

**Scottish Government**

**Malawi Development Programme 2015-2018**

**End of Year Report – Part 1 of 3**

This narrative report should be submitted together with your updated logframe and financial report.

**PLEASE READ ATTACHED GUIDELINES BEFORE COMPLETING THE FORM**

<b>1. Basic Project Information</b>		
Complete the information below for management purposes. Please indicate in the relevant section whether any changes to your basic project information (e.g. partners, geography, project dates or budget) have occurred during this reporting year. Explanations should be provided in section 3.		
1.1	<b>Project Reference Number</b>	M/15/E/011
1.2	<b>Reporting Year</b>	From: 01/04/2016 To: 31/03/2017
1.3	<b>Project Year (e.g. Year 1)</b>	Year 2
1.4	<b>Name of Lead Organisation (Grant Holder)*</b>	Education Services, Glasgow City Council
1.5	<b>Name of Partner(s)*</b>	South West Education Division, Malawi
1.6	<b>Name of Project*</b>	Malawi Leaders of Learning
1.7	<b>Project Description*</b>	Malawi Leaders of Learning (MLOL) improves learning and teaching through having staff from Glasgow work alongside Malawian teachers both in Malawi and in Glasgow. We focus on what works in the classroom through promoting active engagement of children in their own learning. We promote improved health and wellbeing through introducing sports and playground games in primary schools. We also develop leadership through bespoke leadership programmes for Malawian senior staff and Primary Education Advisers. The final strand develops opportunities for young people from Glasgow and Malawi to work together on their leadership skills – Malawi Young Leaders of Learning (MYLOL).
1.8	<b>Project Country/ Region*</b>	Blantyre Urban & Blantyre Rural
1.9	<b>Project Start &amp; End Date*</b>	Start: 01/04/2015 End: 31/03/2018
1.10	<b>Total Project Budget*</b>	£326,530
1.11	<b>Total Funding from IDF*</b>	£209,310
1.12	<b>IDF Development Priorities</b> Please tick the box next to the development priority/priorities that your	<input type="checkbox"/> Health                      X <input checked="" type="checkbox"/> Education <input type="checkbox"/> Civic Governance <input type="checkbox"/> Sustainable Economic Development <input type="checkbox"/> Renewable Energy

**1. Basic Project Information**

Complete the information below for management purposes. Please indicate in the relevant section whether any changes to your basic project information (e.g. partners, geography, project dates or budget) have occurred during this reporting year. Explanations should be provided in section 3.

	block grant aims to address		
1.13	<b>Supporting Documentation</b> Check box to confirm key documents have been submitted with this report	<b>Up-to-Date Logical Framework (LF)</b> summarising progress against relevant milestones for project activities, outputs, outcomes and impact.	X <input type="checkbox"/>
		Please indicate (check box) if you have proposed amendments to your LF since your last report. If so, please detail any changes in Q3.2	<input type="checkbox"/>
		Please indicate (check box) if the LF submitted has been approved by the Scottish Government.	X <input type="checkbox"/>
		<b>End of Year Financial Report</b>	X <input type="checkbox"/>
		<b>Proposed Revised Budget (if applicable)</b>	<input type="checkbox"/>
	Please list any further supporting documentation that has been submitted	Annual Monitoring & Evaluation Reports for six schools	
		Classroom Observation Reports for 12 classes (two each from six schools)	
1.14	<b>Response to Previous Progress Reviews</b>	<b>Scottish Government's comments on previous reports (State which):</b> 1. Milestones did not align with Scottish Government's reporting schedule.  2. In Outcome 1 and Outputs 6.1 and 6.2 there was a discrepancy between the type of measurement used for planned indicator and actual indicator.  3. Some Milestone targets were not incremental over the duration of the project.	<b>Action taken since received:</b> 1. We have amended Milestone dates (March 2016 and March 2017) to align with Scottish Government's reporting schedule.  2. We have made all indicators, both planned and actual, numeric indicators (as opposed to percentage indicators).  3. We have made all Milestones incremental over the duration of the project.
1.15	<b>Date report produced</b>	<b>25 April 2017</b>	
1.16	<b>Name and position of person(s) who compiled this report</b>	REDACTED	
1.17	<b>Main contact details for project, if changed</b>	N/A	

Signed by \_\_\_\_\_ Date \_\_\_\_\_

Designation on the Project \_\_\_\_\_

<b>2.</b>	<b>Project Relevance</b>
2.1	<b>Project Beneficiaries</b> Does the project remain relevant to the context and the beneficiaries with whom you are working? Please justify this in a short paragraph below.  The project remains extremely relevant. There is already increased evidence from our monitoring and evaluation process of engagement with and use of the Malawi Education Standards both by the schools involved in the project. They are much more prepared for the annual monitoring and evaluation visits, with all evidence readily available. Additionally, the South West Education Division has adopted the same eight Standards (ES 2, 3, 4, 8, 10, 11, 18 and 25) that we have selected to report on during our annual monitoring and evaluation visits.  In addition, our monitoring and evaluation process has evidence that the biggest improvements are showing in schools whose head teachers have visited Glasgow as part of the MLOL programme.  Our monitoring process is having a significant impact on Malawian staff. Our process has incrementally become more rigorous throughout the duration of the project. We now include conversations with representative groups of children, staff and parents as part of our visits, as well as more focused classroom observations. Additionally, Malawian staff (Primary Education Advisers) are taking a much more active role in the process, in many cases taking a lead role. This is making the prospect of sustainability much more likely.  This project is definitely making a difference in the learning and teaching carried out in our partner schools.
2.2	<b>Gender and social inclusion</b> Please describe how your project has worked to ensure that women and girls, and other vulnerable groups (as appropriate) benefit from the project. Describe any challenges experienced in reaching vulnerable people and how these have been overcome.  Our Output Indicator 4.2 makes specific reference to the retention of girls in education. As can be seen from the logframe, in our partner schools rather than reducing the drop out rate we continue to see a rise in the percentage of girls staying on to the later years of primary school. This year we saw a further increase of 4%, making a total of 21% over the period of the project so far. Additionally, another strand of the MLOL programme (not actually funded by the Scottish Government grant) is providing funding for girls at a secondary school in Blantyre to remain in education. These girls are at risk of leaving school due to personal circumstances that mean they cannot afford to maintain the cost of their education. We are currently supporting 17 girls at Stella Maris Secondary School, Blantyre, through this strand. Finally, we are beginning to see an acknowledgement of and increased support for children with Additional Support Needs (ASN) within our partner schools.
2.3	<b>Accountability to stakeholders</b>

	How does the project ensure that beneficiaries and wider stakeholders are engaged with and can provide feedback to the project? What influence has this had on the project? What challenges have been experienced in collecting and acting on beneficiary feedback?
	As well as a Board of Trustees in Glasgow, the MLOL programme has two Co-ordinators and a Management Committee based in Blantyre. The Management Committee is chaired by the South West Division Education Manager and includes representatives from our partner schools. We are in constant contact with our Co-ordinators and the Management Committee meets regularly and provides feedback through the formal meeting minutes. Additionally, the annual monitoring and evaluation visit and the regular visits by REDACTED to oversee the programme's progress, provide further opportunities to engage with stakeholders and receive feedback. Communication, when we don't have personnel in Malawi can be challenging, but having two Co-ordinators, who are each employed by the MLOL programme for two days a week, has improved this situation significantly.

### 3. Progress and Results

This narrative report on project performance and results will be reviewed together with your revised and updated Logical Framework (or if not yet approved your original Logical Framework). See Guidelines (Annex 1) for details.

3.1	<b>Changes to Project Status</b>	
	Has the focus or delivery of your project changed significantly over the last financial year? If so, please explain how and why, and attach copies of all relevant correspondence with the Scottish Government.	
	No	
3.2	<b>Changes to the Logical Framework</b>	
	If changes have been made to the logframe since the previous financial year please describe these below. Please also provide evidence (e.g. copies of correspondence) that these changes have been agreed with the Scottish Government. If you would like to make changes to your logframe, but these have not yet been approved by the Scottish Government, please describe and justify in detail the requested changes below – and highlight the proposed changes in the revised logframe.	
	<b>Result Area/ Indicator</b>	<b>Proposed/ Approved Change</b> (please clarify and evidence below)
	Please refer to Section 1.14 above.	
3.3	<b>Gaps in Monitoring Data</b>	
	If baseline or monitoring information is <u>not</u> available, please provide an explanation below. Where monitoring data has been delayed (since previous report), please provide an indication of when and how it will be made available to the Scottish Government.	
	N/A	
3.4	<b>Project Outputs</b>	
	In the table below, please list each of your project outputs, and provide further detail on your progress and results over this reporting period. Describe any delays or other challenges that you have experienced and how these have been addressed, and	

### 3. Progress and Results

This narrative report on project performance and results will be reviewed together with your revised and updated Logical Framework (or if not yet approved your original Logical Framework). See Guidelines (Annex 1) for details.

provide information about any unexpected results. Progress should be supported with evidence (such as links to monitoring data in line with logical framework, case studies, web-based information, reports etc) where possible.

**Output 1:** All partner schools have a library

Output Indicator	Progress against Planned Milestone/ Target
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1.1 Number of children benefitting from access to books	Far exceeding Milestone 2 and ahead of 2018 Target.
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1.2 Number of books in libraries	Far exceeding Milestone 2 and ahead of 2018 Target. Additionally, the project has continued to establish and expand libraries in schools outwith the monitoring process. To date, we have established libraries in 14 primary schools (8 outwith the monitoring process). The additional schools are Chibvumbe Primary School, Chilele Primary School, Chilomoni Primary School, Lipunga Primary School, Manja Primary School, Michiru Primary School, Mpata Primary School and Nayizi Primary School. Each school has received directly from the MLOL programme between 200 and 700 books. To date, we estimate that the programme has provided approximately 6,200 locally sourced books for the 14 primary schools. In addition, through the annual Glasgow MLOL staff visits, we have provided support and expertise to enable schools to set up and operate a lending library system.
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1.3 Percentage of evaluations of selected standards in attainment achieving the Level 4 standard from participating schools (MES 11 & 25)	Having agreed with the Scottish Government (18/02/16) to raise the threshold for this indicator from Level 2 to Level 4, we are pleased that this year we are beginning to see some evaluations achieve this standard. As 67% of evaluations achieved the Level 3 standard this year, we would expect to see many more evaluations achieving Level 4 by the end of the project.
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**Output 2:** Malawian senior staff to participate in a leadership programme

2.1 Number of senior staff identified to participate in leadership programme  
Slightly below Milestone 2, but we are addressing this issue with an additional training cohort in Year 3.

2.2 Identified staff attend all leadership sessions  
Slightly below Milestone 2, but we are addressing this issue with an additional training cohort in Year 3.

2.3 Percentage of staff who complete leadership programme including assignment  
Slightly below Milestone 2, but we are addressing this issue with an additional training cohort in Year 3.

**Output 3:** Glasgow MLOLs and Malawian staff working alongside each other using coaching in context

3.1 Number of MLOLs working in partner schools and ECDCs leading different approaches to learning and teaching using TALULAR and promoting health and wellbeing through physical activity

### 3. Progress and Results

This narrative report on project performance and results will be reviewed together with your revised and updated Logical Framework (or if not yet approved your original Logical Framework). See Guidelines (Annex 1) for details.

Very slightly below Milestone 2.

3.2 Number of teachers and caregivers in ECDCs, primary and secondary schools working with Glasgow MLOs

Far exceeding Milestone 2 and, in fact, ahead of 2018 Target.

3.3 Number of Malawian senior staff undertake study visit to Glasgow

More or less on target for Milestone 2, although the timings of the annual study visit to Glasgow has been altered slightly and will show in the next reporting cycle.

3.4 Percentage of evaluations of selected standards on learning and teaching achieving the Level 4 standard from participating schools (MES 8, 10 & 11)

We are extremely pleased to indicate that we have achieved Milestone 2.

**Output 4:** More children, particularly girls, enrol and actively participate in school, resulting in improved attainment and reduced early drop out

4.1 Numbers of boys and girls enrolled in partner schools

Although we have seen a slight dip in numbers of children enrolled between Year 1 and Year 2, we are still well ahead of our Year 2 Milestone.

4.2 Percentage drop out (Grade 1-5) of girls in schools

We have continued to see an increase in the retention rate in Grades 6-8, and are pleased to see an increased retention rate over the first two years of the project of over 21%.

4.3 Percentage of evaluations of selected standards on learning and teaching achieving the Level 4 standard from participating schools (MES 2, 3 & 4)

We are extremely pleased to report that we are ahead of the Year 2 Milestone in this very challenging Output Indicator, since it was revised from Level 2 to Level 4 in February 2016. As 89% of evaluations in relation to this Output Indicator achieved either Level 3 or Level 4 in Year 2, we are confident of reaching our 2018 Target.

**Output 5:** Young people in Glasgow and Malawi better able to contribute to civic society

5.1 Number of young people selected in Glasgow to be Malawi Young Leaders of Learning (MYLOL)

Milestone 2 has been significantly exceeded due to the fact that three schools were involved in the MYLOL programme in Year 2 involving 42 young people. The 2018 Target has already been significantly exceeded. There is already a cohort preparing for involvement in the programme in Year 3, so we are confident about the sustainability of this strand of the project.

5.2 Number of young people selected in partner school/s in Malawi for MYLOL

We are already well ahead of Milestone 2 and are on target to significantly exceed the 2018 Target.

5.3 Programme of activities in place for MYLOLs in Glasgow and Malawi led by in-country staff or young people

We are improving on this challenging Output Indicator, with an increase shown from Year 1 to Year 2. We are confident that we will achieve, or be very close to, the 2018 Target by the end of Year 3.

**Output 6:** Malawian District senior staff to participate in leadership programme

6.1 Number of Primary Education Advisers (PEAs) identified by District Education Managers (DEMs) to participate in leadership programme

Our partner, Link Community Development (LCD), has increased the numbers of participants significantly in Year 2 since taking over the delivery of this strand (agreed

### 3. Progress and Results

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with Scottish Government May 2016) and plans to make further increases in participant numbers in Year 3 to achieve our 2018 Target.

6.2 Identified staff attend all leadership sessions  
To date, all identified staff have attended all sessions and we are confident, with the support of the Malawian DEMs, that this will continue.

6.3 Percentage of staff who complete leadership programme including assignments  
We have consistently met our Milestones for the first two years of the project and are confident of achieving our 2018 Target.

#### 3.5 Project Outcomes

In the table below, please list your project outcome, and provide further detail on your progress and results over this reporting period. Please describe any delays or other challenges that you have experienced and how these have been addressed, and provide information about any unexpected results. Progress should be supported with evidence (such as links to monitoring data, case studies, web-based information, reports etc) where possible.

**Outcome: Children in partner schools will experience improved learning and teaching**

Outcome Indicator	Progress against Planned Milestone/ Target
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1. Number of teachers in partner schools receiving training on active approaches	The progress on this Outcome Indicator has been exceptional and not as we had initially envisaged. We had initially thought that when our MLOL teachers were in Malawi they would work directly with a small number of Malawian colleagues on active approaches to teaching and learning. However, once they have been in situ in Malawi, they have been asked to lead CPD sessions for all staff in the schools they have been based in. Therefore, the number of Malawian colleagues they have been able to work with directly has been significantly more than originally planned. It is anticipated that this pattern will continue in Year 3.
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2. Percentage of evaluations of selected standards on learning and teaching achieving the Level 4 standard in participating schools (MES 11)	We are not achieving the Year 2 Milestone yet on this Outcome Indicator. However, our monitoring and evaluation process has highlighted, through an increasingly rigorous process, that the Teaching for Effective Learning standard (MES 11) is definitely showing improvement in our partner schools. From a baseline of the majority of evaluations being Level 2, two years on we now have 83% of the evaluations at Level 3. Given the current rate of progress we anticipate a significant number of evaluations in Year 3 to be at Level 4, although we may not quite achieve the 2018 Target of 80% at Level 4.
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Please add additional indicators as required

#### 3.6 Project Impact

In the table below, please list your project impact, and provide further detail on your progress and results over this reporting period. Please describe any delays or other challenges that you have experienced and how these have been addressed, and provide information about any unexpected results. Progress should be supported with evidence (such as links to monitoring data, case studies, web-based information, reports etc) where possible.

**Project Impact: The achievement of Millennium Development Goal 2 of universal**

### 3. Progress and Results

This narrative report on project performance and results will be reviewed together with your revised and updated Logical Framework (or if not yet approved your original Logical Framework). See Guidelines (Annex 1) for details.

primary education in Malawi				
Impact Indicator	Progress against Planned Milestone/ Target			
1. Net attendance in primary education (male/female)	We have been stunned at how well our partner schools have responded to the challenges presented by this Impact Indicator. To have increased attendance by 10% over the first two years of this project is nothing short of amazing. We have so far reached both of our Milestones. While reaching our 2018 Target of 100% attendance may not be realistically achievable, we are certain that our partner schools will continue to work on improving their attendance levels until the end of the project and beyond. They are very clear that if children don't attend school, they cannot learn. Some of our partner schools have been eliciting support from key people in their communities e.g. the village chief to assist in ensuring all children attend school. Further details on this can be found in the 2017 Monitoring and Evaluation Reports which have been submitted as additional evidence to this report. It is also perhaps worth noting that an attendance rate of 95% would not be out of place in a Scottish school setting.			
2. Survival rate to last grade of primary (male/female)	From a baseline of 50%, we have seen an increase over the first two years of the project to 70% in our partner schools. We were just short of meeting our first Milestone in March 2016, and while improvements have continued in Year 2, we have not met Milestone 2. We believe we were overly ambitious to set ourselves a Target of 100%, and perhaps a more realistic Target would have been to set a 10% increase year on year from the baseline of 50% (Year 1 = 60%, Year 2 = 70% and 2018 Target = 80%). However, definite progress has been, and will continue to be made. It is also pleasing to see to survival rate for girls increasing significantly. Our partner schools now that this is a priority for the project, and for Malawi.			
3.7	<b>Risk Management</b> If progress towards delivering activities and outcomes is slower than planned or there have been delays in the delivery of the project, please explain: a) What the issues have been and whether they were highlighted on your risk register? b) What actions have been taken in response to these issues?			
	<b>Issue/ Risk</b>	<b>On risk register?</b>	<b>Action Taken</b>	<b>Outcome</b>
	N/A			
	Please add additional issues as required			

### 4. Sustainability

4.1	<b>Partnerships</b> Provide a brief description of the roles and responsibilities of all partners, including in M&E. Have roles and responsibilities changed or evolved? Please provide a brief assessment of your partnership, including its strengths, areas for improvement and how this will be addressed. This section should be completed by lead partners based in Scotland and Malawi.
	Our project builds the capacity of Malawian teachers to improve learning and



	<p>teaching. We also build the capacity of staff such as Primary Education Advisers to drive forward the school improvement agenda, using the Malawi Education Standards. For example, when our baseline monitoring and evaluation visit took place in 2015, it was led by a visiting officer from Glasgow, whereas the Year 2 visit undertaken in February 2017 was much more of a partnership with Malawian staff heavily involved, and in some cases the Malawian staff took a lead role in the process. This is a clear example of our Malawian partners increasingly having a much more central role in the programme. Our partnership is strong, and is continually developing. We have strengthened our lines of communication and accountability and our Malawian partners are increasingly taking responsibility for actions – they are not passive partners. An example of this is that the six Malawian staff who visited Glasgow in 2016 were able to articulate prior to arrival the particular aspects of education that they wished to focus on during their visit, enabling their programme to be personalised to individual needs. This will again happen for the Malawian colleagues who will be undertaking a study visit to Glasgow in May 2017.</p>
4.2	<p><b>Exit Strategy</b> Describe the key components of your exit strategy and outline progress towards achieving it. Provide any other achievements or progress towards ensuring that your project remains sustainable in the longer term (including in relation to local ownership and capacity, and resourcing). Describe any challenges and how these will be addressed.</p> <p>The MLOL programme is a long-term programme. We do not see it as only lasting for the duration of the three year Scottish Government funding. We will continue to fund raise and seek other sources of funding to continue the programme. Our second Zikomo Ball took place in February 2017 and raised £28,000. Our first ball in 2015 raised £50,000 for the programme. We are convinced the programme is sustainable for the foreseeable future. However, we plan to support individual schools in Malawi for a maximum of three years each, after which the programme moves on to other schools. Once we have clear evidence, through the monitoring and evaluation programme, that a particular school is demonstrating improvement the focus moves to another school. Our monitoring and evaluation reports are clearly demonstrating individual school improvements. They are also evidencing increasing confidence among Malawian senior education staff in taking forward the school improvement programme.</p>

5. Learning and Dissemination	
5.1	<p><b>Lessons Learned</b> Describe briefly any lessons learned during this reporting period, and how it will influence the project and your work moving forward.</p> <p>The key lesson learned during Year 1 was the increased confidence through training and mentoring of senior staff in Malawi, both within the education department and within schools. It was already producing results in relation to the Malawian Education Standards (MES) in the schools we have worked with. Greater engagement with staff, pupils, parents and the community is leading to enhanced learning and teaching being undertaken in all schools. This has been significantly built on during Year 2. There is a much greater awareness and understanding of the MES among not only PEAs and school SMTs, but also amongst other school staff. The increased involvement of pupils, parents and the wider community has also been notable this year. The other significant improvement we have noticed in Year 2 is the quality of active learning and teaching taking place in our partner schools. This has been clearly evidenced by the lesson observations carried out during our monitoring and</p>

<b>5.</b>	<b>Learning and Dissemination</b>
	<p>evaluation visits. The key lesson learned from Year 2 is that we are starting to see significant improvements in our partner schools, and therefore our project is producing definable results and having a clear impact. Further details of classroom observations can be found in the Monitoring and Evaluation Reports submitted with this report.</p>
5.2	<p><b>Innovation and Best Practice</b> Summarise briefly any examples of innovations/ innovative approaches or best practice demonstrated by your project during this reporting period. Please explain why these are innovative or best practice, and detail any plans to share these with others.</p> <p>One example of an innovative approach has been the establishment of school libraries. Traditionally there has not been a strong emphasis on using reading for pleasure or information to boost literacy in schools. The introduction of libraries, while challenging, is beginning to change attitudes. It cannot be solely about providing books. We source locally supplied books (providing local income), provide a sewing machine (to make book bags so children can take books home) and provide expertise in setting up and operating a library (through our in-bound Glasgow teachers). We also include the school libraries in our monitoring and evaluation programme. Our library programme goes from strength, and is reported on under MES 25: Management of Materials and Resources. Further details can be found in the Monitoring and Evaluation Reports accompanying this report.</p> <p>Another example of an innovative approach to attendance was noted at one school (Namwiyo Primary School). After discussion with the school, the local Chief established a bylaw making it 'illegal' for children to walk in the street or be seen in the market during school hours. Parents of children found out of school are reprimanded and fined by the Chief. This has had a considerable effect on school attendance. Further details can be found in the Namwiyo Monitoring and Evaluation Report accompanying this report.</p>
5.3	<p><b>Dissemination</b> Summarise briefly your efforts to communicate project lessons and approaches to others (e.g. local and national stakeholders in Scotland and Malawi, academic peers etc). Please provide links to any learning outputs.</p> <p>We are consistently trying to extend our reach. Education Services' dedicated press officer has participated in the project, twice visiting Malawi herself in order to be able to plan our communication strategy more effectively. Our web-site [REDACTED] was updated and re-launched in August 2016, a Facebook account (Malawi Leaders of Learning) and a Twitter account (@MalawiLOL) which we use very effectively to disseminate our work.</p> <p>We publish an annual report. Our annual report is provided to key partners who have supported our work, for example, MCR Foundation, Wood Foundation, Lord Provost's Fund, McConnell Foundation and the Scottish Government.</p> <p>We have also continued to contribute to conferences, such as Scotland Malawi Partnership and Scottish Government, including giving keynote addresses on our approach to school partnerships.</p> <p>We use email to link effectively with our schools in Malawi and have, in fact, provided laptops to key senior staff in partner schools to enable improved contact with them.</p> <p>Through these media we are able to reach a wide range of schools both in the city</p>

<b>5. Learning and Dissemination</b>	
	<p>and beyond. During trips to Malawi or when Malawian visitors are in Glasgow we ensure that participants blog regularly which allows us to engage with a much wider group, for example, parents and friends of young people or friends and family of MLOLs.</p> <p>We held a small dissemination event in Blantyre in November 2016, attended by the DEMs and our partner schools. Other neighbouring schools also attended. The focus of the event was sharing good practice in relation to learning and teaching and our partner schools showcased much of the work that had been implemented as part of their involvement in the MLOL programme.</p>
5.4	<p><b>Wider Influence</b> Briefly describe any intended or unintended influence on development outcomes beyond your project. For example influence on local and national policy, contribution to debate on key development issues, uptake by other projects etc.</p> <p>One of the key aspects our programme has supported is the introduction of the Malawian Education Standards (MES). While it was not a direct output of our programme (which is primarily to improve teaching and learning in our partner schools), the fact that our programme focuses on the school improvement agenda through learning and teaching, combined with the fact that it has so closely coincided with the introduction of the standards which we have incorporated into our monitoring and evaluation programme, means that both divisional and school staff have become much more familiar with the standards and much more confident with using them. This is a key influence and benefit that has been identified in feedback by all our partners in Malawi. This has a very direct link to the ongoing work of the Scottish Government, as the introduction of the MES was funded and supported by the Scottish Government. This is a perfect example of joined up thinking helping to shape and drive forward a Malawian national policy.</p>

<b>6. Financial Report</b>	
<p>The narrative report below should be provided in conjunction with the Budget Spreadsheet report (see Annex 2). Please fill in the Budget Spreadsheet to: (a) confirm actual spend for the year and justify any significant disparities between programmed expenditure and actual expenditure within the financial year, (b) detail programmed spend for next year.</p> <p>Please note that any carry-over of funds to the next financial year should have been agreed with the Scottish Government by January 31<sup>st</sup> of the current financial year.</p>	
6.1	<p><b>Project Underspend</b> Please note whether the project has reported a significant underspend, and whether the Scottish Government has agreed to this being carried forward. If this has been agreed, please provide copies of or links to relevant correspondence. Please indicate whether the underspend is the result of currency fluctuations or other issues with project delivery.</p> <p>Submitted separately</p>
6.2	<p><b>Cost Effectiveness and Efficiency</b> Please detail any efforts by the project to reduce project costs, whilst maintaining the quality of the project – for example through managing projects costs, efficient resourcing, working with and learning from others etc.</p> <p>Submitted separately</p>

6.2	<p><b>Co-finance and Leverage</b> Please provide details of any co-finance or leverage that has been obtained for the project during the reporting period, including how the funds/ resources will contribute to delivering more and/or better development outcomes.</p>
	Submitted separately

<b>7. IDF Programme Monitoring</b>							
The list of IDF programme indicators are listed below. With reference to Q46 on your application form, please report on progress for the IDF programme indicators that you have committed to tracking in your original proposal, including the 'Poverty and Vulnerability Indicators', which are obligatory for all Scottish Government funded projects.							
<b>1. IDF Programme – Poverty and Vulnerability (compulsory)</b>							
1.1	<b>Indicator 1.1 Total number of people <u>directly</u> benefitting from the project</b>						
	Baseline	Female	Male	Total	Brief description (e.g. small-holders)		
	0	8680 (child); 1438 (adult).	8684 (child); 164 (adult).	17,364 (child); 1602 (adult).	Children and staff in schools and district senior staff (PEAs).		
	State the evidence that supports the progress described						
	Data from M & E Visits + from Malawian DEM.						
1.2	<b>Indicator 1.2 Total number of people <u>indirectly</u> benefitting from the project</b>						
	Baseline	Female	Male	Total	Brief description (e.g. small-holders)		
	0	8680 9child); 1438 (adult).	8684 (child); 164 (adult).	17,364 (child); 1602 (adult).	Children and staff in schools and district senior staff (PEAs)		
	State the evidence that supports the progress described						
	Data from M & E Visits + from Malawian DEM						
<b>2. IDF Programme – Civic Governance and Society (optional)</b>							
2.1	<b>Indicator 2.1 Number of formal legal institutions supported to improve citizens' access to justice and human rights</b>						
	Baseline		Total		Brief description (e.g. paralegal service)		
	State the evidence that supports the progress described						
2.2	<b>Indicator 2.2 Number of people who have directly benefitted from improved access to judicial and paralegal services</b>						
	Baseline	Adult Female	Adult Male	Child Female (< 18 yrs)	Child Male (< 18 yrs)	Total	Brief description (e.g. widows)
	State the evidence that supports the progress described						
2.3	<b>Indicator 2.3 Number of organisations with increased awareness of good governance and human rights</b>						
	Baseline		Total		Brief description (e.g. paralegal service)		

**7. IDF Programme Monitoring**

The list of IDF programme indicators are listed below. With reference to Q46 on your application form, please report on progress for the IDF programme indicators that you have committed to tracking in your original proposal, including the 'Poverty and Vulnerability Indicators', which are obligatory for all Scottish Government funded projects.

	State the evidence that supports the progress described				
2.4	<b>Indicator 2.4 Number of people with increased awareness of good governance and human rights</b>				
	Baseline	Female	Male	Total	Brief description (e.g. small-holders)
	State the evidence that supports the progress described				
2.5	<b>Indicator 2.5 Number of people who are engaged in advocacy for improving citizens' rights</b>				
	Baseline	Female	Male	Total	Brief description (e.g. small-holders)
	State the evidence that supports the progress described				

**3. IDF Programme – Education (optional)**

3.1	<b>Indicator 3.1 Number of schools with improved management and resourcing for provision of quality education</b>					
	Baseline		Total		Brief description (e.g. primary school)	
	0		12		Primary schools involved in MLOL programme	
	State the evidence that supports the progress described					
	Data from M & E Visits + feedback from Malawian DEM & Visiting MLOL staff.					
3.2	<b>Indicator 3.2 Number of children/ learners benefitting from improved management and resourcing of schools</b>					
	Baseline	Female	Male	Total	Brief description (e.g. girls, visually-impaired)	
	0	8680	8684	17,364	Children enrolled in MLOL partner schools	
	State the evidence that supports the progress described					
	Data from M & E Visits + Malawian DEM					
3.3	<b>Indicator 3.3 Number of people trained in improved school inspection and/ or improvement services</b>					
	Baseline	Female	Male	Total	Brief description (e.g. government staff)	
	0	34	36	70	Primary Education Advisers (PEAs) & school Senior Management Teams (SMTs)	
	State the evidence that supports the progress described					
	Attendees at MLOL leadership training					
3.4	<b>Indicator 3.4 Number of new teachers qualified to provide quality education that is safe, equitable and accessible to all children</b>					
	Baseline	Female	Male	Total	Brief description (e.g. primary)	
	0	204	33	237	Qualified primary staff in schools involved in the MLOL programme	
	State the evidence that supports the progress described					
	Data from M & E Visits + Glasgow MLOL staff					
3.5	<b>Indicator 3.5 Number of people entering into higher education</b>					
	Baseline	Adult Female	Adult Male	Child Female (< 18 yrs)	Child Male (< 18 yrs)	Total
	Brief description (e.g. secondary, vocational)					

**7. IDF Programme Monitoring**

The list of IDF programme indicators are listed below. With reference to Q46 on your application form, please report on progress for the IDF programme indicators that you have committed to tracking in your original proposal, including the 'Poverty and Vulnerability Indicators', which are obligatory for all Scottish Government funded projects.

State the evidence that supports the progress described					

**4. IDF Programme – Health (optional)**

**4.1 Indicator 4.1 Number of health professionals with up-to-date skills, knowledge and qualifications in essential healthcare**

Baseline	Female	Male	Total	Brief description (e.g. nurses)

State the evidence that supports the progress described

**4.2 Indicator 4.2 Number of women who have access to improved maternal and neonatal healthcare services**

Baseline	Total	Brief description

State the evidence that supports the progress described

**4.3 Indicator 4.3 % births assisted by a skilled provider**

Baseline	Total	Brief description

State the evidence that supports the progress described

**4.4 Indicator 4.4 Number of people directly reached by improved essential health services**

Baseline	Adult Female	Adult Male	Child Female (< 18 yrs)	Child Male (< 18 yrs)	Total	Brief description (e.g. malaria)

State the evidence that supports the progress described

**4.5 Indicator 4.5 Number of people who have access to improved essential health services**

Baseline	Adult Female	Adult Male	Child Female (< 18 yrs)	Child Male (< 18 yrs)	Total	Brief description (e.g. maternal health)

State the evidence that supports the progress described

**4.6 Indicator 4.6 Number of institutions with improved essential health services**

Baseline	Total	Brief description (e.g. district clinic)

State the evidence that supports the progress described

**4.7 Indicator 4.7 Number of people with increased awareness of determinants of health**

Baseline	Adult Female	Adult Male	Child Female (< 18 yrs)	Child Male (< 18 yrs)	Total	Brief description (e.g. malaria prevention)

**7. IDF Programme Monitoring**

The list of IDF programme indicators are listed below. With reference to Q46 on your application form, please report on progress for the IDF programme indicators that you have committed to tracking in your original proposal, including the 'Poverty and Vulnerability Indicators', which are obligatory for all Scottish Government funded projects.

State the evidence that supports the progress described					

**5. IDF Programme – Sustainable Economic Development (optional)**

**5.1 Indicator 5.1 Number of people supported to establish or improve business/ economic activities**

Baseline	Female	Male	Total	Brief description (e.g. agriculture marketing)

State the evidence that supports the progress described

**5.2 Indicator 5.2 Number of people accessing credit**

Baseline	Female	Male	Total	Brief description (e.g. widows)

State the evidence that supports the progress described

**5.3 Indicator 5.3 % increase in household income**

Baseline	Female	Male	Total	Brief description (e.g. vegetable farming)

State the evidence that supports the progress described

**5.4 Indicator 5.4 Number of small holder farmers supported to adopt environmentally sustainable agricultural practices**

Baseline	Female	Male	Total	Brief description (e.g. vegetable farming)

State the evidence that supports the progress described

**5.5 Indicator 5.5 % increase in agricultural yield**

Baseline	Female	Male	Total	Brief description (e.g. maize)

State the evidence that supports the progress described

**6. IDF Programme – Renewable Energy (optional)**

**6.1 Indicator 6.1 Number of public institutions e.g. clinics, schools accessing renewable energy**

Baseline	Total	Brief description (e.g. district clinics, schools)

State the evidence that supports the progress described

**6.2 Indicator 6.2 Number of households accessing renewable energy**

Baseline	Female	Male	Total	Brief description (e.g. solar)

State the evidence that supports the progress described

**6.3 Indicator 6.3 Number of individual lamps/ lanterns sold**

Baseline	Total	Brief description (e.g. lantern)

**7. IDF Programme Monitoring**

The list of IDF programme indicators are listed below. With reference to Q46 on your application form, please report on progress for the IDF programme indicators that you have committed to tracking in your original proposal, including the 'Poverty and Vulnerability Indicators', which are obligatory for all Scottish Government funded projects.

	State the evidence that supports the progress described		
6.4	<b>Indicator 6.4 Number of community based 'mini-grids' that have been established</b>		
	Baseline	Total	Brief description
	State the evidence that supports the progress described		



## Annex 1: Guidance Notes: End of Year Report

<ul style="list-style-type: none"> <li>• This report is to be completed by all project managers/leaders at the end of the financial year.</li> <li>• Please complete this form electronically.</li> <li>• Once complete please send this reporting form, by email to your Scottish Government project manager.</li> <li>• The report should be submitted by the end of April following the financial year to which the report relates.</li> </ul>	
Question	Guidance
<b>Basic Project Information</b>	
1.1	The project reference number was given to you by the Scottish Government in your grant offer letter – please refer to it in all correspondence. This is a number unique to your project and helps the Scottish Government track information relating to your project within the system.
1.2	Insert the financial year for which you are reporting
1.3	Insert the year of your project (i.e. Year 1, 2 or 3)
1.4	Insert the name of your lead organisation responsible for managing the grant (based in Scotland). Please make a note if this has changed during this financial year. Reasons for changes should be reported in section 3.
1.5	Insert the names of your partner organisations in Scotland and Partner countries. Please make a note if this has changed during this financial year. Reasons for changes should be reported in section 3.
1.6	Insert the name of your project in the space provided. This should correspond with the name given in your grant offer letter. Please make a note if this has changed during this financial year. Reasons for changes should be reported in section 3.
1.7	Provide a brief project description as per your grant offer letter.
1.8	Insert the geographical area in which your project is being implemented. Please make a note if this has changed during this financial year. Reasons for changes should be reported in section 3.
1.9	Insert start and end dates. The start date is the date you received your first tranche of funding.
1.10	Insert the total project budget (including funding from other sources). Please make a note if this has changed during this financial year. Reasons for changes should be reported in section 3.
1.11	Insert the total amount of funding received through the IDF for this project.
1.12	Indicate the theme that your project addresses (tick as many boxes that apply.)
1.13	Confirm that supporting documentation has been included with your report. Please tick those boxes that apply. Confirm whether any changes have been made to the logical framework, and whether the LF submitted has been approved by the Scottish Government (or is pending approval). <b>Reports that do not include all required documentation will not be considered complete.</b>
1.14	Please reference previous (actionable) feedback that you have received in your last MY and EY report, and describe any action that has been taken in response/ since then.
1.15	Insert the date that your report was produced.
1.16	Insert the names and positions of the key person(s) involved in preparing your report.
1.17	It is essential that you let us know if any of your contact details have

	changed, either in Scotland or in Malawi.
<b>Project Relevance</b>	
2.1	Provide a brief update on the context in which your project is working, and describe briefly how your project remains relevant to your project beneficiaries.
2.2	Working towards gender equity and social inclusion is considered essential to any projects funded through the IDF. Please describe briefly how your project is delivering this.
2.3	Please describe briefly how beneficiaries are engaging with the project (if at all) and what effect that is having, as well as any challenges in engaging with them.
<b>Progress and Results</b>	
3.1	If your Project has changed significantly in the focus of its delivery since your last report, please explain how and why, attaching copies of all relevant correspondence you have had with the Scottish Government about this. Please also describe and explain any changes to basic project information here.
3.2	If your Logical Framework has changed over the last Financial Year please detail and explain these here. This enables us to more quickly understand the changes and your progress, based on the most up-to-date information.
3.3	An update on any delays or challenges in monitoring will help us to understand the information presented in the report and logframe.
3.4	<b>For this question you will need to refer back to your most up-to-date APPROVED logical framework.</b> Looking again at the <i>output indicators</i> outlined, please comment on the progress made towards achieving these during the reporting period, including any challenges and how these were overcome. This should include a narrative (where relevant) as well as quantitative data – indicating clearly the milestones (including dates) and progress to date using the same measurement unit (e.g. number/percentage) provided for the baseline etc. should be outlined using a percentage or number. E.g. By end March 2016, 5 wells have been dug in the last year against a milestone target of 4.
3.5	<b>For this question you will need to refer back to your most up-to-date APPROVED logical framework.</b> Looking again at the <i>outcome indicators</i> outlined in your original application, please comment on the progress made towards achieving these during the reporting period, including any challenges and how these were overcome.
3.6	<b>For this question you will need to refer back to your most up-to-date APPROVED logical framework.</b> Please comment on the overall impact of the project to date, including any challenges and how these were overcome.
3.7	If progress towards delivering activity and outcomes has been slower than planned, please use this space to indicate the reasons why and whether any of the risks outlined in your application have impacted on the project.
<b>Sustainability</b>	
4.1	Provide a brief update on how your partnership is working and evolving.
4.2	Detail briefly your progress towards ensuring that your project will be sustainable in the longer term. We would like you to refer back to your exit strategy in your application form) as well as reflect on other elements of sustainability.
<b>Learning and Dissemination</b>	
5.1	The Scottish Government is very interested to hear of lessons you may have learnt during any aspect of the project and may use your experience in future policy consideration.

5.2	The Scottish Government is very interested to hear of any innovations or examples of best practice, and how projects are sharing good practice more widely.
5.3	The Scottish Government would like to know how the work of the project is being communicated more widely to a range of stakeholders in Scotland and beyond.
5.4	The Scottish Government would like to know if your project (whether intended or unintended) is likely to have an influence on policy.
<b>Financial Reporting</b>	
6	<b>For this question, you will also need to complete the summary page of the budget spreadsheet.</b> Please use the budget headings on the spreadsheet to provide a detailed breakdown of actual expenditure incurred during the financial year to which this report relates, against expenditure planned as well as expected expenditure for the next financial year. Please outline any reasons for any discrepancy in the budget spend. <i>N.B If the budget spend is more than 10% different from the original estimate please use the additional tabs on the budget spreadsheet to provide more detail.</i>
6.1	It is important for us to understand and learn from how projects budget, including reasons for underspend.
6.2	The Scottish Government is interested in how projects are working efficiently and effectively.
6.3	Please detail if the project has succeeded in sourcing additional funds to enable it to extend its work.
<b>IDF Programme Monitoring</b>	
7	The Scottish Government needs to understand who is being reached by the IDF and how therefore it is essential that projects contribute to programme monitoring.

