/2020, the project received an Award of Excellence from MaSP for its M&E systems, reporting, compliance, and implementation of activities.</p> <p>As a result of mapping and local networking, the following collaborations have been developed:</p> <p>World Vision Malawi (WVM): the project has worked with WVM at community level to complement each other's efforts locally. For example, 24 learners with physical disabilities in Karonga received wheelchairs from WVM, all identified by shared data collection in project schools.</p> <p>BICCO, a local NGO with a focus on visually impaired learners: as a result of sharing project data, 52 learners with visual impairment have been assisted with glasses across Chitipa, Karonga and Nkhata Bay.</p> <p>500 Miles, a physiotherapy NGO based at Mzuzu hospital: in partnership with 500 Miles, the project has referred 6 learners who have been assisted with artificial hands and legs to improve their mobility and independence. Collaborations with other local NGOs noted in EYR1 have continued.</p> <p>FOCUS, a local NGO: worked with the project in Karonga north on disability-friendly toilet constructions in 15 primary schools.</p> <p>TDI, a local NGO (Tubepoka Development Initiative, meaning "Lets Unite"): worked with the project in Chitipa, resulting in the provision of 23 locally constructed wheelchairs to learners with physical disabilities.</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 reported in the mid-year report.</p> <p>The project has been visited by [Redacted] the Project Manager for Sense Scotland and supported in strengthening the project M & E system including evidenced based information management by visiting all the project catchment areas and meeting with project beneficiaries as well supporting the safeguarding policy and budgeting implementation monitoring.</p> <p>No other visits were planned or undertaken during the past 12 months.</p>	
Date of visit	Key achievements / outputs of visit	Follow-up actions
13/07/19 - 24/07/2019	Greater understanding of local variations on outcomes from beneficiary review meetings	On-going monitoring and development of case studies Monitor district-level action plans over next 6 months
	Developing systems to reduce delays in	Ensure systems are functioning for both partners

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

	transfer of project funds	
	Impact of political protests on project activities	Cumulative calculation of hours and days lost due to temporary closures of project offices
	Budget planning	Monthly budget reporting including exchange rate gains/losses
3.3	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>PhD collaboration: the project is working with David Musendo, a PhD student at the International Centre for Evidence in Disability based at the London School of Hygiene and Tropical Medicine. His research is on promoting parental improvement in the education of children with disabilities, using field studies working with the project's parent support groups in Nkhata Bay. In addition to working with the University of Livingstonia, this also supports the project team in disseminating information to stakeholders at regional level as well as the wider academic community.</p> <p>Review meetings: The project conducts quarterly review meetings for project beneficiaries and staff, in order to plan together, give and get feedback to and from project beneficiaries, promoting local ownership of the projects interventions. As a result, the project team have been able to learn across the project scope.</p> <p>Stakeholders meetings: The project has a quarterly stakeholders meeting at district level as an effective learning strategy and to avoid duplication through taking the lead in stakeholders' analysis of other community-focussed projects. This ensured that relevant data is captured and later shared and allows project progress reports, district wide learning from new challenges and experiences and promotes transparency of operations.</p> <p>The use of social media sites: both externally and internally, the project now uses social media to share its' work, findings, get feedback and in the process learn. There is a Project Officer assigned to handle these who reports to the Advocacy Officer for any resultant highlighted actions.</p> <p>Project Risk Management register: updated quarterly at beneficiary and staff review sessions and other times when relevant, this was designed specifically to jointly identify project risks and possible mitigations. The Advocacy Officer keep record of all risks with their impact and likelihood as a learning tool helping the project in planning of the implementation of activities. This approach was used when planning for mitigation of political protests, using the strategy for working in areas unaffected by protests and working with ToTs for community-led training.</p>	

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

3.4	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)
	N/A
3.5	<p>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>MaSP networking meetings: using this forum, the project represents and submits reports as part of an awareness to others in the region.</p> <p>Stakeholder meetings: the project further conducts quarterly stakeholders meeting in each district. These stakeholders are those working either in education or their activities affect issues of different disabilities, in order to advocate for disability mainstreaming and avoid duplication of effort.</p> <p>DEC meetings: another approach is through the District Executive Committee meetings who formally need to approve all interventions targeted at district level. This involves the full local government council which compiles records of all NGO, line ministries and all partners in the district. The project provides reports to such forums and above that the three District Project Coordinators are members of their DEC and are required at each meeting to inform the council on the progress of the project, keeping the region aware and up to date. These meetings have also helped with wider networking with other NGOs and government officials in the districts of DPCs operations and ultimately making the project more visible and as a referenced point of matters concerning disability.</p> <p>National and community media: The project also work with local media houses such as Zodiac radio and TV, Times News and Print, Nation New Publications as well as various community radio stations as a way of informing the region the work of the project in promoting equal access to education in Malawi. Nkhata Bay district is reached by radio stations operating out of Mzuzu.</p> <p>Organisation website, Twitter and Facebook: new for this this project has been the development and regular updates on social media, particularly CCAPs website to advocate, educate and inform the public about the project's work in the region and beyond using stories and reports from the field staff. This website has been initiated by the project to the Education Department and the Project Coordinator updates weekly on both project and wider education news. For sustainability, the project is building the capacity of the Education Department core office Administrator with website skills, as part of a phase out strategy for department ownership beyond 2013.</p> <p>Mobile platform for M&E System: the project uses a free android app called "KoBo Collect" where the data is collected and stored online and can be shared by different stakeholders at community, district, regional and country level. This system has also helped Education Management Information System of the Ministry to adopt the template used for data collection at school-level making it easy to have standardised data and trained local Ministry staff alongside ZECs and teaching staff with its' use.</p>

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

4. Safeguarding and fraud	
<i>Please ensure you complete questions 4.1 and 4.2 even if you have no incidents to report.</i>	
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>The project has registered some safeguarding issues concerning children with disabilities and their guardians, mainly those with albinism. This included an 11 year-old boy attending a project school with albinism being abducted in an apparent arrangement with an uncle believing that people with albinism are sources of riches. Malawi is still one of the countries in Africa with diverse cultures which can be harmful to the growth of development, particularly around beliefs affect children with disabilities. Despite progress by the project in tackling and challenging harmful negative cultural practises, they still continue and in secret.</p>
4.2	<p>Have these incidents reported at 4.1 been reported to relevant authorities, and if so, to whom?</p> <p>The issue was identified by the newly established project parent support group who reported to Community police, Child Protection Worker and Village Leaders. Those identified were arrested and charged. The project leadership has been following the case in court so that justice takes place and two are now in custody serving 14 years each.</p>
4.3	<p>Describe what action has been taken, and highlight any lessons learned.</p> <p>Prior to the project there were informal community structures but the project initiated a tracking system at community level with proper reporting channels. This was developed with project Parent Support Groups, Mother Groups, Peer Educators and other Community structures including Community Police, SMCs, PTAs as part of the project's wider safeguarding focus. Because of such structures, the matter was reported to the relevant authorities, firstly the village leaders then to Law Enforcers who followed legal process until justice was taken. The key lesson is that of having a robust network of community based assessment and tracking system helps to identify and flag up any safeguarding issues within a short period of time, alongside the continued messaging in challenging negative attitudes towards children with disabilities or additional needs. PSGs are also oriented to keep records of any such incidents in the register books which are monitored by ZECs and project staff.</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>None since the attempted fraud reported and the outcome updated in the mid-year report.</p>
4.5	<p>Have these incidents reported at 4.4 been reported to relevant authorities, and if so, to whom?</p>

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

	Reported to the bi-annual General Assembly of the CCAP General Assembly, due to be held in August 2020.		
4.6	Describe what action has been taken, and highlight any lessons learned.		
	Internal policies and controls have been tightened across the entire Synod, rather than department-led policies, with revised procedures based not on trust but clear upward referral systems. CCAP received praise for their transparent handling of the attempted fraud which initially garnered national and local press coverage.		
5. Risk assessment			
5.1	Have any issues materialised during this reporting period? If so, how were they addressed? <i>Please refer to risk assessment provided at application stage.</i>		
Assumption	Risk	Action taken	Was this included in the Risk Assessment Table in your application?
Continued political instability	Safety of staff and project beneficiaries at risk	Reschedule of activities to the days free from demonstrations.	No
Extent, spread and reach of coronavirus across Malawi	Lock-down at local and national level, high incidence of COVID-19 amongst staff, stakeholders and beneficiaries	Schools closed and temporary suspension of direct field activities. Following Government advice on prevention strategies (see separate risk assessment)	No
6. Inclusion & accountability			
<i>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	Is the project still relevant for the beneficiaries you are working with? Please highlight how you ensure accountability on the project, ensuring beneficiaries		

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

	<p>have the opportunity to feedback on the project and influence its development? (max 350 words)</p>
	<p>Review meetings with beneficiaries: the project conducts quarterly review sessions with project beneficiaries including children with disabilities, their parents, teachers, fellow peers and their community leaders to discuss the success of the project, the challenges and the possible solutions to the challenges. This then translates into an action plan, with all the relevant project beneficiaries to be part of the solutions directly. The role of the project team is to facilitate the agreed action points and monitor their effectiveness.</p> <p>Peer Educators Groups: the project identified and trained peer educators ensuring that vulnerable groups are directly involved. These form groups of learners both with and without disabilities, at primary schools working together to lobby, raise issues and advocate for inclusion initially in their schools. Ultimately, the aim is to create disability friendly environments in schools and homes, by highlighting positive inclusive messages to fellow learners, teachers, parents and community at large using songs, drama, poems and traditional dances. Learners with disabilities make up at least half of the membership in each group at school level and are supervised by an assigned teacher, matron or patron for continuity and mutual trust.</p> <p>The use of ZECs: this new trained volunteer network works directly with their local community members amongst whom they live, as well as project beneficiaries at school level. These ZECs comprises a link between project beneficiaries and project staff for visibility, supervision of work and tracking of project progress at school and community levels. All trained ZECs were given a project bicycle for mobility and each supervises an average of 10 schools in an education zone working alongside the project ToTs. Among other work, they consolidate the project data and interpret this to other project beneficiaries and, alongside a SHN teacher track the progress of their school and data management at school level.</p>
<p>6.2</p>	<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>Our target beneficiary group, children with additional learning needs are particularly vulnerable and marginalised groups and the aim of the project is to reduce their vulnerability by challenging negative attitudes which impact on their lives and ultimate choices through their right to a relevant education. Working directly with their families, also often stigmatised for having children with additional needs, we support the creation of a local parent network, offering practical support alongside income generating opportunities to reduce their marginalisation in their local community.</p> <p>We do this in a number of ways:</p> <p>Peer Educator groups: as described above, these trained young people include boys and girls both with and without disabilities in every school in the project catchment areas. The project identifies and trains them to understand issues of disability and the importance of education for all in order to create an inclusive and conducive learning environment for all at their school.</p> <p>Mobile platform data collection: using the free “KoBo Collect” mobile app allows for collection of data to be disaggregated by gender and disability for all the project</p>

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

	beneficiaries. This standardised system helps to get up to date, accurate and effective data which is shared with different partners including the government of Malawi in the Ministry of Education, Science and Technology and it is hoped that this will eventually support the uniformity of data collection and analysis across regions, districts and nationally.
6.3	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>We take an holistic approach working with:</p> <ul style="list-style-type: none"> ➤ local authorities: to support their protection measures for children with disabilities. For example, the local government has mandated village leaders to establish by-laws governing their communities and the project works with these village leaders to establish by-laws that are disability inclusive. Recent successful examples of this have seen by-laws established to protect learners with any disabilities from any kind of abuse, including not sending all their children to school, with or without disabilities. In one community if a child is seen indoors and not attending school, a parent is forced to pay a fine of around £47 (MKW 45,000); ➤ service providers: working with and across different service providers for disability mainstreaming. For example, the project works with Ministry of Health so as to support services that are disability friendly, such as provision of wheel chairs to learners with disabilities rather than keeping unused wheel chairs in the hospitals that do not benefit the most vulnerable group when they need them to attend school; ➤ Ministry of Education, Science and Technology (MoEST): we advocate for disability inclusion in the resourcing of education services to support a positive learning environment for children with disabilities in schools. At this level, the project also works with local leaders and school governance teams to support the utilisation of the school improvement grant (SIG) to build disability friendly infrastructures including classrooms and toilets. The SIG is the annual Government grant provided to support the renovation of classrooms, teachers' houses and provide support to vulnerable learners as well as the purchase of appropriate teaching and learning materials; ➤ training of teachers, community leaders and parents/carers: the project works to build the capacity of teachers to constructively teach learners with disabilities without loss of the quality of education for all children. Supporting this approach, respected community leaders including school governance groups like the SMCs, PTAs and Mother Groups, village leaders are trained to help in creating a disability friendly environment for children with disabilities and changing the mind set of families and communities to support education for all.
6.4	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)
	Attitudinal and cultural challenges: In Malawi, disability is associated with inherited cultural beliefs, leading to negative attitude towards people with additional needs. As a project, we target most the custodians of culture, village

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

	<p>leaders, Mother Groups, church leaders etc to be champions of change after being trained on the importance of inclusive education.</p> <p>Demand for assistive devices: The project has further developed local level partnerships in order to make referrals for complementary services including assistive devices. To date this has successfully worked with provision of project identified beneficiaries supported by other stakeholders with wheelchairs, reading glasses and physiotherapy services.</p>
<p>7. Financial information</p> <p><i>This section will be reviewed alongside your budget report, which should be included alongside your narrative and log frame. Please ensure this spreadsheet is completed with both a detailed breakdown of expenditure for this financial year, along with your projected spend for the next financial year.</i></p> <p><i>Please note 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.</i></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, quantity etc. If these are temporary variances, please outline plans for expenditure. (Max 500 words)</p> <p>Increase in some utility costs will mean that the project will need to continue to make savings to cover them in the forthcoming years. These include water at the central office, with increases by the Water Board and rent at the central office. Negotiations are continuing with the landlord regarding these. Both of these rises have, this year, been offset by the savings made on the rentals of the three District offices, where current "good will" towards the project has kept the costs down.</p> <p>Due to the ongoing political situation and potential security risks to both staff and beneficiaries, the decision was taken to increase the number of 5 day INSET trainings. These could be scheduled in areas away from political demonstrations and also reduced the travelling for staff. Savings made across other outputs covered the additional costs.</p> <p>Only one member of Sense Scotland travelled to Malawi during this reporting period. Despite a longer stay than usual, staying in cheap accommodation to reduce costs, this budget line is showing an underspend.</p>
7.2	<p>Please give details of any capital expenditure in this reporting period. (Max 350 words)</p> <p>Total capital expenditure during this reporting year is £1,644.38. This covered the purchase of two laptops, 10 MediaPad Tablets and 10 protective cases for the Tablets. These were carried over to the Malawi team and are used in collecting and sending data for cloud-based KoBo Collect system for the three District Project Coordinators and the ZECs. The Tablets are stored securely at the DPCs offices when not being used in the field. This total sum was agreed to</p>

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

	<p>be carried forward from year 1, to ensure up-to-date ICT could be procured and cover any potential damaged/faulty 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>DPCs and ToTs based in the field: head office staff across project management, finance, advocacy and M&E continue to support the District Project Coordinators who live in the communities where the project activities are undertaken. This not only reduces travel costs in reaching often isolated rural communities, but also provides cohesion, transparency and clear access to a named and known staff member for both project beneficiaries and other stakeholders alike.</p> <p>Similarly, with the identification, training and support of a locally based volunteer network including ZECs and Peer Educators, support for accurate and timely data collection is not reliant on the DPC having to personally visit each school or community.</p> <p>Clustering of activities: where possible, project activities are undertaken in centrally located Teacher Development Centres, allowing the participant's travelling within manageable distances regarding their time and the necessary transport refunds. This was a deliberate strategy to avoid conducting activities at district level which would also impact on those unable to travel as well as time management efficiencies for staff.</p> <p>Mobile data collection system: the M&E system has been transformed and simplified by using tablet phones and a mobile data app in all the schools across the three districts and training volunteers and teachers in its' collection. This has reduced the use of paper and well as the costs of data collection and analysis by hired enumerators and clerks, each time the data was collected and consolidated. This data has helped not only for project tracking but also to help with lobbying and advocacy based on the evidence now available to the project Advocacy Officer as well as stakeholders including schools in formulating their School Improvement Plan.</p>
<p>8. Any other information</p>	
<p>Use this section to tell us any other relevant information regarding your project. (Max 500 words)</p>	
<p>At this time, Malawi as a country is still beset by ongoing political instability following the nullification of 2019 presidential elections by the Constitutional Court of Malawi. Whilst this resulted in the need for new free and fair elections which will either be done in May or June, 2020. However this is being challenged and there is already a political "infight" regarding the possible date, with Parliament setting a date of 19th May, whilst the Electoral Commission's calendar notes the day as 4th July 2020.</p> <p>Within the population there is still doubt as to the efficacy of those currently appointed as Malawi Electoral Commissioners who were declared incompetent to run the fresh elections by the Parliamentary Appointment Committee. Their recommendation was to sack them all, a direction also supported by Parliament who amended the Electoral Bill.</p>	

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

To date, this new Bill has not been signed by the President and the Electoral Commissioners remain in post. It is expected that continued delays with counter court applications and planned demonstrations will continue to affect Malawi.

The as yet unknown impact of the spread of coronavirus (see separate risk appendix) and the prevention measures now in place which restrict the number people allowed to gather at any one time, suggests that this will affect the future implementation of the project during the financial year 2020-2021.