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Foundation for Scotland



Scottish Government
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Application to Scottish Government Climate Justice Innovation Fund Grants Programme Project Grant 2017 – 2020

Applicant Organisation Name
Leith Community Crops In Pots (L-CCIP), in collaboration with Thrive Scotland

Office use only	Application ref:
	Project ref:

Declaration

I apply on behalf of the organisation **Crops In Pots** for a grant as proposed in this application in respect of expenditure to be incurred over the proposed funding period on the activities described within the application form and supporting documentation.

I certify that, to the best of my knowledge and belief, the statements made by me in this application are true and the information provided is correct.

This form should be signed by an individual authorised by the applicant organisation to submit applications and sign contracts on their behalf.

Signature

REDACTED

Print Name

REDACTED

Position

Chief Executive Officer

Date

2 nd August 2017

Main Contact person during application assessment process:

REDACTED

CHECKLIST

Your Application consisting of:

- X **Part 1 - the Application Form (this document plus the Excel budget spreadsheet)**

Additional documents

Essential – Your application will be ineligible without these

- X The applicant organisation's most recent accounts, either audited or independently examined **Please note:** a project cannot be funded if no audited/independently verified accounts are available.
- X A letter of support from your lead partner in-country, confirming the partnership and including their perspective on the research, consultation and project planning process.

Relevant - The following documents should be sent if they exist

- X A copy of any MOU or contract with the partner organisation
- X A copy of your Equal Opportunities/Diversity policy - a hyperlink is acceptable.
- Further details of budget.

Optional – These documents should be sent if they are of help to you in setting out your case

- X **Project planning models (such as Weavers Triangle) *The use of this tool is strongly recommended.***
- X **Scottish-based Project Manager's CV**
- X **In-country Project Manager's CV**
- Evaluation framework/outcomes grid**

All completed signed applications should be submitted by email to international@itsbfoundationforscotland.org.uk or hard copy to arrive no later than **12.00 noon on Monday 7th August 2017.**

Emails should show the applicant organisation's name as the subject of your email.

Only those documents (not the whole application) which are not available electronically need to be sent in hard copy and must be received by 2.00 pm on 11th August 2017.

Please send to:

Lloyds TSB Foundation for Scotland
International Development Small Grants Programme
Riverside House
502 Gorgie Road
Edinburgh EH11 3AF

These deadlines are absolute and all documentation required must be submitted on time.

Project Summary

Please provide a summary of the project, describing how it came about, what it aims to achieve, what will be done to achieve this aim, and who will do this. You should also outline how the project will support Climate Justice Innovation Fund objectives, and how the project is expected to innovate. **Max 500 words.**

Thrive Scotland is established to create development partnerships. Visiting Livingstonia, its founder learned that her hosts had created Living Trees of Livingstonia (LTL), a tree nursery and 5 school gardens, and wanted to benefit all 21 local schools. She helped LTL refine their ideas, and introduced them to Crops In Pots, a community gardening initiative in Edinburgh, with similar aims of community empowerment, improved nutrition and environment. This brings gardening expertise to LTL, an opportunity for Crops In Pots to work internationally, and the opportunity for Thrive to use its development expertise. Thrive facilitated proposal development.

Living Trees Of Livingstonia (LTOL) aims to reduce poverty, increase school attendance and improve the environment, through School Orchard Committees (SOCs) in 21 schools, which establish orchards, create employment and use profits to improve schooling.

LTOL's goals are: reduced poverty, increased school attendance, environmental improvement.

LTOL's objectives are:

1. Employment, in school nurseries, orchards and school improvements,
2. 21 primary schools meet most pressing needs (e.g. school dinners)
3. Householders plant and protect more trees and profit from improved farming.

Activities are:

- 1.1. Thrive facilitates start-up workshop in Livingstonia, at which:
 - a. Crops In Pots and LTL exchange expertise in gardening, including irrigation;
 - b. Thrive facilitates development of participatory Monitoring & Evaluation (M&E);
 - c. Crops In Pots provides site-specific advice at 21 schools.
 - d. LTL helps schools form SOCs in Parent Teacher Associations (PTAs).
- 1.2. LTL helps each SOC build orchard, tree nursery, vegetable plot.
- 1.3. LTL helps SOCs grow rubber, eucalyptus, pine, mahogany, indigenous seedlings.
- 1.4. LTL helps SOCs repair wells and boreholes, and continue (5 schools) or start (16) growing chilli.
- 1.5. LTL helps SOCs plant and care for 30% of seedlings in their orchard, sell 30%, donate 40% to local householders.
- 1.6. LTL helps SOCs sell produce to identified companies:
 - 1.6.1. rubber sap to a company which can buy trees when old,
 - 1.6.2. mature eucalyptus for telegraph poles,
 - 1.6.3. young eucalyptus for firewood and charcoal,

1.6.4. pines for housing and furniture,

1.6.5. mahogany for furniture.

2. LTL monitors SOCs, as they: meet monthly, select and pay labourers, maintain orchards, select and implement school improvements paid from profits, oversee schoolchildren picking fruit for school dinners and chillis for sale, maintain and publicise accounts.
3. LTL oversees SOCs as they: support teachers to educate children about trees and farming, distribute ≥ 10 seedlings to householders and teach and monitoring them as they care for and value them for soil retention, nitrogen-fixing, wildlife, rainfall and oxygen.
4. Crops In Pots trains LTL. Thrive reports, organises reviews, commissions evaluations.

Improved knowledge of and care for trees contributes to SDG 13 (climate action). Employment contributes to SDG 1 (no poverty). School improvements and dinners contribute to SDGs 2 (no hunger), 3 (good health), 4 (quality education), 5 (gender equality).

LTOL is innovative because it addresses all of environment, employment, nutrition, education and girls' education. Building on existing evidence, it innovates through profit-making orchards run by schools, proving that schools can meet their most urgent needs independently and sustainably.

Section A:	APPLICANT INFORMATION
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1. Name and details of applicant organisation:	
Name of Organisation: Crops In Pots (in collaboration with Thrive Scotland)	
Address of Organisation:	REDACTED
Postcode:	REDACTED
Telephone:	REDACTED
Main Email:	REDACTED
Website:	http://leith-community-crops-in-pots.org/
2. Is your organisation a registered charity?	Yes <input checked="" type="checkbox"/> <input type="checkbox"/> Charity No: SC044220 No <input type="checkbox"/>
3. What is the status of your organisation?	<input type="checkbox"/> Company limited by guarantee <input checked="" type="checkbox"/> SCIO <input type="checkbox"/> Other (specify):
4. When was your organisation formally constituted?	August 2013
5. Which organisations are you a member of/ affiliated to?	<input type="checkbox"/> NIDOS (Network of International Development Organisations in Scotland) <input type="checkbox"/> SMP (Scotland Malawi Partnership) <input type="checkbox"/> Other <i>Please state</i> Edinburgh Voluntary Organisations Council (Crops In Pots) NIDOS (Thrive)
6. Is your organisation diaspora led?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> <input type="checkbox"/> Comments: Crops In Pots is led by people of Leith, its own beneficiaries
7. Please provide details of number of people based in your organisation in Scotland.	Full time 1 Part time 3 Volunteers/interns 120
8. What are the general activities of your organisation? Max 150 words	
<p>Leith Community Crops in Pots (L-CCiP) encourages and supports the people and organisations of Leith to grow food, vegetables and flowers for bees, in urban spaces, to improve health and well-being, community cohesion and the environment. L-CCiP has been enhancing community wellbeing through food for three years. The flourishing Leith Community Croft has transformed neglected land into a community asset and acts as social agitator inspiring an intergenerational approach to community concerns.</p> <p>Thrive Scotland was formed in 2016 to unite partners with complementary expertise, utilise founding members' expertise, and bring together organisations and individuals who would not</p>	

normally work in international development cooperation with partners abroad who could benefit from them. See Executive Summary. Its volunteer board members are working to achieve its first funded projects, through proposals developed jointly with partners abroad and in Scotland. Thrive's members are mainly generalist development professionals with wide-ranging expertise, including of large projects.

9. Describe how the organisation is governed/managed; include the make-up of your Board, their skills and experience, how often they meet, and how decisions are made. **Max 200 words.**
L-CCiP is community organisation, 120 members. 8 Trustees meet monthly:

REDACTED

Monthly members' meetings precede board meetings, plan: food-growing, compost, carbon saving, food poverty, inclusion.

Thrive Scotland, private company limited by guarantee no. 544115: not-for-profit founded to manage international projects. Volunteer board members aim to meet quarterly, contributing remotely to proposals and management, supplemented by Finance Director to join this project 1/2-day / week. Day-to-day decisions made by **REDACTED**, guided by all Board members:

REDACTED

10. Financial Information

Please summarise the last two year's audited/examined accounts below:

For the financial year to:

31 August 2015

31 August 2016

Income & Expenditure Account

Total income

£104,960

£141,788

Total expenditure

£ 82,160

£118,644

Balance Sheet

Unrestricted/general reserves

£ 995

£ 4,291

Cash in bank / on hand

£31,317

£51,165

11. Is there anything you would like to explain about these figures?

Donations and legacies can be seen on page 9 of the attached accounts, showing large grants from the Scottish Government's Climate Challenge Fund, amongst others.

12. How are equal opportunities/diversity promoted within your organisation? If you have one, please provide a copy (or web link) of your Equal Opportunities/Diversity Policy. **Max: 150 words**

Leith Community Crops in Pots is committed to improving equality of opportunity, and social inclusion by:

- focussing our efforts on engaging with people in the most deprived pockets of Leith, taking on their ideas and adjusting our project delivery in light of feedback. It is most important to us that our project is enabling and empowering and not stigmatising.
- providing crèche facilities alongside any workshops /training events we deliver that are not suitable for babies or for young children to participate in (though we would intend to encourage adult participants to involve their children where suitable).
- ensuring that the vegetable, herb and fruit nursery on the croft is wheelchair accessible and includes raised beds for people who find groundwork physically difficult.
- Increasing the levels of accessibility with our training modules, we aim to make printable version available for those who do not have internet access.

13. Scottish Project Manager details: this is the person who would be responsible for overseeing the project grant management and reporting if the grant was secured

Name:

REDACTED

Organisation:

Thrive Scotland

Position in organisation:

Founder and Director

Address:	REDACTED
Telephone:	REDACTED
E-mail:	REDACTED

Section B: PARTNER ORGANISATION(S) INFORMATION

14. Name and details of partner organisation: (please copy and paste this section again or add as separate sheets if you have more than one partner organisation, with the lead partner appearing first)

Name of Organisation: Living Trees of Livingstonia	
Address of Organisation:	Doctor's House, David Gordon Memorial Hospital, PO Box 5, Livingstonia, Rumphi
ZIP/Postcode:	PO Box 5
Country	Malawi
Telephone:	REDACTED
Email:	REDACTED
Website:	https://www.facebook.com/davidgordonmemorialhospital/ is the website of the hospital where the founders live and where founder REDACTED works
Type of organisation (e.g. NGO, community organisation etc)	Registration in progress, to be a Malawian not-for-profit organisation
15. Is the organisation formally registered in country of operation?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Registration No: Registration in progress

16. Describe how the organisation is governed/managed; Include the make-up of the management committee/board, their skills and experience, how often they meet, and how decisions are made. **Max 200 words.**

Board members REDACTED are now incorporating Living Trees of Livingstonia.
 - REDACTED are the most active founders. REDACTED is a health & safety professional, who has accompanied REDACTED to work in a remote hospital in north Malawi, where he undertakes a lot of practical work, including overseeing building and starting Living Trees of Livingstonia through establishing a tree nursery by their home and working with 5 primary schools to grow chillies for profit. REDACTED supports him in this, while working in the hospital, and the couple donate use of their car to their new endeavor.
 REDACTED mechanical engineer and businessman, owns hardware shop and other properties in Mzuzu (permanent resident).
 REDACTED works for Synod of Livingstonia's education department (Malawian).
 REDACTED works for Students' Christian Organisation of Malawi; chaplain to all schools in area (Malawian).
 REDACTED works for Tropha farm, growing chilli, maize, macadamia;helps community farmers

grow chillie, paprika (UK citizen).
 Registration will be complete before the end of 2017, as a not-for-profit organisation.
 Meetings will be quarterly. **REDACTED** will have casting votes.

17. Please give some background on the organisation including its size, how many staff/ volunteers, how long it has existed and brief details of projects run. **Max 300 words.**

Living Trees of Livingstonia has no staff. It will appoint staff for this project. Board members will continue as volunteers. Its founders say:

“When in 2010 we **REDACTED** came to visit Malawi, driving to Mzuzu we travelled through a pine forest. When we returned to live in Livingstonia in 2011 we noted that much forest had gone. Fewer trees are planted than are felled. Not all households have electricity, and people fell trees for charcoal. The government forbids this, but does nothing. As the population grows, people clear land to plant their staple diet of maize. Reduced tree cover contributes to climate change, soil erosion and changed rainfalls. People need more clean water as the population grows, but shallow wells and boreholes are poorly maintained. Lack of drinking and irrigation water add to increasing poverty, plus global climate change which has brought floods, droughts and unpredictable weather.

“So we went to tree projects to learn, and decided to teach children about their environment and need for all types of trees - hardwood, fruit, pine and nitrogen-fixing trees. We developed a plan for tree nurseries and orchards in school grounds. The schools can use profits to improve schooling, perhaps buying ingredients to cook nutritious lunches, including fruit from the trees.

“That is why we started *Living Trees of Livingstonia*. Five primary schools near our home in Livingstonia helped us develop these ideas, giving us confidence that they will work. We started a chilli project in these schools, helping them to grow and harvest chilli on school land. This crop is far more lucrative than maize and can be harvested every 8 to 12 weeks. In July 2017, we sold three large bags. Bird’s eye chilli needs very little fertiliser and each plant produces for 3 years.”

18. Please describe your partnership with this organisation, including details on: how long the partnership has existed, how it first started, and how it has developed. Give a brief description of the joint work you have done together. **Max 300 words.**

Crops In Pots was introduced to Living Trees of Livingstonia by Thrive, in July 2017, and since then has communicated by email, sharing mutual interests of community development through profitable and nutritious gardening. This project will be our first joint working, facilitated by Thrive.

19. Do you have a Memorandum of Understanding (MOU) or contract with this partner?	Yes - signed <input type="checkbox"/> Yes - draft <input type="checkbox"/> No <input type="checkbox"/> If ‘Yes’ please submit it with your application
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20. How are equal opportunities/diversity promoted within this organisation?
 Maximum word limit: **150 words.**

Living Trees of Livingstonia (LTL) will adopt an Equal Opportunities Policy similar to that of Crops In Pots, as we see that as a model. This will be discussed at the start-up workshop, as part of capacity-building of LTL by Crops In Pots and Thrive. (Thrive will also build LTL’s capacity in financial management and helping it to develop Anti-Fraud, Procurement and Child and Vulnerable Adult Protection Policies.)

One of LTL’s two casting vote members is female.
 Two of its six board members are Malawian, and a third is a permanent resident.

21. Partner’s Project Manager details: this is the person who will be responsible for overseeing

the project management and reporting in-country. If you have more than one partner organisation, complete the lead partner's details only.

Manager's Name:	REDACTED
Name of Organisation: (if different from Q14):	Living Trees of Livingstonia
Position in organisation:	Founding board member
Address (if different from Q14):	PO Box 37, Livingstonia, Rumphi District
Telephone:	REDACTED
E-mail:	REDACTED

Section C: PROJECT INFORMATION

22. Project Title to be used in all future correspondence.

Living Trees Of Livingstonia (LTOL)

23. Please tick which Main country/area your project will be in

- Malawi**
 Rwanda
 Zambia

24. If the project will work in additional countries/area which are these?

- Malawi
 Rwanda
 Zambia

25. If the project will work in additional countries/area, please explain the rationale for this. **Max 200 words.**

Not applicable.

26. Please tick which thematic area(s) your project aims to address.

- Food security**
 Water – yes, also
 Energy – yes, also

27. Describe the problem you are trying to solve or situation you are trying to address including which communities your project is going to work with. Tell us if you will be targeting any specific excluded groups (for example those with disabilities, the homeless, or those affected by conflict/violence). **Max 500 words.**

Poverty and increasing population are causing people to clear trees for land on which to grow maize and to make charcoal. This causes soil erosion and changes in local weather patterns, and contributes to global climate change. The Forestry Department is replacing pine with eucalyptus in its plantations, to avoid pine diseases, and is giving free trees to households who also prefer fast-growing eucalyptus, as they cannot afford to wait for other trees to mature. Eucalyptus, however,

uses a lot of water, and makes water shortages caused by climate change even more acute, while the soil erosion exacerbates floods caused by climate change. All in all, several vicious circles are at play.

Poverty is also having a bad effect on nutrition. Evidence from large projects such as the European Commission's FDIP II is that the 2017 good harvest has not improved nutrition, as people prioritise selling food for other vital items, rather than prioritise food. Vulnerable members of households, such as children and women, are lowest in the power hierarchy in their households, and most likely to receive least food, in times of shortage. Anecdotally, women grow food, which their husbands sell and then use the money on non-family items, leaving the women and children malnourished. Moreover, families are growing maize, which has low nutrition, and prefer the even less nutritious refined maize. The population as a whole lacks knowledge of nutrition.

Government schools are under-funded, and in this remote area are even more under-resourced, with large classes. Girls in this area are at risk of early marriage and withdrawal from school.

Our project will therefore target poor households, through schools, making schools the source of free school meals, free seedlings, other income to meet school needs and learning for children and households about how to care for their seedlings and conduct profitable farming. While it will not specifically target girls, it will have an impact on girls' attendance at school.

28. Explain how many people your project is planning to work with each year.

10-member x 21 School Orchard Committees = 210 committee members
260 children x 21 schools = 5,460 schoolchildren (Average school size is 259 pupils.)
21 x 130 households receiving seedlings and farming education = 2,730 households x 6 people =
TOTAL 16,380 people (including above 5,460 schoolchildren and 210 committee members)

29. Describe in one sentence the overall aim of this project.

NB: for successful projects this may be used for publicity purposes.

Living Trees Of Livingstonia (LTOL) aims to reduce poverty, increase school attendance and improve the environment, through School Orchard Committees (SOCs) in 21 schools, which establish orchards, create employment and use profits to improve schooling, especially school dinners.

30. Project period (maximum 36 months). Projects must be complete by 31 October 2020.

Will the project start in November 2017? **Yes** No

If no, what is the planned start date:

Planned end date: (must not be after 31 October 2020): October 2020

Therefore total length: ___3___ financial years ___0___ months

31. Purpose of this application

- New project start up
- Feasibility (Field Testing)
- Innovations on their path to scale**

32. What needs analysis have your partner(s) and your organisation done to decide what the priorities and activities should be for this project? Tell us about consultation with community

groups, civil society organisations, and meetings with local government agencies. How were disadvantaged /excluded people able to put forward their needs? Tell us about other research/statistical data. **Max 600 words.**

Thrive and LTL consulted in early 2017 with Livingstonia AIDS Programme (LISAP), which confirmed that a major benefit of any schools-based project should ideally be some paid work for women, such as cooking. Thrive consulted in July 2017 with LISAP and Malawi Health Equity Network, which confirmed that anecdotally, women and girls are so lacking in food rights in their households, that many resort to eating furtively in the kitchen.

Thrive consulted in July 2017 with the Forestry Department, about its scheme for donating trees to households and their reasons for changing trees in plantations. We found that they have difficulty persuading people to accept trees other than eucalyptus, and difficulty in persuading people to stop children destroying young trees. The Malawian government is very short of money now, and known for not providing services which they are obliged to provide, and this department is no different. While having ambitious targets of giving trees free to households, and while Department staff showed Thrive gardens with trees donated by the Department, it would appreciate help with the vast task of foresting this densely populated area through donations of garden trees.

REDACTED also consulted with the Forestry Department, and gained their approval and indeed enthusiasm for a project to increase tree cover in households.

Thrive consulted in July 2017 with residents of this area who are old enough to remember changes in tree cover, and to have noticed the impact of increased population. We heard that people are burning parts of forest which are not easily seen from roads, desperate to gain land for planting, and that the government takes little action, perhaps in part out of sympathy for people who need to grow food.

REDACTED and her staff consulted with patients about their food habits, and found that people prefer the less nutritious variety of nsima (maize dish), made from white refined flour. While fortified porridge is available and is given to patients, it is not suitable as a midday meal for children, as it develops taste for sugary, mushy texture food, rather than for traditional savoury, vegetable-based midday meals, and moreover develops taste for an unaffordable fortified food, of which these families will only afford the unfortified version themselves.

Living Trees of Livingstonia consulted with teachers and parents in the 5 schools with which they started the chillies project, asking them their experiences and what they would change. Based on this experience, Thrive advised that School Orchard Committees should be formed in each school. LTL board members include a schools chaplain and an employee of the Synod of Livingstonia's education department, which runs other schools, outside this catchment area. They advised about how school committees might work and about how schools might use income to pay for extras which the government is not meant to provide, so as not to displace government provision.

Another board member works for an agricultural company, growing tobacco, while another is a businessman, and both contributed their advice and contacts, regarding possible buyers and prices. Together, therefore, all board members assessed needs and opportunities.

33. Tell us how the project fits into the development priorities of local government agencies. **Max 250 words.**

LTOL contributes to two of the National **Education** Plan Malawi 2007-2017's thematic areas of intervention:

"i. Expand equitable access to education to enable all to benefit,

"ii. Improve quality and relevance of education to reduce drop-out and repetition and promote effective learning." It does so by improving 21 schools' ability to supplement government provision through income to pay for extras which government does not provide, such as school dinners, and by educating children on the environment and trees.

It contributes to improved **nutrition**. Malawi's Multi-Sector Nutrition Policy 2017-22 and Food and

Nutrition Act are imminently expected, both aiming to end malnutrition. The Malawi Growth and Development Strategy II 2011-16 includes nutrition as a priority area, while Scaling Up Nutrition (SUN) 1000 Days Initiative complements the National Agriculture Policy 2016, in which Food and Nutrition Security is priority area 5. LTOL contributes to all these national policies, improving people's ability to produce and consume nutritious food.

LTOL contributes to implementation of Malawi's 2013 **Gender** Equality Act, through paying women for labour such as cooking, ensuring at least 50% of School Orchard Committees are women, and reducing drop-outs from school, many of whom are girls.

LTOL contributes to Malawi's National **Environmental** Policy through increasing tree cover, thereby reducing soil erosion, and to the local **Forestry** Department's aims of increasing households with trees, teaching people to care for and benefit from trees, and provision of seedlings. It does so efficiently and at zero cost to government.

34. Who else is working in this area, and what are they doing? How will your project work with them to ensure they are complimentary and to avoid duplication? **Max 400 words.**

The Synod of Livingstonia has provided primary and secondary education for over 100 years in Livingstonia, but not in this hospital's catchment area. Moreover, it is unable to counter the increasing poverty of people which causes school drop-outs. It welcomes interventions to help schools and parents to provide extra provision for schools.

While **REDACTED** hospital has a Nutrition Rehabilitation Unit, there is not yet any significant work in the area which is effective at preventing malnutrition in the first place. Leader Farmers in the area exist, but they do not focus on helping schools to grow, nor on helping schools to earn income.

Various Civil Society Organisations (CSOs) such as LISAP do their best to counter cultural norms which are harmful to girls, such as early marriage. However, there is much to do in the area of gender equality, and this project will work with all CSOs and government agencies to promote models of women in senior positions, women as recipients of household trees, women on School Orchard Committees, women earning from their labour (whether in school orchards or cooking), and ensuring that girls are prioritised in all parts of the project. We shall pay particular attention to monitoring of gender equality.

The Forestry Department is growing seedlings and giving them to households. It promotes native trees such as bleedwood, white mahogany, African teak, sugar plum and avocado, all valuable for their fruit and timber. Our project will supplement their work, and indeed will sell them seedlings for planting, as their tree nursery cannot meet its targets for planting. Our project will also maintain and teach schools to maintain their shallow wells and boreholes, and provide low-fuel cooking stoves, thus helping to improve the environment, as trees will be able to flourish and produce shade and are less likely to be felled for firewood. Our project will particularly promote trees which are less thirsty than eucalyptus, including native trees, although we shall also include eucalyptus.

LTL will develop relations with organisations in Malawi which are providing solar power systems, watching to see if prices reduce or if a distributor (for example, Israeli organisation Innovation: Africa) would like LTL to host one demonstration solar irrigation system.

35. Please confirm that a letter of support written by your lead partner organisation is included which describes your partner organisation's perspective on the research, consultation and project planning process.

Yes X

Please note: the application will not be eligible without this.

36. How does this project fit with global development policy and the achievement of Sustainable Development Goals? **Max: 250 words.**

Improved knowledge of and care for trees contributes to SDG 13 (climate action). Free donations of trees to households will include those which they would not pay for, due to their long maturity period: pine which takes 25 years from seed to plank; indigenous trees which take 56 to 70 years from seed to strong bridge supports. LTOL will also encourage people to leave eucalyptus the full 3 years that it takes from seed to pole, rather than using it all when young, for firewood.

Employment contributes to SDG 1 (no poverty). School Orchard Committees will employ labourers in their orchard to cook meals. While low paid and only a few hours or days at a time, this will make this pay affordable to the School Orchard Committees. LTL will help the SOCs gain maximum income for their orchard produce, such that pay can be meaningful. Households which receive and care for trees will also achieve income from them.

School improvements and dinners contribute to SDGs 2 (no hunger), 3 (good health), 4 (quality education), 5 (gender equality), as SOCs are expected to select school dinners for their first need on which to spend their profits, and moreover fruit in season will be added to lunches, encouraging attendance at school. We shall encourage SOCs to serve girls first, and ensure traditional nutritious lunches.

Most importantly, this is sustainable, and we shall measure ourselves by how many people receive income and home-grown food, not by how many people need external support.

37. How does this project support Scottish Government Climate Justice policy? ¹ **Max 250 words**

LTOL contributes to SDG 13, as explained above.

Critically, LTOL is an innovation based on evidence of schools profitably growing chilli for sale, and which is simultaneously a pilot of a new approach to climate justice, as it aims to empower schools' staff, parents and children, and householders round about, to benefit financially and nutritionally from trees, vegetable plots and tree nurseries. We aim to see to what extent we can improve people's lives through these resources of schools: land and labour. We aim to prove this as a breakthrough solution.

LTOL addresses the needs of climate-vulnerable people, showing in the orchards how to irrigate and therefore be less vulnerable to changes in rain patterns. It improves their income and children's nutrition. It prioritises women for paid work and committee membership. It empowers parents in decisions about what to do with money earned through the orchards.

These 21 primary schools belong to government. In both cases, the SOCs will be supporting the efforts of the educational authority to improve schooling. The SOCs will also be empowered to communicate assertively with the educational authority, as they contribute to the schools and will thereby feel more entitled to ask the educational authority to play its role in return.

The project works on the food/energy/water nexus through enabling people to grow food, irrigated by repaired wells, and cook lunches in bulk on low-fuel stoves. In addition, trees will provide shade, conserving water.

The SOCs will be transparent through membership, minutes and accounts.

38. What changes and improvements in people's lives (outcomes) will the project achieve during its lifetime? Up to 3 outcomes is sufficient. **Max 150 words.**

¹ <http://www.gov.scot/Topics/International/int-dev/climatejustice>

Outcome 1:

2 FTE (= 10 part-time) people are employed in each of 21 school orchards and 21 school dinner facilities.

Outcome 2:

260 children x 21 schools = 5,460 children, half (2,730) girls, have their most pressing school needs met, primarily school dinners.

Outcome 3:

130 householders x 21 schools = 2,730 households plant and protect ≥ 10 trees each and profit from improved farming knowledge.

39. WORKPLAN

What activities will your project carry out each year to achieve the Outcomes given in Q38? Which organisation will do these? What numbers of people will be involved in the activity?

Outcome 1: 2 FTE people (= 10 part-time) are employed in each of 21 school orchards and 21 school dinner facilities.

Activities in year 1

- 1.1. Start-up workshop in Livingstonia, at which:
- a. Crops In Pots and LTL exchange expertise in orchard and vegetable plot gardening, irrigation, well & borehole maintenance, equal opportunities;
 - b. Thrive facilitates development of participatory Monitoring & Evaluation (M&E);
 - c. Crops In Pots visits all school sites, provides site-specific advice & helps develop SOC Terms of Reference (ToR);
 - d. Thrive & LTL conduct baseline survey, Thrive writes baseline survey report;
 - e. LTL helps schools form School Orchard Committees (part of each school's PTA).
- 1.2. LTL helps each SOC to build orchard, with tree nursery & vegetable plot, clearing & fencing ground and roofing nursery, to protect from

Who will action

- 1.1. Thrive organises & facilitates. Crops In Pots and LTL play their roles as detailed on left.
- 1.2. LTL

Target numbers

- 1.1. 2 people from Thrive, 5 board members and 2 staff from LTL, 1 staff (CEO) of Crops In Pots = 12 attend workshop, plus visits to 21 schools to meet 10 people from each = 210 people visited. **Total participants = 222.**
- 1.2. 2 LTL staff work with 210 SOC members + 5 orchard workers paid & part-time for SOCS x 21 schools = **319 participants, of whom**

<p>strong sun.</p> <p>1.3. LTL helps SOCs grow rubber, eucalyptus, pine, mahogany, indigenous tree seedlings.</p> <p>1.4. LTL helps SOCs install solar irrigation system in each vegetable plot, and continue (5 schools) or start (16 schools) to grow chilli.</p>	<p>1.3. LTL</p> <p>1.4. LTL</p>	<p>105 additional to above.</p> <p>1.3. As above.</p> <p>1.4. As above.</p>
<p>Activities in year 2</p> <p>1.5. LTL helps SOCs plant & care for 30% of seedlings in their orchards, sell 30% to buyers including nearby estates and Forestry Department, and donate 40% to local householders, with free advice on planting, care & use of trees.</p> <p>1.6. LTL helps SOCs sell produce to identified companies as follows:</p> <p>1.6.1. sell tapped rubber sap to an identified company which will also buy the trees when they are old, for timber, if desired,</p> <p>1.6.2. grow mature eucalyptus trees for later sale as telegraph poles,</p> <p>1.6.3. young eucalyptus trees for use by villagers as firewood and charcoal,</p> <p>1.6.4. grow mature pine trees for later sale as timber for housing & furniture,</p> <p>1.6.5. grow mahogany timber for later sale for furniture.</p> <p>1.7. Thrive advocates with District Education Office (DEO) and national Ministry of Education for national SOC ToRs.</p>	<p>Who will action</p> <p>1.5. LTL</p> <p>1.6. LTL</p> <p>1.7. Thrive</p>	<p>Target numbers</p> <p>1.5. 130 local householders x 21 primary schools receive ≥5 free seedlings each and tree-care and farming advice = 2,730 householders</p> <p>1.6. 210 part-time paid workers included above.</p> <p>1.7. Thrive Partnerships Director</p>
<p>Activities in year 3 As in Year 2, consolidating and</p>	<p>Who will action As above.</p>	<p>Target numbers As above, and householders</p>

scaling up the above, increasing compost production and reducing fertiliser & pesticides		may accept ≥ 5 more free seedlings each, and refresher tree-care and farming advice.
Outcome 2: 260 children x 21 schools = 5,460 children, half (2,730) girls, have their most pressing school needs met, primarily school dinners.		
Activities in year 1 LTL monitors SOCs, as they: 2.1. Meet monthly, keep minutes, 2.2. Select, supervise and pay villagers to do any paid work, 2.3. Maintain healthy and productive school orchards, with nurseries and vegetable plots, 2.3. Select and implement activities and items on which to spend profits, 2.4. Oversee schoolchildren picking chillis for sale, 2.5. Maintain monthly accounts and share them with their PTA and in the school publicly.	Who will action 2. LTL	Target numbers $10 \times 21 = 210$ SOC members included above , who learn skills of financial management, fair selection of households, fair selection of labourers, and all rotate tasks to ensure power is not in a few hands; an agreed percentage stands down and new members are elected each year. $260 \text{ children} \times 21 \text{ schools} = 5,460$ children , half (2,730) girls, have their most pressing school needs met, primarily school dinners. 5 cooks paid, part-time for SOCS x 21 schools = 105
Activities in year 2 As in Year 2, consolidating and scaling up the above	Who will action As above.	Target numbers As above.
Activities in year 3 As in Year 2, consolidating and scaling up the above	Who will action As above.	Target numbers As above.
Outcome 3: 130 householders x 21 schools = 2,730 households plant and protect ≥ 10 trees each and profit from improved farming knowledge.		
Activities in year 1 3. LTL oversees SOCs as they: 3.1. Support teachers to educate children about importance of trees & good farming, 3.2. Distribute seedlings fairly to householders, ≥ 10 /household, and teach them to care for them, 3.3. Teach householders maintenance of mahogany trees for soil retention, nitrogen-fixing fruit trees in maize and vegetable fields (after years of fertilisers), and	Who will action 3. Living Trees Livingstonia	Target numbers $2 \text{ teachers} \times 21 \text{ schools} = 42$ teachers $130 \text{ local householders} \times 21 \text{ primary schools}$ receive free seedlings and tree-care and farming advice = 2,730 householders included above.

<p>value of indigenous trees for birds, insects, rainfall and oxygen.</p> <p>4. Crops In Pots delivers remote consultations to LTL.</p> <p>5. Thrive and LTL jointly produce quarterly and annual reports; Thrive and University of Livingstonia produce overall orchard and household productivity reports (tree growth, and chillies and seedlings outputs).</p>	<p>4. Crops In Pots</p> <p>5. Thrive, LTL, University of Livingstonia</p>	
<p>Activities in year 2 As above, plus:</p> <ul style="list-style-type: none"> - annual in-person consultations from Crops In Pots, and - mid-term evaluation commissioned by Thrive. 	<p>Who will action</p> <p>Crops In Pots, facilitated by Thrive</p> <p>Thrive</p>	<p>Target numbers As above.</p>
<p>Activities in year 3 As above, plus:</p> <ul style="list-style-type: none"> - annual in-person consultations from Crops In Pots, and - final evaluation commissioned by Thrive. 	<p>Who will action</p> <p>Crops In Pots, facilitated by Thrive</p> <p>Thrive</p>	<p>Target numbers As above, and householders may accept ≥ 5 more free seedlings each, and refresher tree-care and farming advice.</p>
<p>40. Taking the outcomes and activities framework in the workplan, describe the project in more detail, to include what will be done, with whom, how many, when, where, what resources will be needed, role of staff posts and partners in delivering and managing the project. Max 500 words.</p>		
<p>5 LTL board members plus 2 newly recruited staff establish ground rules of equal opportunity, monitoring & reporting, receive training from Crops In Pots CEO in person at start-up workshop. LTL 2 staff and 2 board members with Crops In Pots CEO facilitate schools to refine Terms of Reference (ToR) of SOCs, elect 10 SOC committee members each, 2 of whom retire each year, their positions re-elected, and 50% of whom are female. LTL 2 staff and 2 board members monitor SOCs as they build orchards, grow seedlings and chillies, harvest crops, distribute seedlings. LTL 2 staff and 2 board members help SOCs sell seedlings, timber (eventually) and chillies, and as they provide school dinners including fruit (eventually) from orchards. For this, LTL will procure timber for fencing, roofing materials, cement and parts to repair shallow wells or boreholes, seeds, natural fertiliser, natural pesticides, notebooks for minutes and accounts, pens and fuel-efficient cooking stoves. All costs are calculated for 21 schools, as the 5 which are already growing chilli need well repair and upgrading. LTL uses its own car (REDACTED personal property), and the project provides fuel. By year 3, each school will pay for its own seeds, will produce its own compost, and will use natural, organic methods of pest control.</p> <p>Crops In Pots CEO attends start-up workshop, provides on-site advice to LTL and 21 schools,</p>		

provides remote advice from Edinburgh with head gardener, who attends Year 2 review meeting in Malawi. CEO attends final review meeting in Malawi. CEO reviews reports from Thrive. For each visit, 14 days of CEO and of Head Gardener (tree nursery manager) are required, plus annual visit costs. Crops In Pots donates quarterly staff time for Skype consultations and report reviews, uses its own computers and pays for its own IT for the remote consultations and for review of reports before submission.

Thrive facilitates start-up workshop and remote Skype quarterly advice from Crops In Pots, writes reports, visits at least 6-monthly, coordinates reports, commissions mid-term and final evaluations, writes reports to Scottish Government, troubleshoots, advises on best practice, and oversees financial management of the grant. For this, 1% of Thrive Partnerships Director and 1% of Thrive Finance Director (the remaining 9% being a pro bono donation from Thrive) plus minimal costs of 2 annual local visits are required (since these directors travel to Malawi at least twice each per year for other work). Thrive directors use their own computers and work from home, using home internet, minimising costs. Thrive will also use the services of one researcher at the nearby University of Livingstonia, to monitor tree growth, and seedling and chillies production, to provide statistics to inform expansion.

Gifts in kind of all three partners (staff and board time, IT and other office and administration costs) are not included in the budget, and will not be accounted for, being pro bono donations from the partners. Dissemination costs are writing and publishing papers, again staff and board time which is donated pro bono.

41. What are the strengths, resources and existing activities in the community that the project will build on? **Max 200 words.**

Each school has enough land for an orchard, plus labour available amongst its community, including of parents, and including especially women skilled in cooking traditional, savoury, vegetable-rich midday meals. It has enough literate and numerate people to form 10-person committees, including particularly its teachers, and including schoolchildren. It has a proprietor, the District Education Office, which is supposed to ensure it has a functioning PTA, of which the SOC may be part. It has children who can learn about improving their environment, who can help the SOC if need be or be members of it, and who can pick fruit and chillies as part of their learning.

Each household has enough land for at least 1 tree, and most have children to learn about caring for the tree and for the environment generally, to influence adults in their households.

The wider community has businesses such as tea estates and the Forestry Department who will buy seedlings from school orchards. It has businesses which will buy produce from school orchards and from households: timber, for telegraph poles, furniture and bridges, and chillies.

Villages have Leader Farmers, who can reinforce advice on care for trees and good farming.

42. How will you make sure that the most disadvantaged people in the community/target group will be involved in and benefit from this project? **Max 200 words.**

At least 5 of every 10 SOC members will be women.

Girls will be served first at school dinners.

All households will be given at least 1 tree, and the SOCS will choose fairly to whom to give more and what type. As the project learns, LTL, Thrive and Crops In Pots will give more direction on this. Almost all households are poor, and therefore by default these are disadvantaged people. Making this a universal benefit will build community cohesion.

Women, disabled and poor people will be employed by SOCs:

- 5 part-time cooks will be women, and at least 1 at each school will be disabled.
- These cooks and 5 part-time orchard workers will all be disadvantaged through poverty and at least 1 orchard worker at each school will also be disabled.

LTL will monitor all the above, and Crops In Pots will review and advise on inclusion.

43. How can you demonstrate your and your partner's capacity to deliver this project? What past experience do you have? What are the skills and experience of the project managers? How will the responsibilities for management and co-ordination be split, and how often will contact be? **Max 300 words.**

LTL has experience of facilitating schools to establish gardens, and to grow and harvest good quality crops. It has experience of building a working tree nursery by the REDACTED home. Run by a Northern Irish couple who will live here for the foreseeable future, it is dedicated to reducing the crippling poverty that they see around them. REDACTED are employed as missionaries to help this community, and LTL is their personal contribution, springing from their passion and proven by their voluntary work so far to establish LTL and its work.

Crops In Pots is community-owned and managed to develop a community garden and works with 4 schools to improve children's relationships with food, learning its source, its nutritional value and the environmental value of good farming. A truly community-based project which has established an orchard and employed volunteers and staff, Crops In Pots has instinctive affinity with the School Orchard Committees and their work.

Thrive directors have experience as listed above. The Partnerships Director has worked on Malawi for nearly 6 years, adding to her wide experience of development in many countries over 25 years, during which she oversaw up to 40 projects at once, in a variety of sectors. She completes her PhD on development discourse in 2017, freeing her to work on Thrive, complementing her maximum 80% work for another NGO working in Malawi. The Finance Director has worked on Malawi for 6 years, managing project finances and building the financial management capacity of partners, adding familiarity of common weaknesses and how to tackle them to his decades of experience of managing large bank cashflows. This team of two will develop Thrive alongside its partners in Scotland and Malawi.

These partners will Skype quarterly and meet annually. Thrive and LTL will meet 6-monthly.

44. Assuming success in the innovation aspect of the project, how will you build long term sustainability into the plans for this project, to make sure that the benefits will last in the long term and be sustainable when this funding comes to an end – what is your exit strategy? **Max 300 words.**

These 21 SOCs in the David Gordon Memorial Hospital catchment area will be trained to be self-sustaining and self-managing, with regular retirals and elections. We shall work with the school proprietor, the District Education Office, to embed the SOCs in the schools. The REDACTED will be there after the project to monitor this, as will the 2 newly recruited and trained LTL staff. The orchards will live and grow long after the project, and overseen by teachers and SOCs will last to bring fruit and money to the schools and their children.

LTL will advocate with the District Education Office to adopt SOC ToRs as part of all PTAs, while Thrive will advocate with the Ministry of Education to consider adopting SOC ToRs as part of standard management of all schools. This will embed SOCs as important community organisations, promoted by government. Thrive will encourage oversight of SOCs by elders in the community, who will deter abuse of SOC resources, thereby helping ensure their survival.

From the start, LTL will encourage buyers to pick up their purchases direct from the schools, and where this is not possible, will take goods to the buyers. LTL will encourage schools to check by phone with other sellers what prices other buyers are paying, to ensure they get the highest possible market price. LTL will thus encourage independence by the SOCs, while supporting them in such activities for as long as needed.

Thrive will use the services of one researcher at the nearby University of Livingstonia, to monitor tree growth in the orchards and households, and seedlings and chillies outputs of the orchrds, to provide statistics to inform the exit and also inform expansion.

45. Tell us about any plans to scale up and/or replicate the project. **Max 200 words.**

LTL, Thrive and Crops In Pots will use their newfound experience to expand the array of crops which schools may profitably grow, and their array of buyers, enabling these first 21 schools to earn more money. The SOCs may then decide to buy more items than lunches, perhaps equipment or extra tuition or even scholarships to college, all dependent on levels of income.

We can also expand this to many more schools, first in Rumphi District and then in north Malawi, the area of the Synod of Livingstonia.

Thus the expansion can be in depth at each school, and widely to more schools. In practice, we shall aim for a mix, using the first 21 schools, those closest to David Gordon Memorial Hospital, as the pilot schools, with the most mature SOCs and the most mature trees in the school and in households.

46. What might go wrong during the project? (i.e. what are the risks?) What will you do to try and minimise these or deal with them if they occur? (Add rows as required).

Risks	Likelihood of happening (Low, Medium or High)	How will you minimise the risk? (ensuring as a minimum no negative impact to the community)	Recovery plan if problem occurs
Well parts may be stolen	Low	Encourage peer pressure from SOCs and community ensuring no one would take these communally-owned assets	Install low tech irrigation
SOC members may misappropriate money	Medium	Encourage peer pressure and ownership from community, especially elders, ensuring SOC members do not take this communally-owned money	Report theft to the police and monitor case to court
More literate SOC members may control the SOC	Medium	Monitor SOCs for regular elections, while ensuring each has sufficient literate & numerate members	Talk to proprietor to have elections enforced
Food gifted to schools for everyday use could destroy their incentive to operate orchards.	Low	LTL will advocate strongly against this, with schools and their proprietors, helping them understand the harm of donated food for everyday use.	Continue advocacy to have gifted non-emergency food stop.

Profits are not enough to provide school lunches	Medium	LTL will monitor closely to see in advance if seedling and chillies sales will not yield expected profits and will find alternative buyers in good time.	LTL will ensure SOCs still buy items to attract children to school.
Animals and/or children will damage householders' trees	Medium	LTL will help source materials such as baskets to protect seedlings, and will suggest twig fences.	Orchards donate more trees, as not many should be damaged.

47. How will this project build the capacity of the applicant and partner organisations in the field of climate justice? **Max 500 words**

All partners will learn from each other. This is Crops In Pots' first international project, and it will learn a lot about Malawi's problems and will contribute ideas to combat these problems, drawing on its own expertise in community development through gardening. Crops In Pots has a unique contribution to make, being community-owned and therefore having affinity with the SOCs and their wider communities. It will teach Thrive and LTL about community development in practice. Crops In Pots will have access to international development, not normally open to it, and as this represents personal development for the two staff involved, the benefits will be spent in Crops In Pots itself. These staff will bring back knowledge of Malawi, which they will share with their members.

Thrive will learn from its first project, about bringing together the expertise of a Scottish organisation which has not worked in development and yet is expert in its own field, with the expertise of a Malawian organisation which understands Malawi but not the technical community development or gardening expertise required in this project. Thrive will particularly learn from Crops In Pots and its community development and community ownership approach.

LTL will learn best practice in development from Thrive and best practice in community development and gardening from Crops In Pots, and will learn how its dream can be realised in practice. Thrive will also build the financial management capacity of LTL, and help it develop Anti-Fraud, Procurement, while Crops In Pots and Thrive will both help LTL to establish its core documents of equal opportunities and child and vulnerable adult protection, and will help LTL to develop its rules of governance.

48. What is the role of the Scottish organisation in this project? What is the added value that the Scottish organisation brings beyond the funding? **Max 200 words**

Crops In Pots is truly based in its community, and has expertise in educating a mixed and disadvantaged community about gardening, food, nutrition and the environment. It has expertise in bringing together a community through gardening and nutrition activities, helping everyone participate and gain from the experience. It has experience of being community-owned and community-driven, through its members' meetings, which inform its board meetings. It will develop these skills, attitudes and knowledge in the project.

Thrive members are experienced in international development cooperation, including most recently in Malawi, and financial management capacity-building in Malawi. Thrive brings to this project skills of best practice in development, project management, capacity-building, international networking, facilitation of partners, M&E and design for expansion. Its role is to manage the project, and bring together the complementary expertise of LTL and Crops In Pots. Thrive demands high standards of financial integrity of its Malawian partners, raising their standards, and will support LTL in this.

Section D: MONITORING, EVALUATION AND LEARNING (MEL)

This section should detail your monitoring and evaluation plans in relation to the outcomes and activities described earlier.

49. What monitoring information will you gather about the activities? Please describe how you will know whether your outcomes are achieved, and whether your innovation is successful? What evaluation activities will you carry out? What tools and indicators will be used? **Max 600 words.**

Thrive's Partnerships Director has been overseeing Monitoring & Evaluation (M&E) of projects over her whole career, always meeting the standards of all institutional donors to whom she reports, including most recently DFID and the European Commission. She will bring this experience to the project, overseeing M&E directly.

At the start-up workshop, Thrive will lead development of an Excel Monitoring framework, for LTL to update monthly, and review with Thrive quarterly, in person or by Skype. This will develop LTL's board members' and staff's capacity, and will draw on records kept by the SOCs.

Thrive and LTL will jointly conduct a baseline survey, which Thrive will write up. It will be based on the indicators below.

The quarterly Excel Monitoring Framework will include:

- All activities, in a Gantt chart (timetable).
- School attendance, disaggregated by gender. (Target is more than baseline; source is school and DEO records.)
- Improvements in gardens and soils of households, due to adoption of improved farming taught by the SOCs, and each with at least 10 new trees. (Target is 10 trees/household survive; source is LTL staff, monitoring jointly with SOC.)
- Evidence of increased expenditure or increased food intake from improved gardening, in randomly sampled households, 1 from each school area each quarter. (Target is increased expenditure or food intake; source is LTL staff, monitoring jointly with SOC.)
- Employment in school orchards and school cooking, disaggregated by gender, age, number of hours/month, and hourly rates received. (Target is 2 FTE/school, of whom 5 part-time cook and 5 part-time work in orchard; source is SOC records, verified by talking to villagers.)
- Implementation of Crops In Pots' site-specific advice. (Target is to be determined; source is LTL, monitoring jointly with SOC.)
- Crops and seedlings grown, volume produced. (Target is 4 bags dried chilli/orchard/year + 3,250 trees/orchard = **68,250 trees** over the 3 years. Each school donates 1,300 (40%) to households, grows on 975 (30%), sells 975 (30%). Therefore householders' cumulative tree cover increases by 27,300 trees. Source of verification is mid-term and final evaluations, including consultation with Forestry Department.)
- Minutes and accounts of SOCs. (Target is monthly minutes, monthly accounts.)
- Preferences of SOCS for expenditure of profit. (Target is to be determined; source is SOC minutes, verified by talking to villagers.)
- Sales of crops and income from them, by school and buyer. (Target is 4 bags chillis/year; source is LTL records.)
- Numbers of seedlings donated, with advice, to householders, and numbers surviving afterwards. (Target is 27,300 trees over 3 years; source is SOC records, verified by LTL monitoring.)
- Education given to children and households on value and care of trees. (Target is to 5,460 children; source is SOC records, verified by LTL checking with randomly selected households.)

LTL will gather the above information through its staff, overseen by its 2 board members, who will

enter the data into Excel.

Thrive will commission a University of Livingstonia researcher to monitor tree growth and volumes of crops, in every school orchard and in randomly selected household recipients of trees.

Thrive will commission a Malawian M&E expert to conduct mid-term and final evaluations, examining all the above plus investigating the operations of the SOCs, and interviewing parents, schoolchildren, teachers, paid and unpaid community members and Forestry Department for their views, especially of the sustainability of the school orchards as income-generating activities for the schools, and of the extent to which community members feel that they own the SOCs. The evaluation will also take the views of the school proprietor, the DEO.

50. How will you use and disseminate the learning from this project both successes and failures, to shape future work? **Max 400 words.**

Thrive will facilitate quarterly and annual reviews with Crops In Pots and LTL by Skype, to discuss quarterly reports, determine any changes required, and review next steps.

LTL will report quarterly to the DEO, keeping them aware of successes and of what works.

Thrive and LTL will visit the Ministry of Education in Lilongwe at least annually, encouraging them to adopt and replicate the most successful elements of this project.

After finalisation of the mid-term and final evaluation reports, and of mid-term and final reports of the University of Livingstonia researcher, Thrive will hold mid-term and final learning meetings in Malawi, informed by these reports. The Crops In Pots Head Gardener will attend the mid-term meeting, while the Crops In Pots CEO will attend the final learning meeting. LTL staff and board members will discuss these reports in community meetings organised by SOCs and held in the schools.

The University of Livingstonia researcher will aim to publish at least one paper in a peer-reviewed journal.

Thrive will write up the results and will aim to publish at least one paper in a journal concerned with development.

Thrive will discuss all the above reports and papers in meetings with the Forestry Department at least 6-monthly, while LTL will maintain more frequent contact with this department, to gain their advice and opinions.

Thrive and Crops In Pots will publish some documents and learning on their respective websites.

Thrive will also publish to new online magazine Cable, concerning international affairs: <https://www.cablemagazine.scot/>, to which the Thrive Partnerships Director is an invited contributor.

Thrive and LTL will use learning and published papers in its regular advocacy with the Ministry of Education and donors, to change their policies to best support schools in their income-generating endeavours, for example ceasing harmful donations which destroy such sustainable endeavours.

In all the above, the Scottish Government and two Scottish organisations will be credited.

51. Please use the table below to give an overview of the monitoring, evaluation and learning plans

Role	What will be done, when and who will do it?	Which organisation
Monitoring of project progress	LTL 2 board members will review with the 2 LTL staff whether activities have been conducted. LTL 2 staff members will gather monitoring information from schools quarterly, discuss with LTL 2 board members quarterly, LTL 2 board members will visit random schools quarterly to triangulate, and LTL 2 board members will enter data and discuss with Thrive in quarterly meetings (in person or by Skype). Thrive will arrange 3-way Skype calls with Crops In Pots to confer with LTL on results quarterly.	LTL, Thrive, Crops In Pots

	All partners will use learning to suggest adaptations during the project.	
Evaluation of the project	<p>Thrive will conduct a baseline survey with LTL, and Thrive will write it up.</p> <p>Thrive will commission a local M&E consultant to evaluate at mid-term and at the end, and will commission a University of Livingstonia researcher to measure soil improvements and tree growth.</p> <p>Thrive will organise mid-term and final learning meetings in Malawi, to discuss evaluation reports and reports of the University of Livingstonia researcher, each attended by Crops In Pots staff.</p> <p>LTL staff and board members will discuss these reports in community meetings organised by SOCs and held in the schools, and will report their views to Thrive.</p>	Thrive, with participation of LTL and Crops In Pots
Learning from this project to improve future projects	<p>Thrive will discuss with its own board members, LTL and Crops In Pots staff and board members, and with community members, what lessons can be learned.</p> <p>In writing for Cable, Thrive will analyse lessons learned.</p> <p>Thrive, Crops In Pots and LTL will learn from this, as from every project.</p> <p>Thrive will publicise academic papers produced, amongst donors and district and national government in Malawi.</p>	Thrive, in consultation with LTL and Crops In Pots

Section E: PROJECT BUDGET

Applicants are requested to complete the Excel budget spreadsheet with details of the project budget. The section below is for the additional information that is required to support your budget as presented.

52. Total funds requested from Scottish Government:

Year 1: Nov 2017 – Mar 2018 (5 months)	£22,414
Year 2: Apr 2018 – Mar 2019	£37,286
Year 3: Apr 2019 – Mar 2020	£26,295
Year 4: Apr 2020 – Oct 2020 (7 months)	£13,997
GRAND TOTAL	£99,992

53. Please provide justification for any capital expenditure over £250 in your budget. An explanation of what constitutes capital expenditure has been provided in the guidance notes.

Not applicable. Each item for each of the 21 schools costs no more than £250.

54. Please detail in the table below the international airfares in your budget; detail who the airfares are for, the dates, duration and reasons for travel. This applies to visits both to and from country. Please insert more rows if necessary.

Airfare (as detailed in budget)	Person travelling	To/From	Dates	Planned duration of visit	Purpose of visit
£1,000	Crops In Pots CEO	Scotland/Malawi	Year 1	2 weeks	Start-up workshop & site-specific technical advice to all 21 schools, help schools develop SOC Terms of Reference
£1,000	Crops In Pots Head Gardener	Scotland/Malawi	Year 2	2 weeks	Technical advice – annual in-person consultations from Crops In Pots
£1,000	Crops In Pots CEO	Scotland/Malawi	Year 4	2 weeks	Annual in-person consultations from Crops In Pots

55. Please tell us about any matched funding sources for this project.

Matched Funding Source and Status		Matched Funding Amount				
		2017/18	2018/19	2019/20	2020/21	Total
Funding source	Are these funds secured?					
	Yes <input type="checkbox"/> No <input type="checkbox"/>	£	£	£	£	£
	Yes <input type="checkbox"/> No <input type="checkbox"/>	£	£	£	£	£
TOTAL MATCHED FUNDING		£	£	£	£	£

56a. Will there be any other non-financial support for this project, i.e. in-kind contributions?

Yes X

No

56b. If yes, please give details of what these might be.

As noted above, gifts in kind of all three partners are staff and board time, IT and all other office and administration costs, which are not included in the budget, and will not be accounted for, being pro bono donations from the partners. Crops In Pots will donate time for quarterly Skype calls and review of reports. Thrive will donate 9% of its Directors of Programmes and Finance, who will personally donate this time. Dissemination costs are writing and publishing papers, again staff and board time which is donated pro bono.

All completed applications should be submitted by email to:

international@ltsbfoundationforscotland.org.uk to arrive no later than **12.00 noon on Monday 7th August 2017.**

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