

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

Notes for Completion:

- Please note, with the exception of the cover page, this report will be published.
- To ensure compliance with GDPR, refrain from using any personal or identifying information unless you have obtained consent from the data subject and are content for this to be made public.
- Answer all questions in the template provided, noting the word limits.
- Include all relevant information in the reporting template – hyperlinks and annexes will not be accepted as part of the report.
- Ensure answers are clear, concise and in plain English. Explain acronyms and avoid using jargon.
- Please ensure this end-year report covers the full reporting period (12 months).

<p>Supporting Documentation</p> <p><i>Check box to confirm key documents have been submitted with this report</i></p>	<p>Logical Framework, which reflects any changes in this reporting period.</p> <p>Budget</p> <p>Case study</p> <p>Risk register</p>	<p align="center"><input checked="" type="checkbox"/></p> <p align="center"><input checked="" type="checkbox"/></p> <p align="center"><input checked="" type="checkbox"/></p> <p align="center"><input checked="" type="checkbox"/></p>
<p>As the [REDACTED] responsible for the completion of this report, I hereby confirm the information included is accurate and complies with the notes for completion.</p>		
<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>Signature:</p> <p>[REDACTED]</p>	

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1. General project information		
1.1	Project reference Number	RWA3
1.2	Name of organisation	University of Aberdeen
1.3	Lead partner(s) organisation	University of Aberdeen Institute of Policy Analysis and Research-Rwanda
1.4	Project title	Fostering a Social Practice Approach to Adult Literacies for Improving People's Quality of Life in Western Rwanda
1.5	Reporting period	From: 01/04/2019 To: 31/03/2020
1.6	Reporting year	3rd
1.7	Project start date	1 st October 2017
1.8	Project end date	31 st March 2022
1.9	Total project budget*	£1,191,795
1.10	Total funding from Scottish Government*	£1,191,795
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>Project Aims:</p> <ol style="list-style-type: none"> 1. An innovative, sustainable and scalable model based on the social practices approach (SPS) to literacies, translated for the Rwanda context and embedded in the curriculum of the University of Rwanda and the teacher training colleges (TTCs); 2. The SPA programme established in three TTCs in Western Province with a trained cadre (TTC tutors, community tutors) to provide cluster-based SPA programmes. 3. Increased capacities in literacies (writing, reading, arithmetic and financial) including knowledge, understanding and skills for entrepreneurship, environmental protection, health and well-being, and human rights and citizenship etc., among the target groups of learners. <p>Our legacy will be trained educators, trainers of trainers and trained community tutors in the SPA in three districts in Western Province.</p> <p>Through our pathway to impact we are engaging with the Rwandan Government with the aim of getting the SPA adopted nationwide.</p> <p>The SDGs targeted include:</p> <ul style="list-style-type: none"> • SDG 4: <i>Education</i>, specifically targeting target 4.6: <i>By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy;</i> • SDG 1: <i>End of poverty in all its forms;</i> • SDG 2: <i>End hunger, achieve food security and improve nutrition;</i>

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		<ul style="list-style-type: none"> • <i>SDG 3: Ensure healthy lives and promote wellbeing for all.</i>
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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>The project made progress as its activity plan in 2019-2020, with the partial exception of the literacies research (see Sections 2.2 and 3.1). The first cohort of students took the examination in June 2019. The drop-out rate was four per cent and of those that completed the course 91% passed the examination. Given that the programme lasted six rather than nine months because of delays in getting Joint Action Development Forum approval, and given the Districts' requirement that learners be permitted to join at any time, those who had no literacy skills at all on enrolment (43%) were not ready for the examination. Of the 'beginner' learners four per cent dropped out, with 96% of them re-enrolling in September 2019 when classes recommenced. Given this, student dropout was much lower than we thought it had been when we wrote the mid-year report and well below that of other courses, given that the 3-year average national drop-out rate for 2016-18 was 25%.</p> <p>The loss of three months (April – June) of classroom support for the community literacies tutors due to the delay in the payment of Year 3's budget had a negative impact on classroom delivery. The community literacies tutors found implementing SPA challenging, facing mixed-ability classes and with few learning resources (and especially not having blackboards - see 3.4). Notwithstanding, the students completed their courses and evaluated them very highly (see 3.4). The learners have not only gained skills in reading, writing and numeracy but also knowledge on childcare, nutrition, hygiene, farming, entrepreneurship and/or finance that they have been able to use to improve their lives.</p> <p>Nevertheless, the reports by the professional development team on their visits to the literacy centres show that there is significant room for improvement in the way in which the TTC tutors are training the community literacies tutors and the community literacies tutors are facilitating student learning. The professional developers are continuing to train and support the TTC tutors and we have used the learning resources budget to purchase blackboards for the literacy centres.</p> <p>The applications to the Joint Action Development Forums in the districts for continued delivery of the project went smoothly. The TTC team leaders have the district directors of education to identify literacy centres with which to work and in the recruitment of community literacies tutors. They have also reported progress on the project to the JADF, and two of the TTCs attended district open days (the third district, Ruzsi, postponed its open day to May 2020).</p>
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	<p>The professional development team is writing the proposal for students on the BEd degree (training to be TTC tutors) to be taught the SPA. In principle this has been agreed but the proposal now has to go through the University's formal validation procedures.</p> <p>Advocacy of the SPA's adoption as the method for teaching adult literacy is under way. A workshop in October 2019 created interest, with both the President's Office and the Ministry of Education requesting copies of the policy brief prepared for the meeting. A productive meeting was held with the Deputy Director of the Rwandan Education Board, who agreed to explore the possibility of recognising a qualification for community literacies tutors and of including SPA in the curriculum for primary school teacher training. The requirement that all primary school student teachers be trained to teach adult literacy opens a window of opportunity for this.</p>
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>Coronavirus meant that we had to stop deliver the literacies classes and research activities on 14th March. At the time of drafting this report the lockdown is due to end on 30th April, but given that it has been extended twice since being introduced there is no certainty it will be lifted. We anticipate no adverse impact on our ability to achieve previously agreed outcomes at this time (see Section 5.1 and the Risk Register for more details of mitigation strategies and actions taken)</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 main things we have learned are:</p> <ol style="list-style-type: none"> 1. The TTC tutors need further training in the SPA. We will provide them with additional training in SPA and the professional developers will visit literacies classes four times a year rather than two. 2. The revised project plan means that we are working with literacy centres and each TTC tutor is training four community literacies tutors (rather than just teaching one class themselves, as in the original project plan). Also, they are having to give some support to the tutors they have already trained. To reduce this additional burden, we have requested use of true underspend to train and employ an additional tutor at each TTC - three tutors. 3. The community literacies tutors need to be given more support in learning how to deliver SPA The loss of three months of their apprenticeship training, when the TTCs did not have the budget to make weekly journeys to the literacy centres, was a major factor, but the need for the TTC tutors themselves to receive more training also contributed. We will ensure that there is at least two months budget at the end of the 4th year to carry over to fund visits in April and May in Year 5 and will prepare our report for the Scottish Government in good time to ensure timely payment of the year 5 budget. 4. The TTCs have experienced fewer issues with the budgets this year following a detailed briefing by the UK-based Project Manager. Monthly budget returns enable monitoring of budgets and early warning of any issues. The TTCs need

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	<p>more support with planning their budgetary spend across the year and we will give them this.</p> <p>5. The restructured project is creating a need for more printing and the printers bought for the TTCs are not able to cope with this. We have requested to use true underspend to purchase three more robust printers.</p> <p>6. Most of the literacy centres with which we work are churches and some are just an outdoor space. They are poorly equipped, with most lacking blackboards. The community tutors have specifically requested blackboards. We have found local artisans who can make a blackboard and stand for £25 and have requested that we can use the learning materials budget to purchase one for each literacy centre with which we work.</p> <p>7. We have continued to discuss the project with the Rwandan Government. They are interested in the outcomes from it and we will continue advocacy. The TTCs being required to train all their students in teaching adult literacy gives us a window of opportunity to increase the project's reach and impact. We can do this by training one TTC tutor in each of the 13 TTCs not involved in our project so that they can teach the students SPA. We have requested use of the true underspend to train 13 TTC tutors.</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>Partnership working has continued to be satisfactory and there have been no challenges or changes to roles. All the partners understand their role in the project and continue to ensure that they fulfil their responsibilities. The one issue that has arisen is that IPAR did not carry out the literacies research scheduled for September. After repeated reminders they agreed to do it in March. Unfortunately, they had only been in the field for three days when they were ordered by the Government to return to Kigali because of the measures being put in place to prevent the spread of Coronavirus. The research will be completed once the current restrictions are lifted. IPAR have agreed that they will ensure that the research is carried out according to the activities plan in 2020 and 2021.</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>Note that this project funded only the flights and accommodation for the July 2019 visit and accommodation for the August visit. The other visits were funded from the budgets of other projects we are delivering in Rwanda; the opportunity of being in country was used to progress activities on this project as well.</p>

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Date of visit	Key achievements / outputs of visit	Follow-up actions
July 2019	Training of TTC tutors in SPA. Briefing of TTC team leaders and administrative assistants on the 2019-2020 budget.	None To keep under review the capacity and capability of the TTCs to manage the budget.
August 2019	Discussion of sampling and agenda for Year 3 research	IPAR to finalise draft agendas and the sampling frame and send to the Aberdeen team for final approval.
October 2019	Workshop held for Ministry of Education, Rwanda Education Board, TTCs and other stakeholders.	IPAR to circulate the policy brief widely to relevant stakeholders in Rwanda. Aberdeen team to organise meeting with Rwanda Education Board to discuss how SPA could be integrated into the curriculum of the TTCs and community literacy tutors trained.
November 2019	Graduation of the first cohort to pass the Continuing Professional Diploma in Adult literacies	To send the report on Adult Literacies in Western Province to USAID when it is finalised.
January 2020	Meeting with Deputy Director of Rwanda Education Board Meeting with Permanent Secretary at the Ministry of Education Three workshops, one in each district, to inform stakeholders of the progress being made on the project.	To arrange another meeting with the Deputy Director of the Rwanda Education Board. To send the Permanent Secretary the report on Adult Literacies in Western Province when finalised and arrange a meeting when next in Rwanda.

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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>We have held four dissemination events in 2019-2020. In October we held a national event to disseminate knowledge about the project and the advantages of using SPA for teaching adult learners. This event was specifically targeted at the 13 TTCs that are not involved in our project, the Ministry of Education, the Rwanda Education Board and donors and international non-government organisations that work in the education sector. We held the event because the Government announced in that TTCs had to train their students in teaching adults literacy skills yet none of the colleges have any staff that have been trained in teaching adults. We prepared a policy briefing for the event pointing out that the methods of teaching being used for teaching adults' literacies skills in Rwanda were failing learners and the advantages of the SPA. At the event we provided more information on the approach and details of the Continuing Professional Diploma offered by the University of Rwanda College of Education, which trains the trainers of trainers in the SPA. Following the event we received requests from the President's Office and the Ministry of Education for copies of the policy brief.</p> <p>We held three events, one in each district, to disseminate the outcome of the first delivery of classes using SPA from January to June 2019, in January 2020. The events were attended by representatives of the district, the literacy centres, the community tutors and ten graduates from the course. The ten students whose stories of their literacies journey had been judged the best read then out or rewrote them on flip board chart sheets during the workshop. The TTC team leaders gave presentation on the outcomes from the courses, focusing on how the students had formed saving groups and invested the money they had saved to improve their quality of life. Projects included purchasing seed and renting land to plant a kitchen garden, purchasing a cow and/or small animals and purchasing sewing machines to start a petty enterprise in making clothes for sale.</p>
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)
	<p>A mid-term evaluation will be completed in the next 12 months.</p> <p>We have completed an evaluation of the first delivery of classes. This includes student evaluation, community tutors' evaluation and TTC tutors' evaluation. The evaluation was carried out by the professional development team with the support of the UK project manager.</p> <p>The evaluation found very high levels of student satisfaction, with an average level of satisfaction of over 90% across all elements of the course. The selection of learner stories of their 'literacies journeys' illustrates the benefits students had gained from the course, which, in addition to leaning to read, write and do calculations, enabled them to improve their quality of life. The</p>

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	<p>community tutors generally recognised the value of the training in SPA they had received and the benefits of using it to teach students.</p> <p>The TTC Tutors felt that while the community tutors were trying to implement SPA they needed to receive the second face-to-face training that had not, at the time of the evaluation, been delivered because of time lost to the project through the delay in getting Joint Action Development Forum authorisation. The TTC tutors also pointed out that the learning facilities and resources were inadequate and that most centres even lacked a blackboard.</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>As we indicated in our original application, there are no projects using the social practices approach to teaching adult literacies in Rwanda; few provide a training for adult literacy tutors and when they do it generally lasts a only a few days. In Western Province as at the time of our application the literacy centres are run by churches and other local NGOs delivering classes using untrained tutors. We are now working with a number of these centres to train their tutors in SPA. The aim over the life of the project is to train at least one tutor at each centre. We work closely with the District Directors of Education in prioritising literacy centres, identifying existing tutors to train and recruiting additional tutors where necessary.</p> <p>We also continue to work closely with Association Rwandaise Des Travailleurs Chrétiens Féminins, four of whose full-time staff we trained in the SPA. As part of their training of women (and a few men) so that they can develop income-generating activities they deliver literacy classes. They have historically worked in the Southern Province but in 2018-19 had funding for one year to deliver a project in Western Region and they trained 56 tutors in SPA and graduated 5,098 learners. They have managed to secure funding from the Swiss Embassy to continue delivering literacies classes in Western Province in 2019-2020 using the tutors they had trained in SPA ,and in 2019-2020 they have 41 tutors teaching 3,700 learners. They have also trained 15 tutors in SPA on a project they are delivering in Southern Province, where they have 1,363 learners being taught by these trained tutors.</p> <p>In addition, we have also made contact with a small libraries project in Rwinkwavu, Eastern Province, which runs adult literacy classes using a similar approach to SPA, Ready for Reading. We are in touch with the US funder of this project and are planning on jointly lobbying the Ministry of Education and Rwanda Education Board regarding the provision and quality of adult literacies education.</p> <p>We are also in contact with USAID, who are planning on including adult literacy education in their next development assistance programme. They will be the first Official Development Partner to fund adult literacy education in Rwanda. They are especially interested in the findings from the literacies survey we did in Western Province and in understanding SPA.</p>

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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	Have there been any safeguarding incidents, either relating to staff/volunteers or beneficiaries of the Grant or the Project, in the last 12 months?
	No
4.2	Have these incidents reported at 4.1 been reported to relevant authorities, and if so, to whom?
	N/A
4.3	Describe what action has been taken, and highlight any lessons learned.
	N/A
4.4	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?
	No
4.5	Have these incidents reported at 4.1 been reported to relevant authorities, and if so, to whom?
	N/A
4.6	Describe what action has been taken, and highlight any lessons learned.
	N/A

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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?
That it would be possible to deliver the project according to the project timeline.	Actions taken by the Rwandan Government to contain the spread of Coronavirus meant that all project activities in Rwanda had to stop on 15 th March. A nationwide lockdown is in place until at least the 30 th April (Cabinet decision 17 th April). However, this may well be extended as the lockdown has already been extended twice and there is no certainty about when project activities will be able to continue.	<p>We are confident that once the restrictions are lifted that we will be able to resume project activities in Rwanda. Given this we are planning activities from August 2020 as normal. If project activities recommence by the beginning of May the current students will be able to complete their classes and take the examination in August. If the lockdown is lifted later than this then classes will be delivered until the course has been completed and the students will be able to take examinations.</p> <p>This should have no knock effect on recruiting tutors and students in September 2020 and classes beginning in October 2020.</p> <p>The literacies research can be completed when the lockdown is lifted and 2020-2021 research take place as scheduled.</p> <p>The Scottish team can work on the mid-term evaluation, which was due to be completed by them between April and September 2020.</p>	No

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		<p>To further the project aims while the lockdown is in place the team in Rwanda will write three guides:</p> <ol style="list-style-type: none"> 1. A manual for the trainers of the trainers 2. A manual for the trainers 3. A manual for community literacies tutors. <p>These manuals can be used for training and delivery and provided to all teacher training colleges in Rwanda that now have responsibility for training their students in teaching adult literacies.</p> <p>The Scottish team can prepare a detailed report on the state of literacies in Western Rwanda and write more policy briefs. These reports can be shared with the Government of Rwanda, the Districts and development partners that work in the education sector, as part of the project's pathway to impact. USAID has expressed strong interest in the findings from the survey.</p>	
<p>6. Inclusion & accountability</p> <p><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></p>			
<p>6.1</p>	<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>		

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	<p>The SPA involves learners deciding what topics they will learn as the courses progress. At the end of each course a student evaluation is carried out to ascertain student satisfaction with it. The community tutors and the TTC tutors are also asked to give feedback on how the courses went. The findings are used to inform steps that can be taken to improve delivery.</p> <p>The community literacies tutors we train are previously untrained and generally have completed only primary-school education. They are members of the communities from which we recruit learners.</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>By definition the students on our programme are disadvantaged. They are amongst the poorest in Rwanda. Women are more disadvantaged than men and less likely to have basic literacy skills. The District Directors of Education support us in identifying the poorest cells in which to work. We disaggregate data by gender.</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>The project is designed to benefit the learners not only to gain skills in literacy and numeracy but also to learn socially useful knowledge such as hygiene, feeding infants, agriculture and especially having kitchen gardens, the importance of saving and how to invest in income generating activities.</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>To date we have not experienced any difficulty. We work with the literacy centres and the districts in recruiting community literacy tutors and learners. Our Joint Action Development Forum approval to work in each of the districts requires that we work with the District Director of Education in selecting in which literacy centres to work. They are keen that we work with centres in the poorest cells and those that have the poorest record of successfully delivering literacies classes.</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 logframe. 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>

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The total underspend in year 3 was £35,667.82

£2,202.00 was delayed spend.

£33,465.86 was true underspend - £20,000.00 was efficiency savings made to fund the changed project plan and £13,465.86 mainly due to activities that could not be carried out between April and July 2019 when the Year 3 budget was received. These activities are the apprenticeship training of the community literacies tutors by weekly visits of TTC tutors to the literacy centres and supervisory visits by the professional development team.

The request is for £33,420.00 to be profiled **Under Four Headings:**

1. essential expenditure not included in the original budget;
2. funding the changed plan;
3. addressing challenges in delivering the project;
4. increasing the impact of the project.

	£
1 Expenditure not included in original budget	
In country running costs	
Bank charges for Rwandan partners for years 1-3 and year 4 (estimate)	100.00
UK Travel costs	
Antimalaria medication (£50), airport transfers (£110), train to Edinburgh (£140)	300.00
Implementation, Output 3	
District accountability days	1,200.00
Sub-Total	1,600.00
2 Delivery of the revised project plan as agreed with Scottish Government	
Staffing	
Salaries: community literacies tutors (CLTs) £70 X 60 tutors	4,200.00
Project Implementation	
Output 2: Airtime for TTC tutors for contact with CLTs 18 X 9 X £10	1,620.00
- Workshop for training of TTC tutors 18 X 5 X 50	4,500.00
budget added to subsistence	
Output 3: Airtime for community literacies tutors 60 X 9 X £2 = £1080 - £90 for community facilitators	990.00
Two workshops for training CLTs	7,680.00
Capital	
Mobile phones 45 X £10 (CLTs)	450.00
Sub Total	19,440.00
3 Budget to address issues arising from delivery	

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	Staffing: 3 additional TTC literacies tutor to compensate for additional workload of revised project delivery @£2,320	£6,960.00
	Registration fee for Professional Diploma at UR 3 new TTC tutors @70	£210.00
	Capital: 3 printers able to cope with the volume of printing at TTCs @£350	£1,050.00
	Sub Total	£8,220.00
	4 Budget for Increasing Reach/Impact	
	Training one tutor from 13 TTCs in SPA so they can train their students to teach adults 13 X 5 X £50 – budget added to subsistence	£3,250.00
	Registration fees for Professional Diploma in Adult Literacies at UR 13 @£70	£910.00
	Sub Total	£4,160.00
	Total Requested for Reprofiling	£33,420.00
	Requests for flexible use of budget lines	
	Output 3, L33 Learning materials – purchase blackboards for literacy centres – made by local artisans	£2,000.00
	T&S budget – treat in country car travel and subsistence as one – difficult to work out balance in advance.	
7.2	Please give details of any capital expenditure in this reporting period. (Max 350 words)	
	60 blackboards for literacy centres purchased from budget for Output 3 L33 Development and Production of Learning Materials with agreement of project officer £1,500 50 Mobile phones for CLTs	
7.3	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)	
	All expenditure is reviewed to make certain that it is essential to ensure the quality delivery of the project. All expenditure in Rwanda is done on a best value principal with larger expenditure (e.g. leaning materials, capital equipment) put out to tender, travel and substance is paid using IPARs contracts which are put out to tender annually and other expenditure is based on the best value of three quotes whenever possible. Some of the underspend has arisen because the estimates we used to draft the budget were higher than the amount we paid after the best value process.	
8. Any other information		
Use this section to tell us any other relevant information regarding your project. (Max 500 words)		