

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

1. General project information		
1.1	Project reference Number	MAL/18/08
1.2	Name of organisation	The Global Concerns Trust
1.3	Lead partner(s) organisation	MACOHA
1.4	Project title	Tools and Training for Livelihood in Malawi
1.5	Reporting period	From: 01/04/2020 To: 31/03/2021
1.6	Reporting year	Year 3
1.7	Project start date	1 st October 2018
1.8	Project end date	31 st March 2023
1.9	Total project budget*	£926,449.00
1.10	Total funding from Scottish Government*	£674,864.00
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)	To contribute to the reduction of poverty, the enhancement of economic sustainability and participation in development processes of disabled men and women in Malawi, while promoting skill development, well-being and engagement in international development of people with disabilities in the UK. MACOHA and KODO will provide 329 adults with disabilities living in rural areas with comprehensive vocational training, business training, and the tools and materials needed to start their own businesses. They will receive post-training support to help them in the early stages of setting up a business and attend skill sharing workshops to facilitate continued business growth. Participants will receive training in human rights, AIDS prevention, gender awareness and reproductive health. MACOHA will conduct a series of disability mainstreaming training events across in each region in Year 1 and 2. To contribute to implementation of the Global Goals on Inclusive Education (4), Inclusive Economic Growth (8) and Reducing Inequality (10) in Malawi through skills development and empowerment of persons with disabilities.
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>		

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

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)

We delayed training for trainees due to start in April 2020, in line with advice issued by the Governments of Malawi in response to the Covid-19 pandemic. This gave the project time to assess the situation, prepare for and implement COVID-19 preventative measures and plan for the re-starting of training at the beginning of October. We updated our risk assessment and amended agreed project activities and expenditure with The Scottish Government.

Our partners MACOHA and KODO disseminated information, masks and hand washing facilities to people with disabilities in their districts. GCT was further able to donate funds towards the SMP Oxygen appeal and support KODO to purchase and distribute more hand washing facilities and masks.

We amended the way we conduct training, post training visits and skill sharing workshops to incorporate preventative measures and be as covid safe as possible. We maintained contact with graduates via phone and later conducted post training visits and reduced size skill sharing workshops, monitoring graduates' businesses and current challenges.

We have completed all activities set out in our amended activity log for this period. Current data shows that on average graduate trainees have an increased income of 356% with 93% of graduates telling us they are now financially self sufficient.

Training resumed in Malawi in October 2020, since when 41 trainees have undergone training in carpentry, tailoring or cane furniture-making. 31 of these trainees have completed training and been equipped with start up equipment, materials and solar panels.

Our shipment of start up equipment which was delayed in the lockdown in South Africa, arrived in Malawi and was distributed to graduates.

Wherever possible, work continued at the tool workshops in the UK in preparation for our next shipment, despite many volunteers not being allowed to attend. We conducted monthly meetings with the workshops in the UK to assess the situation and offer support to staff and volunteers. Our films and booklets have been used by the tool workshops to keep their volunteers engaged with the project.

We sent a further shipment of tools and sewing machines to Malawi in February.

As we were unable to conduct a visit to Malawi from Scotland due to travel restrictions, we enlisted a consultant to conduct monitoring and evaluation visits.

We organised local staff training in Malawi which incorporated training tool use and maintenance, accounting and small scale business training.

Subsequent to conducting training to staff and trainers on mental health conditions

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

	<p>last year, we were able to recruit the first trainee with a mental health condition into the training.</p> <p>We conducted a virtual event for tool volunteers in November.</p> <p>We have produced 5 short films and a booklet about the project which have been disseminated to partners, workshops, stakeholders and members of the public.</p> <p>We were pleased to presented information about our project to the Minister for International development, Jenny Gilruth and contributed to The Scottish Governments review into the International Development Strategy. We participated in SMP's COVID-19 meetings and International Development Alliances' 2020 conference, at which we had a virtual stall and SMP's AGM.</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>No, the focus for delivery has not changed; in-fact the need for sustainable economic development projects and vocational training and business support for people with disabilities living in the rural districts in particular, is more pronounced than ever as a result of the financial downturn and instability caused by the covid-19 pandemic, which has affected the most vulnerable and poorest people the most.</p> <p>We have adapted the way we work to be as covid-19 safe as possible for all trainees, trainers and staff. This has resulted in conducting smaller skill sharing workshops, purchasing and installing hand washing equipment and asking our trainees and staff to practice social distancing and the wear masks if social distancing is not possible. We further decided to reduce the risk of transmission during the latest increase in cases, by arranging local staff training within the districts, as opposed to asking staff to travel within Malawi. In addition we changed the way we collect some monitoring and evaluation data and conduct meetings and events, using in country consultants and increased use of technology.</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>Partnering in-country grass roots organisations allowed the project to react quickly to changing circumstances as a result of the pandemic and continue functioning, despite international travel restrictions.</p> <p>Disability community based organisations with established networks of members are able to identify and respond to the needs of people with disabilities in their communities in the event of epidemics or other natural disasters and quickly disseminate necessary equipment and information through pre-existing channels.</p> <p>Project workers at all levels, including funders, need to be able to react quickly to minimize damage caused by natural disasters.</p>

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

Future risk registers should include the possible risks posed by any future epidemics.

Whilst 'pausing' the training was the right decision at the time, interrupting project activities should only be considered as a last resort in the future, as significant harm is undoubtedly caused by a disruption to training, services and programs for beneficiaries.

Sustainable economic development programs for people with disabilities living in rural districts are an essential part of increasing the resilience of communities in these areas in the face of natural, medical or economic challenges. The vast majority of our graduates were able to manage financially during the recent economic downturn caused by the pandemic, due to financial reserves that had been built up through their businesses, which continue to provide for income for them.

The use of virtual platforms for meetings and events can be a cost effective and good solution to bringing larger numbers of people from different locations together and will be used more in terms of meetings and events by the project.

Our memberships of organisations like The SMP and the Alliance were vital in terms of receiving and sharing information with other organisations in Scotland and Malawi. Both organisations mentioned adapted so quickly to be able to function in a meaningful way and provide vital services to the international development community in Scotland and Malawi.

The tool workshop volunteers, who have been so badly affected by not being able to attend their workshops and who have been largely isolated, benefited from continuing to hear news from the project in Malawi, including case studies, booklets and events, all of which have been important to maintain a connection with the project.

Close continuous monitoring is necessary to highlight any issues quickly. Regular visits to projects and meeting with partners are necessary and should be conducted annually in country, by our organisation or a consultant.

Regular provision of skill sharing and training for staff is necessary to maintain a high quality provision of services and training. It enables the implementation of changes to training programs in response to data collection and analysis of impact of training on participants, including feedback from graduates. Staff and trainers from different districts benefit from meeting to discuss all aspects of the project, share knowledge and skills and support each other to continue to strive for excellence in their project implementation. Future vocational training projects should include the provision of funds and time-tabling of annual staff training.

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 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

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

	<p>responsibilities. (Max 350 words)</p> <p>Frequent communication with our Malawian partners MACOHA and KODO allowed the project to react quickly to changing circumstances brought about by COVID-19, both in the UK and Malawi.</p> <p>Our partners were well placed to quickly respond to the situation and disseminate information, masks and wash facilities to graduates and their wider communities. As active DPO's they played a vital role in getting information to people with disabilities within the rural districts, some of whom were identified as those 'hardest to reach'.</p> <p>They were also able to distribute funds provided by GCT to help those graduates who were affected by the late shipment.</p> <p>We worked well together to co-ordinate our response and amended activity plans and budgets.</p> <p>According to managers at both MACOHA and KODO, GCT has worked well as partners during this reporting period.</p> <p>MACOHA and KODO facilitated the independent monitoring and evaluation visits conducted by [redacted]. Both organisations continue to work well with each other, sharing skills and expertise as highlighted with recent shared learning between staff on small business management and organic manure production.</p> <p>We have a new MACOHA district manager in Nkhotakota who took up his post in June. We have worked closely with him to support his new role and effective management of the project in that district.</p> <p>We have increased the frequency of meetings with all tool workshops in the UK, who have worked as a team to balance project needs and current reduced workshop capacity.</p> <p>TEVETA will be conducting their monitoring and evaluation of the training over the next few months.</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>Due to travel restrictions we were unable to conduct a monitoring and evaluation visit from Scotland.</p> <p>However we enlisted [redacted], who formerly worked within the project, to conduct visits to each district on our behalf. He met with MACOHA project managers and accountants and conducted monitoring and evaluation visits to the project in Salima, Ntcheu and Nkhotakota districts, meeting with trainers, district managers, field officers, graduates and trainees to assess the overall project. He was asked to identify areas that needed strengthening and work with staff to follow up on agreed actions. [redacted] was also asked to monitor and</p>

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

	<p>assess the Covid-19 prevention measures within the project, assess the need for top-up training for graduates who had to wait for their start up equipment, work with project staff to identify the best subjects for staff training, collect photos and case studies and compile a report for each district.</p> <p>His visits highlighted some issues that required action by our partners, including the late provision of solar panels to some graduates, the lack of working sewing machines and cane furniture tools at two training sites, the slow installation of hand washing facilities in two training sites and the continued lack of book keeping by some graduates. Some of these issues are attributed to an interruption to normal procurement and transport in Malawi during the pandemic.</p> <p>[redacted] monitoring and evaluation report is submitted together with this report.</p>	
Date of visit	Key achievements / outputs of visit	Follow-up actions
December 2020 and January 2021.	<p>Assessment of overall project and identification of issues/areas to strengthen.</p>	<p>The provision of solar panels to some graduates (Ntchue and Nkhotakota). This has now been completed.</p> <p>The need for further sewing machines and tools (Nkhotakota). Sewing machine have now been bought and installed and we are sourcing further tools.</p> <p>Need to increase number of graduates practicing good accounting/book keeping – all districts. This is a continuing issue for the project and staff will continue to work with trainers to strengthen this area of training.</p> <p>Need for upgrade to accommodation (Nkhotakota) – now complete.</p>

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

<p>December 2020 and January 2021.</p>	<p>Assessment of covid-19 prevention measures.</p>	<p>Provision of thermometers and hand washing equipment to some training sites (Ntcheu and Nkhotakota) – now complete.</p>
<p>December 2020 and January 2021.</p>	<p>Identification of best subjects for staff training.</p>	<p>Staff training was conducted to include further book keeping, small business management, tool use and maintenance and manure production.</p>
<p>December 2020 and January 2021.</p>	<p>Collection of case studies and photos.</p>	<p>Case studies collected by [redacted] are attached alongside this report.</p>
<p>3.3</p>	<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>All trainees fill in pre-training questionnaires and two post-training questionnaires, in which they are asked for their feedback as to the quality of training received and how the project and services provided could be improved and to assess the impact of the training on livelihood and economic sustainability. The vast majority of graduates were content with the quality of training they received, with a small number citing that the training duration should be extended.</p> <p>Data collection is directly linked to post-training support offered to all graduates. Each graduate is visited at their home three times in the year after training, ensuring frequent contact is maintained and allowing us to measure the impact of the training on each participant. Graduates attend skill sharing workshops 3 and 9 months after training, providing a further opportunity to collect MEL data. In addition to measuring economic status and activity, the expansion of businesses, numbers of employees and indirect beneficiaries, we monitor levels of confidence, community participation and awareness of rights. Monitoring data has been analysed and reflected upon by GCT with our Malawian partners to jointly reflect upon challenges and successes and to promote effective learning.</p> <p>MACOHA and KODO provide quarterly project monitoring and financial reports which GCT assesses to ensure the project is on track with the logframe and to support our partners to address any issues that arise. In addition we have had frequent zoom meetings to discuss and assess our covid-19 responses and changes to planned project activities and budgets this year.</p> <p>GCT normally conduct an in-country monitoring and evaluation visit to meet with</p>	

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

	<p>Project Managers, district managers, trainers, current trainees, graduates and attend skill sharing workshops. This year the visit was conducted by an independent consultant on behalf of GCT. Reports from his visits were shared with partners and are included alongside this report.</p> <p>Findings from the data collected from all project beneficiaries as to the impact of the training has been presented in booklets and film, which have been circulated to beneficiaries, partners, tool volunteers, stakeholders and members of the public.</p> <p>Project managers, district managers, field workers and trainers met for three days of training and sharing of learning within their districts, in particular to increase and share their knowledge of small scale business management, tool usage and maintenance and organic manure training.</p> <p>This year our shared learning resulted in project wide adaptations to how activities were carried out to incorporate Covid-19 preventative measures, the successful distribution of wash facilities, masks, information, support and advice to our graduates and other people with disabilities, an increased use of technology, continued efforts to increase the standard of book-keeping training provided to all trainees and the identification of some issues with accommodation and tool and machine provision for trainees.</p>
3.4	<p>If the project has been able to complete a mid-term project evaluation in the past 12 months, please provide detail of the outcome of the evaluation. (Max 500 words).</p>
	<p>As described above, we conduct continuous internal evaluation with our partners.</p> <p>TEVETA were meant to conduct an external evaluation of the vocational training provided in each district, but have not yet done so. As previously reported, we have experienced difficulties with TEVETA in terms of communication and working within given time frames. The delay in their evaluation was further impacted by the current situation in relation to Covid-19 in Malawi. TEVETA have now planned the initial visits to the districts to start their evaluation, which will be conducted in Year 4.</p>
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>MACOHA and KODO are active members of MaSP and partake in training and information sessions organised by them.</p> <p>MACOHA partner with CBM, Mental Health Matters and Hope International. With CBM International they work on providing services to people with all types of disabilities. This year they have focused on health and community empowerment - treating orthopaedic and eye conditions through surgeries and sensitising communities on disability issues, so that community members are aware of the challenges faced by people with disabilities and will play their part to ensure that</p>

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

	<p>persons with disabilities are also participants in the development process of their communities.</p> <p>With Hope and Healing International, MACOHA work on improving the quality of lives of children with disabilities through vocational skills training and provision of livestock for parents of children with disabilities.</p> <p>KODO continue to partner Ecosolidar to provide sustainable agricultural training to people with disabilities in Salima.</p> <p>We have worked with Ecosolidar to support KODO's response to the pandemic.</p> <p>We have shared learning with multiple organisations and civil society groups facing challenges as a result of the pandemic, via SMP's vitally important COVID-19 meetings, Alliance's summit and other round table discussions.</p> <p>We collaborated with the Turing Trust to facilitate our recent shipment and to have a technology hub installed at MACOHA's Lilongwe Vocational Centre.</p> <p>We collaborated with Kudimba, a centre for children with disabilities in Salima district, to arrange partnering with MACOHA and KODO and to facilitate physiotherapy sessions and other support for the centre.</p> <p>We have made a proposal to Mary's Meals to start vocational training clubs, taught by some of our graduate trainees, in a small number of primary schools that they work in. We are awaiting a response to this proposal from Mary's Meals.</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. There has not been any incidence of safeguarding relating to staff, volunteers or beneficiaries of the grant.</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>

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

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?
	There has not been any incidence of financial mismanagement, theft or fraud relating to the grant in the last 12 months.
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

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>
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Assumption	Risk	Action taken	Was this included in the Risk Assessment Table in your application?
Our graduate trainees are vulnerable to any economic down turn and are likely to experience a loss of income due to low demand for their businesses which are reliant on local economy. Many will not have substantial savings on which to rely and may struggle with food security.	23. Loss of income and increased vulnerability for graduate trainees due to economic down turn caused by Covid-19. Short and medium term (0 - 9 months).	Our partners maintained contact with all graduates by phone to offer advice. Our graduates have reported a decrease in income, but all businesses established before March 2020 survived the economic downturn and the majority of graduates had some financial reserves which were able to sustain them through the down turn.	No
Our second shipment of start up equipment to Malawi was affected by the lockdown taking place in South Africa.	24. Delay in shipment arrival and provision of start up equipment to latest graduates	Trainees were provided with some GCT unrestricted funds to support them to hire start up equipment or invest in another business, until their equipment arrived. This	No

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

	due to Covid 19. Short term (3 months).	course of action was necessary to safeguard our graduates against a loss of income.	
The Government of Malawi decided to close schools and training centres to prevent the spread of Covid-19.	27. Interruption to vocational training due to spread of Covid-19 in Malawi. Medium term (3 – 9 months).	We discontinued the training between April and September 2020, resuming training in October 2020. This course of action was necessary to safeguard trainees and staff against the possible threat of illness or death caused by Covid-19, and allow us to implement safety measures within the training.	No
Post training visits to graduates will not be able to go ahead as planned in the next 3 months.	28. Interruption to provision of post training support (graduate visits and skill sharing workshops) due to the spread of Covid-19 in Malawi. Short term (3 months).	After a short pause, graduate visits were able to be conducted safely using social distancing and masks. Reduced size skill sharing workshops were also held near to graduates' homes.	No
The majority of the tool workshops that refurbish our start up tools and sewing machines were forced to temporarily close and cease work due to the lockdown in the UK.	30. Interruption to tool collection and refurbishment due to spread of Covid 19 in Scotland and Northern Ireland. Short term (3 months).	We kept in close contact with all workshops. Some tool refurbishment was able to continue despite lockdowns in the UK. Workshops with a greater capacity were able to make up any shortfall from the smaller workshops.	No
Current global travel restrictions due to Covid-19 could result in the delay or cancellation of the visit.	36. Delay or cancellation of annual GCT mel visit to Malawi due to travel restrictions caused by Covid-19.	We hired the former MACOHA manager to conduct MEL activities on behalf of GCT.	No

6. Inclusion & accountability

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

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

<i>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>
	<p>Each element of the vocational training program, from recruitment to post-training support, is designed to maximise the chances of our trainees to successfully start new businesses and become financially independent. We evaluate the effectiveness of each element on a continuous basis to look for ways the program can be improved. During the recent economic down turn associated with the impact of Covid-19, it became more apparent than ever for the need of continued skills training and support to assist people with disabilities living in rural areas to become financially independent. Those with an ability to save money were in a much better position than they would have been had they had no financial reserves. In addition the increased agricultural output that our graduates experience through the use of organic manure applied to their gardens further increased their resilience.</p> <p>All direct project beneficiaries fill in pre-training questionnaires and two post training questionnaires, in which they are asked for their feedback as to the quality of training received and how the project and services provided could be improved. Trainees have been asked for their input into the design of our trainee questionnaires. All graduates are invited to attend skill sharing workshops 3 and 9 months after training, to share their experiences of setting up business with their training cohorts and again to give feedback to project workers.</p> <p>The collection of monitoring and evaluation data and feedback from project participants is written into the project design and directly linked to the provision of post training support, which includes three visits by project workers to each graduate in the year after training. Our partners provide quarterly reports to GCT detailing the project progress and challenges. We work with our partners to try to accommodate individual trainees' needs and to address any suggestions and feedback from graduates.</p> <p>As a project we put a strong emphasis on safeguarding, have increased our reporting procedures and include regular training on safeguarding to project participants.</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 of our trainees are adults with disabilities living in rural districts, amongst those recognised to be the most marginalised groups within Malawian society. We aim that at least 50% of our trainees are women with disabilities, who live with double discrimination due to existing gender inequalities.</p> <p>We try to include people with all types of disabilities within our training, including physical disabilities, learning disabilities, sight and hearing impairments and</p>

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

	<p>albinism and mental health difficulties. We disaggregate data by gender, age and type of disability.</p> <p>Last year we worked to be able to include people with mental health issues by equipping all trainers and staff with the appropriate knowledge and have now trained our first trainee with a mental health condition.</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>This project is specifically designed to help adults with disabilities living in rural areas achieve economic independence through the provision of training, equipment and support. This project also aims to increase the participation of adults with disabilities within their communities, educate rural communities as to the ability of people with disabilities and share knowledge with other organisations as to how to improve mainstreaming across international development sectors.</p> <p>Our partners are experienced at working with people with disabilities and have excellent networks of staff and links to people with disabilities within their districts. The level of support offered to graduates reflects the additional challenges and needs of many people with disabilities, when compared to the general population. As a project we put a strong emphasis on the importance of post training support and good working relationships established between project workers and beneficiaries. MACOHA employ skilled workers who can use sign language to communicate with trainees with hearing and speech impairments. Our trainers are able to deliver training to people with wide-ranging disabilities. As we work with people with wide ranging types of disability we are used to addressing challenges associated with participant's mental or physical impairments, which may require extra support from project workers. Peer to peer support amongst trainees is acknowledged to be important and of long-term importance for graduates.</p> <p>The majority of volunteers in Scotland and Northern Ireland who refurbish the tools and machines sent to Malawi have learning difficulties or mental health issues. The skills training and support offered to volunteers has been developed over decades by specialised staff. Tool volunteers benefit through skill development, support and enrichment and appreciate this positive link between people with disabilities in the UK and Malawi. It has been reported that volunteers who have been unable to attend the tool workshops are really desperate to be able to return, highlighting the importance of participation in the workshops for their health and well being.</p> <p>All our booklets are designed to be read easily by people with sight problems.</p> <p>We have increased our safeguarding reporting procedures and training for the protection of project beneficiaries.</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>

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

We worked with Mental Health Matters to provide training to all project staff and trainers on mental health issues are now equipped to include people with mental health conditions in our training. In addition MACOHA have been actively conducting mental health training within communities and referring people for treatment.

Our partners were well placed to quickly respond to the situation and disseminate information, masks and wash facilities to graduates and their wider communities. As active DPO's they played a vital role in getting information to people with disabilities within the rural districts, some of whom were identified as those 'hardest to reach'.

We have successfully included people with hearing and speech impairments in our training. Where a potential trainee has no ability to communicate via sign language or writing, or they have someone who can help them communicate, we have had to exclude them on the basis that we are not equipped to provide an adequate level of training for them to run a business.

We have had challenges in terms of being flexible enough to offer longer training periods to some trainees who have mild learning difficulties and providing adequate safeguarding for participants with albinism.

During this period of reporting many of the tool volunteers in the UK have not been allowed to attend their workshops if they live in supported accommodation. This has resulted in many suffering from isolation and not being able to conduct their work. We have tried to maintain engagement with the project for volunteers through organising a virtual event and sharing booklets and films with them.

7. Financial information

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.

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.

7.1 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 COVID-19, timing issues, price achieved, quantity etc. If these are temporary variances, please outline plans for expenditure. (Max 500 words)

We have a total under spend for Year 3 of **£16,634**

Of this **£3888** is delayed expenditure and **£12,746** is true under spend.

Of the **delayed expenditure of £3888:**

£1962 is from Implementation, Output 2, Import tax and In country transportation of

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

tools. These funds will be used when the latest shipment arrives in Malawi within the next month.

£1926 is from staff training, Salima, due to take place soon.

We request to carry these funds over to be spent next financial year, due to a delay in these activities.

Of the **true underspend of £12,746.00**:

£1720 is from staff costs, due to the project manager not conducting a monitoring and evaluation visit to Malawi due to travel restrictions.

£6954 of this is from Travel and Subsistence:
(£2317 from international airfares, £1344 from in-country fuel costs and £3293 from subsistence), all due to not being able to conduct the visit to Malawi due to travel restrictions.

£1093 is from Implementation, Output 2, shipping, tool purchase and storage costs due to savings made.

£13 is from Implementation, Outputs 3 and 4.

£1727 is from Implementation, Output 5, film editing and printing of booklets, due to full funds not being needed.

£852 is from MEL due to funds not being needed.

£1053 of this is from Implementation, Dissemination Costs, due to travel restrictions limiting in person events and presentations. Virtual events and presentations were still conducted.

These savings were negated by overspends in:

Implementation, Output 1 of £503, due to needing to replace 3 training sewing machines in Nkhotakota district.

Capitol costs, solar panels of £163 overspend.

We would like to request permission to use **£5100.00** of the true underspend in Year 4 of this project to fund further staff training. We are further requesting that the project retain the remainder **£7646.00** of the true underspend as a contingency against further possible disruption caused by the pandemic; in particular in case of not being able to conduct the monitoring and evaluation visit to Malawi in Year 4 and therefore again requiring the services of an in-country consultant to conduct monitoring and evaluation on our behalf.

In addition we have **currency gains for Year 3 of £9373.00**. This relatively high exchange rate gain is a result of agreeing a conservative exchange rate for our

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

	<p>budgets in light of the economic uncertainty caused by the Covid-19 pandemic. We will use a higher agreed exchange rate in the next financial year.</p> <p>The total amount from Year 2, ringfenced in Year 3 is £6069. This comprises of £7937 per Year 2 report, less £3000 of contingency paid to [redacted] to conduct monitoring and evaluation, plus £1132 overstated import tax and transportation costs by MACOHA in Year 2. We notified the Scottish Government in advance of this report regarding the overstated import tax (£1132).</p>
7.2	<p>Please give details of any capital expenditure in this reporting period. (Max 350 words)</p> <p>Our partners have purchased 41 solar panel home energy systems for each graduate, at a cost of £9,964.00, including distribution and installation costs.</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>Hiring an in-country consultant to deliver the monitoring and evaluation visits to each district was a cost effective alternative to conducting the visit from Scotland.</p> <p>Further savings were achieved by holding virtual as opposed to live community and volunteer engagement events.</p> <p>When using external service providers we secured quotes from multiple suppliers to ensure cost efficiency.</p> <p>Our Malawian partners make all attempts to purchase training materials and other necessary items at the best price and carefully consider cost and quality when purchasing the solar panels for graduates.</p> <p>We only purchase a minimal amount of tools and start up equipment for graduates – the vast majority is donated, refurbished and packed at no cost to us as this work is performed by our partner tool workshops.</p> <p>We saved funds by using the Turing Trust’s warehouse for sending our shipment.</p> <p>We pay no office costs in Scotland.</p>
<p>8. Any other information</p> <p>Use this section to tell us any other relevant information regarding your project, including any information relevant to COVID-19 and how that has impacted project activities and/or budget. (Max 500 words)</p> <p>As previously communicated to The Scottish Government we would like to request a 6 month extension to this project, up to September 2023. This extension will be necessary to allow us to complete training for the carpentry trainers, who will start their training in October 2022. In addition it would allow us to train a further 33 cane furniture and tailoring trainees and achieve our original target to train 329 trainees in total, as planned before the interruption to the training caused by the Covid-19 pandemic. In addition to the 6 month extension</p>	

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

sion to the project we would require access to funds deducted from the budget in Year 3 (£31,452), plus staff costs of approximately £17,000. The project would be able to use exchange rate gains accrued, to cover some of the staff costs. We kindly request guidance from The Scottish Government as to the process for applying for this extension and when this should be done.