

Grant Application Form Malawi Development Programme	Office use only	Application ref:
Applicant Organisation:		Project ref:

Scottish Government
Application Form
Malawi Development Programme
2015 – 2018

CHECKLIST

Please confirm you have provided the following **three parts** of the application. Your application will be ineligible without these.

- Part 1 – the Application Form (this document)**
- Part 2 – the Logical Framework (excel spreadsheet format provided – both logframe (proposal) and activities worksheet tabs completed)**
- Part 3 – the Budget (excel spreadsheet format provided - with all worksheet tabs completed)**

Please ensure the following **essential documents** are attached to your application. Your application will be ineligible without these.

- Most recent audited accounts, or independently-signed statement of income and expenditure. An electronic link to a webpage containing these is acceptable. **Please note:** a project cannot be funded if no audited/independently verified accounts are available.
- Letters of support showing confirmation of partnership from all partner organisations in Malawi.
- Scotland-based Project Manager's CV (not longer than 2 A4 pages).
- Malawi-based Project Manager's CV (not longer than 2 A4 pages).
- A copy of your Equal Opportunities policy. An electronic link to a webpage is acceptable.

ELIGIBILITY CRITERIA

Please tick to confirm the following essential aspects of your application:

- Your organisation constitutes a "legal person" (see definition in Guidance Notes p. 9)
- Your organisation is based in Scotland (see definition in Guidance Notes p.9-10)
- Your budget totals not more than £600,000 over 3 years, in the distribution across the 3 years set out in both the Call for Funding (p6) and Guidance (p11), and is based on Scottish Government financial years (i.e. 1 April - 31 March).
- Your budget correctly adds up and correlates with your project narrative and the logical framework. The correct budget totals have been provided at Q.7 and Q.47 of the application form.
- Your application has been approved by a suitably authorised individual in your organisation (please see p.11 in the Guidance for further details). Note: Clear electronic or scanned signatures are acceptable in the e-mailed application.
- Your project would not give funding direct to the Government of Malawi (see definition in guidance p.11)

If you cannot meet the above criteria, please **do not** apply to this Fund as your organisation will not be eligible to receive funding from the Scottish Government Malawi Development Programme.

DECLARATION

I apply on behalf of the organisation (insert name) Glasgow City Council Education Services 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.

I confirm I have read and understood the Scottish Government Terms and Conditions (Guidance Document Annex 3).

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

Signature

Print Name

Position

Date

Once you have completed the form, please submit the application by e-mail to:

malawifund@iodparc.com no later than 2.00 on Friday 3 October 2014 with the organisation name in the subject name. If more than one email is being sent, please indicate how many will form the complete application. If the organisation is submitting more than one application please make this clear in the subject line also.

If you are emailing supporting documentation separately, please include in the subject line an indication of the number of emails you are sending (e.g. whether the email is 1 of 2, 2 of 3 etc).

In addition, any supporting documents that are not available electronically, must be submitted to IOD PARC in hard copy to arrive no later than **Monday 6 October 2014**.

Please note when sending hard copy applications and supporting documents please ensure the name of your organisation is highlighted on the envelope for ease of identification. Please send to:

Malawi Development Programme 2015 - 2018 - *(Name of Your Organisation)*
IOD PARC
22 Forth Street
Edinburgh
EH1 3LH

If you have any queries on submitting an application, please contact the Scottish Government International Development Team on 0131 244 0059 or by e-mail at Ian.Nicol@scotland.gsi.gov.uk. All questions will be published on-line (anonymised) and applicants should check the [Scottish Government International Development website](#).

However, please first read the guidance, and in particular Annex 6 of the guidance which contains the Frequently Asked Questions (FAQs) from the previous Malawi round (updated for this round), before submitting a question, to check if your intended question is answered within.

There will then be an open Information Day on the Malawi Development Programme 2015-18, held on 27th August 2014, where questions may also be asked and submitted in person on the day, or submitted subsequently by e-mail by close on 29th August 2014. Responses to queries arising from the Information Day will be displayed on the [Scottish Government International Development website](#) by 5.00 5th September 2014.

Applicants will have a further opportunity to submit questions to the Scottish Government by cop 12th September 2014. All questions in that second round will be responded to by 5.00 19th September 2014, via display on the [Scottish Government International Development website](#).

Applicants should refer to the guidance and the [Scottish Government International Development website](#) in the first instance.

The deadlines stated above are absolute. Applications not submitted on time with appropriate documentation will not be eligible.

Section A:**APPLICANT & PROJECT INFORMATION****1. Name of Organisation**

Glasgow City Council Education Services

2. Contact details of organisation.

Address: 40 John Street, Glasgow

Postcode: G1 1JL

Telephone: [REDACTED]

Fax:

Website: www.glasgow.gov.uk and www.glasgoweducationmlol.org.uk**3. Project Title to be used in all future correspondence.**

Malawi Leaders of Learning

4a. Describe in one sentence the overall Objective of this project.

Improving educational outcomes for children and young people through improving learning and teaching and leadership of Malawian staff and young people.

4b. Please provide a description of the project. For successful projects this will be used for publicity purposes. Maximum word limit: 150 words.

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).

5. Planned start and end date (mm/yy) of your project (earliest start date is 1 April 2015 and latest end date is 31 March 2018).**1 April 2015 to 31 March 2018**

6. Duration of funding requested (maximum 36 months). Project outputs must be delivered by March 2018.
3 years

7. Funds requested from Scottish Government: Please ensure that the figures entered here match the figures entered at question 47.	
Year 1: Apr 2015 – Mar 2016	£68,110
Year 2: Apr 2016 – Mar 2017	£68,607
Year 3: Apr 2017 – Mar 2018	£72,593
GRAND TOTAL	£209,309

8. Please indicate which thematic area(s) your project aims to address. Tick all that apply. Government of Malawi Development Priorities are set out in the Call for Funding.	
Health <input type="checkbox"/>	Education <input checked="" type="checkbox"/>
Sustainable Economic Development <input type="checkbox"/>	Civic Governance <input type="checkbox"/>
Renewable Energy* <input type="checkbox"/>	
*Renewable Energy may feature as a cross cutting theme as well as the primary area of a project.	

9a. Scottish Project Manager details.	
Name:	REDACTED
Organisation (if different from Q2):	
Position in organisation:	
Address (if different from Q2):	
Telephone:	0141 287 REDACTED
E-mail:	REDACTED

9b. Please outline the Scottish Project Manager's project management experience (as per CV) (Maximum word limit: 200 words).

REDACTED

10. Name of individual responsible for this application during the assessment process and address/ contact details if different from above.

Name:

Position in organisation:

Address:

Telephone:

E-mail:

11. What is your organisation's annual turnover?

Glasgow City Council Education Services has a turnover of £450 million.
<http://glasgow.gov.uk/index.aspx?articleid=3134> (link to accounts)

12. Please give details of your organisation's ability to manage a project of this scale effectively.

Maximum word limit: 250 words.

As Scotland's largest council we have extensive experience of managing large scale projects. We are also recognised by the British Council as one of the UK's leading local authorities for international education. A significant number of our schools are twinned with schools across the world, particularly in the Commonwealth through the recent hosting of the Games. As a service, we use global education as a driver to raise expectations and attainment in a city with the highest level of deprivation in Scotland. We have successfully led a number of international projects in partnership with British Council.

A range of staff within Education Services and recently retired staff are all involved in MLOL. They give of their time voluntarily and show high levels of commitment to the project and to improving the quality of education both in Glasgow and in Malawi. We have a management committee in Glasgow and in Malawi. We have used the experience and structure of local government in both Glasgow and Blantyre to ensure that sustainability

and building capacity is a central principle.

**13. How does Scottish expertise add value to this proposal? What expertise will specifically be involved on this project? In addition, if you are making use of Diasporan expertise within Scotland, you should describe this here.
Maximum word limit: 250 words.**

Glasgow has the highest level of deprivation of any Scottish local authority. We have been successful in improving outcomes for children and young people in the city over the last six years. Our staff are highly skilled and very committed to making a difference and using education to change lives. Their experience in international education and their skills in using the diversity of the city to improve outcomes has received national recognition through a range of awards.

As an education service, our core business is learning and teaching. Everything we do is about improving the quality of learning and teaching we share our experience and success with our colleagues in Malawi.

14a. Your organisation must constitute a legal person (see essential criteria, p2). It may also have charitable status. Is your organisation a registered charity? If yes, what is your charity number?

Yes No Charity No: _____

14b. What type of body is your organisation if it is not a charity? (e.g., local authority, social enterprise, private company etc)

Local authority

15a. Is your organisation a member of the Network of International Development Organisations in Scotland (NIDOS)?

Yes No

15b. Is your organisation a member of the Scotland Malawi Partnership (SMP)?

Yes No

16. Does your organisation's board consider that it is Diaspora led?

no

17. What is the extent of your experience of working in Malawi? Specifically, how long has your organisation been working in-country and what is your relationship with the Government of Malawi at district and national level?

Word limit: 250 words.

We have been working in Malawi for the last six years. Holyrood Secondary School have long established links with several schools in the Blantyre area. MLOL has been working in partnership with schools since 2012. In this period we have developed strong links with District Education Managers in Blantyre Urban and Blantyre Rural. The Division Education Manager, REDACTED, of South West region is the chair of the Malawi-based management committee and has been our strongest supporter in Malawi. Her connections have allowed us to build the project around clearly identified local needs. Our co-ordinators are employed by SWED or Blantyre Districts but are seconded to MLOL for the equivalent of two days a week. All link schools are Government schools. The in-country Management Committee consists of teaching staff and local and national government education staff.

The REDACTED (Glasgow) makes very effective use of her partnership with Education Scotland to ensure that MLOL aligns with the recent education partnership agreement between Scotland and Malawi. The previous Education Minister supported MLOL and the current REDACTED of Schools (Malawi) has also expressed his support for MLOL.

18. Please provide the names, dates and reference number(s) of any current and previous projects you have been funded for under the Scottish Government International Development Fund (either the main Fund or the Small Grants Programme) or from the Climate Justice Fund. See page 13 of the guidance which states that the Scottish Government reserves the right to take into consideration timeliness and quality of reporting on previously funded projects.

Project Title	Current	Previous	Date Started	Project Reference
	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		

19. Please provide details of the number of people based in your organisation in Scotland.

Full time	
Part time	
Volunteers	
Total staff	Approx. 8,000 FTE in education services

**20. How are equal opportunities/diversity promoted within your organisation? If you have one, please provide an electronic copy (or hyperlink to a webpage) of your Equal Opportunities Policy.
Maximum word limit: 150 words.**

Glasgow City Council has an Equal Opportunities Policy and actively promotes equal opportunities through its work.

No employee, volunteer, parent or child/young person receives less favourable treatment on the grounds of age, gender, race, ethnic origin, colour, nationality, national origin, marital status, disability, creed, social class, religion or belief, part time status or sexual orientation, or is disadvantaged by requirements for conditions which cannot be shown to be relevant to job performance.

At programme level we have a gender-inclusive approach to training and equal opportunities.

<http://glasgow.gov.uk/index.aspx?articleid=4493>

<http://connect.glasgow.gov.uk/NR/rdonlyres/F87DA548-E7C6-451A-97A3-F33B2E4F9C8C/0/EqualityPolicy1.pdf>

21. Where did you first hear about this grant scheme?

Through NIDOS, the Scotland Malawi Partnership and the Scottish Government website

Section B:

PROJECT NARRATIVE

Applicants are requested to complete the logical framework with details of both the outputs and outcomes for this project. Guidance on completing the logical framework template is included in Section E and Section F of the Guidance Notes, with further general information in Annex 2.

PLEASE USE THE LOGICAL FRAMEWORK IN THE EXCEL FORMAT SUPPLIED and note that there are two ‘tabs’ within the workbook, the first labelled Malawi 2015 – 2018 Logical Framework and the second Malawi 2015 – 2018 Activities Log. You are required to complete both.

You should also make reference to the IDF programme indicators at Q.46.

**22. With reference to the call for funding, how and where does this project fit with Malawian national and/or regional development frameworks?
Maximum word limit: 250 words**

This project addresses Malawi’s longer term educational needs through improving the quality of learning and teaching and is so doing have more children sustaining their attendance at school thereby improving their educational outcomes and supporting the following priority areas of the Malawi Growth and Development Strategy II (MGDSII) 2011 – 2016:

Theme two on social development, sub theme 3 on education, sub theme 4 on child development.

Specifically the key priority areas 4.1, Education with the aim “to develop the child’s full cognitive, emotional and physical potential through increased retention and completion rates.” and strengthening the education system through training and recruiting additional teachers. And key priority area 8 child development. The goal is to ensure that children grow into productive and responsible citizens, one strategy is access to education services. Our expertise and experience on pre-school education is also contributing to the priority of promoting early childhood development and pre-primary education.

Our links with Education Scotland and the Scottish Government ensures that our developments contribute strongly to the partnership agreement between the Malawian and Scottish governments.

**23. How does this project fit with the Scottish Government’s International Development Policy and the achievement of the Millennium Development Goals targeted under this funding round?
Maximum word limit: 250 words**

MLOL is completely targeted on improving the quality of education to reduce the impact of poverty on children and their families. Our project is building sustained and measureable improvements in partnership with schools and their local communities. DEMs and SWED identify the need and the partner schools. Leadership development is central and the selection of participants is again needs-led by DEMs and SWED. We are developing a bespoke leadership programme for PEAs in response to the identification of this by the Malawian based MLOL management committee. Programme ownership is by the individual schools and communities, We share the SG IDP commitment to transparent processes with rigorous monitoring and evaluation procedures. We are building the

capacity of Malawian teachers and districts to self evaluate and monitor what makes a difference to children's learning.

MLOL is designed to support the achievement of the Millennium Development Goals (MDGs) related to:

MDG 2, achieving universal primary education. We are striving to support the goal of 100% enrolment but recognise that this is challenging and unlikely to be met with 85% net enrolment and 60% of pupils reaching grade 5 against a target of 100%.

MDG 3 promotion of gender equality, target 3A to eliminate gender disparity in primary education. Our work on promoting pastoral care approaches and sharing learning from our work in Glasgow to keep vulnerable children in education particularly targets keeping girls in education.

24. What specific previous experience does your organisation and your partners have in this area? Please give details of successful outcomes and learning, and independent evaluation. Where possible, please provide hyperlinks to published reports. Maximum word limit: 250 words

We have 42% of our children and young people living in the 10% most deprived postcodes in Scotland. Research has shown that there is a strong link between deprivation and attainment. Despite this over the last six years we have shown remarkable improvements in attendance, attainment and the reduction in exclusions.

<http://glasgow.gov.uk/index.aspx?articleid=8643> This link takes you to our standards and quality reports.

<http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/validatedselfevaluation/GlasgowCityCouncil.asp> This link takes you to Education Scotland's latest report on the education functions of the Council.

We are using this experience and expertise to best effect in MLOL. The aims and principles of the programme are founded in the practice we know works. We are drawing on international research and applying it in the Malawian context in partnership with our Malawian colleagues.

In the last two years, we have emerging evidence of improvements in children's active involvement in their learning in our partner schools and our use of global education in Glasgow, including MLOL, is helping to raise expectations and better prepare our children to be the global citizens of the future.

In 2014, 10 B Ed students from Strathclyde University are going to visit our original partner schools to undertake some action research as part of their degree programme. This research will help improve our practice and will include a focus on parents supporting children's learning.

25. Please describe the problem that your project will address, with clear reference to the logical framework, and state clearly the reasons why this project is needed. Maximum word limit: 500 words.

Primary education net enrolment rate in Malawi is below MDG targets¹, the numbers of children completing primary education are low because of high dropout rates² and progression rates are also poor. The project meets development needs of Malawi by contributing to the goal of universal primary education targeting children living in areas of poverty. School Feeding Programs are helping to bring more children to school but the quality of education which is delivered needs to be effective in order to keep children in school and to improve the literacy rates to produce a more skilled workforce of the future. Training for teachers is not consistent and there is very little opportunity for leadership development for headteachers. Training is identified as a need in MGDSII. (output 2, 3, 4 and 6)

Evidence from our work in Glasgow shows that coaching in context is a very effective tool for teachers working in challenging circumstances. That is, teachers work alongside their colleagues modelling effective approaches to learning and teaching. Our experience to date shows that at least four weeks is needed in Malawi to build positive relationships and deepen learning. This then needs to be followed up by a visit to Glasgow where senior leaders' knowledge is extended and deepened by seeing the practice they have seen demonstrated in Malawi in a Scottish context. Senior leaders require to define a focus for their visit, for example, literacy, use of libraries, physical education. We have delivered one leadership programme successfully to a group of senior leaders who have evaluated very positively the improvement in their confidence and knowledge to lead learning within their schools. The leadership programme for PEAs has been identified by the DEMs who want a bespoke leadership programme which would enable PEAs to more effectively continue the improvements to learning and teaching between visits and to more schools. (output 2, 3 and 6)

Our libraries have become an integral part of the programme. The libraries are promoting literacy and are building strong engagement with families, an identified need to improve education outcomes. The Mothers' Groups and School Management Committees are actively involved in the libraries which is building increased confidence in education and contributing to keeping children in education. We have found a reading scheme which is culturally appropriate and although they are not being used as a traditional reading scheme we are building towards this. (output 1)

In Glasgow, we place a strong emphasis on the development of young people's confidence and resilience to enable them to be the global citizens of the future and equip them to contribute better to civic society. This work has helped us to raise attainment and increase the proportion of young people going to higher education. MYLOL is a year long leadership programme which uses the UN Charter for the Rights of the Child as a central tenet. Young people in Malawi are not encouraged to actively participate in their learning or in the decision-making of the school. MYLOL sets out to address that in innovative and creative ways, for example using UNCRC, sports leadership and craft skills. (output 5)

¹ UNICEF. Malawi Statistics.

² Universal School Meals Programme Document. MOEST. 2009

26. Please provide details on how the need for the project was derived. Was an inclusive needs analysis carried out by your organisation (or partner organisation) in relation to the development priority issue that your project is designed to address? If not, how did you identify the issues this project seeks to address? Please provide details of the findings of the needs analysis and other assessments. Development priorities are listed in the Call for Funding.

Maximum word limit: 250 words

The project builds on the success of the partnership which was started by Holyrood Secondary School. We wanted to extend this partnership and share our knowledge and success at improving outcomes for Glasgow's children. The Executive Director spent an intense week in Malawi in 2011 working closely with Malawian colleagues to scope out the initial programme. Regular contact by email, evaluations following each visit by Glasgow and Malawian teachers, a further visit by the Executive Director, including a meeting with the then Education Minister and increased input from DEMs and SWED staff has enabled us to continue to evolve our work to ensure that we focus on what works and in line with identified priorities, ensuring that we maintain a focus on the Government's priorities for education.

The need to improve education in Malawi is very well researched and evidenced. Our approach is based firmly in the classroom recognising that if we are to raise attainment and achieve universal primary education then we need to improve children's learning experiences through improving learning and teaching. We work alongside other charities such as Mary's Meals, whose school feeding program helps improve children's concentration through improving their nutrition and those that improve the quality of the learning environment. However, improved nutrition and learning environments will not improve outcomes for children on their own – high quality learning and teaching is essential to enable a skilled workforce to be developed in Malawi.

27. Given the problem outlined in Questions 25 and 26, please indicate the specific activities you propose to undertake (with clear reference to the logical framework) and how these will enable the outputs and outcome of this project.

Maximum word limit: 250 words

To achieve our ambition of universal primary education in line with MDG 2, research evidence³ shows to improve education outcomes you need high quality learning and teaching, strong leadership and community engagement. Our outputs have been designed to build on research.

Output 1: establish libraries with books, ensuring they are culturally appropriate, to develop children and families' literacy. Mothers' groups and School Management Committees (SMCs) will be fully engaged in the running of the libraries.

Output 2, 6: run two leadership programmes designed with Malawian colleagues for senior leaders in schools and PEAs. The leadership programmes will have 3 course inputs across the year. In year 1, two MLOs will spend 6 weeks providing intensive support to teachers and senior leaders.

Output 3: send a group of 12 Glasgow staff every year for up to four weeks to work alongside Malawian teachers on improving learning and teaching. September/October has been identified to maximise impact. 6 Malawian staff will come to Glasgow for up to 3 weeks to work alongside Glasgow teachers. Glasgow teachers will use coaching and TALULAR approaches which have been proven to be most successful.

Output 4: Our coordinators will deliver workshops to SMCs and parents actively promoting universal education. Our approaches together will engage children more effectively to reduce drop out rate.

Output 5: Young people will become MYLOs through participating in a year long leadership development programme to upskill them to work alongside Malawian young people on chosen projects. We will build the capacity of Malawian young people to better prepare them to contribute to civic society through working with them and their teachers.

28a. How has your organisation identified that this project does not duplicate the work of others in Malawi e.g. National/Local Government; International/National NGOs or other donor funded projects in the area? Maximum word limit: 150 words

We have worked in partnership with local government in the area to design a project which meets their locally identified needs. We have also worked closely with Mary's Meals who work in the area to ensure that our project aligns and adds value to theirs. Our links with the Scottish Government, in particular through Education Scotland, ensures that our project contributes to their planned work with the national government in Malawi. Strathclyde University is working to improve teacher education and our links with them ensure that we are well sighted on their approaches. Finally, we continue to have good links with Link Community Development International whose work on school improvement planning also aligns to our objectives.

28b. If there are similar initiatives in the area, how will your project work with them to ensure they are complementary and to avoid duplication? Maximum word limit: 150 words

³ McKinsey and OECD amongst others

The fact that our project is embedded within the local government in the Blantyre area ensures that should another similar project appear then we would be well placed to minimise overlap and maximise impact.

29. Please outline any assumptions that may affect the delivery of your project. Please complete the risk assessment table below to demonstrate how you have considered any potential risks in your planning (i.e. risks affecting the project over which the project has limited or no control e.g. collapse of currency/drought etc. Insert extra rows if necessary. Please refer to the Guidance Document.

Risks	Likelihood of happening and having a significant impact (Low, Medium or High)	Mitigating action(s)	Recovery plan
Project coordinators do not deliver on school improvement	Low	Line managers of both coordinators are on the Malawi Management Committee.	New coordinators appointed.
Funds are insufficient to support programme.	Low	Major fund raising initiatives to continue to build up reserves.	Active involvement of GCC Chief Executive and Lord Provost in supporting project.
Staff visiting Malawi are not successful in their objectives of working in partnership with schools	Low	Comprehensive training programme in place for 6 months prior to visit. Strong selection process. Strong links with SWED to provide support when there.	Regular monitoring of staff progress through training programme. Reserves identified in selection process.
Poor road network in some areas especially during the rainy season may hinder accessibility of selected schools.	High	Four Wheel Drive cars to be used	Alternative schools identified for continuity of project activities
Fuel availability	Medium	Monitor fuel availability; Responsible officers and Scottish partners to reside closer to the	None

		selected schools	
Further risks and mitigating actions are identified in logframe.			

30. The Scottish Government intends to support sustainable development outcomes. How will you ensure that the outcomes of your work are built on or continued at the end of Scottish Government funding (i.e. your exit strategy or on-going finance, interventions etc. beyond Scottish Government funding)? Please note that a good quality exit strategy is required. Maximum word limit: 250 words.

MLOL builds the capacity of Malawian teachers to improve learning and teaching. The strong partnership with SWED and DEMs in Blantyre area mean that senior education staff in Malawi are building their confidence and expertise in school improvement. Our coordinators are core education staff who are learning skills that can be applied in their core day job.

Our engagement approach includes Mothers' Groups and SMCs, again, building the capacity of Malawian parents and carers to bring about improvements in learning and teaching for the benefit of their children. As part of the development of libraries, we buy a sewing machine for Mothers' Groups to make book bags. Evidence from Chitsime PS shows that they also make school uniforms for orphan children and to sell for school funds which can be used to purchase school resources.

To date, we have worked with partner schools for two consecutive years and then we move to new partner schools leaving our coordinators to continue the support with original schools. We have also found that Glasgow schools have then also established a partnership which continues, such as children in both schools writing to each other, teachers exchanging ideas, etc. The partnerships then become self-sustaining. The Government funding will allow us to extend our project and build further the capacity of Malawian staff to help themselves but also extend and embed the school partnerships between Glasgow and Malawi through teachers visiting each other which allows partnerships to be mutually beneficial. At the end of three years, we will have established a notably stronger network both here and in the Blantyre area.

Section C: PROJECT DELIVERY

31. Contact details of lead partner organisation in Malawi. If more than one partner organisation is involved, ALL should be listed (and a letter of support obtained from all). If more than one partner, please copy and paste the cells.

Organisation:	South West Education Department
Type of organisation:	Government
Relationship between organisation and yours (maximum word limit: 100 words):	It is an equal partnership based on the shared goal of improving educational outcomes for children both in Glasgow and in Malawi.

Please give an example of a previous project carried out by your organisation and its partners	We have been working in partnership on this project from the last two to three years.
Lead Contact Person	REDACTED
Address:	South West Education Division, Private Bag 386, Chichiri, Blantyre 3, Malawi.
Postcode:	265
Telephone:	REDACTED
Email:	REDACTED
Fax:	REDACTED
Website:	

32. Details of Project Manager in Malawi.	
Name:	REDACTED
Position in organisation:	EDUCATION DIVISION MANAGER
Address:	SOUTH WEST EDUCATION DIVISION, PRIVATE BAG 386, CHICHIRI, BLANTYRE.
Postcode:	
Telephone:	REDACTED
Email:	REDACTED
Fax:	REDACTED

33a. Where in Malawi will the project be focused?	
Location (District):	South West Region, focused in Blantyre Urban and Blantyre Rural districts
33b. Where in Malawi will the project office be based, if different from the above? Is this in the area where the project work will be carried out and if not, how will access to the project site(s) be gained?	
Location (District):	The project is not office based but is based in schools
Address:	
Telephone:	
Is this where the project activities will be carried out?	See above
If not, how will access to the project site(s) be gained?	We have purchased a car for the use of the coordinators.

34. Please provide details of how long you have been working together with your Malawi lead partner and clear examples of previous joint delivery of projects or events in the last three years. If the partnership is a new one, please describe how and when it was formed.
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Maximum word limit: 150 words

Holyrood Learning Community has been working in Blantyre for six years. This has been supported through Global Schools Partnership with British Council/DFID. The focus has been on improving infrastructure and building partnerships. They have built a number of classrooms and provided resources. MLOL builds on this success and moves the focus to learning and teaching. REDATCED developed this project in partnership with REDACTED. From visits in June 2011 and March 2013, they explored together the potential of links which focused on the development of teachers' skills – pedagogy and leadership of learning. Since that time, through MLOL over 30 Glasgow staff and 11 Malawian staff have visited each other (3 visits to Blantyre and 2 visits to Glasgow), there have also been 2 MYLOL trips where over 25 young people have benefited. Evaluations have been very positive.

35. Please describe the role of your Malawi lead partner organisation (and where appropriate other partners) in developing your application for funding. Please also provide details of opportunities that the project will provide for partner organisations to develop further (if applicable). Maximum word limit: 250 words.

SWED has contributed strongly through ensuring that the planned activities tie in with the improvement priorities for each District and the national government's priorities. REDACTED has established a Management Committee which includes DEMs and other educationalists. REDACTED reports progress back to the Ministry of Education and local government.

The application has been developed in partnership with SWED and the Management Committee through our regular contacts as we have evolved MLOL activities ensuring that they meet identified local needs.

Mary's Meals is well established in Malawi and we have started to work with them to support their Early Childhood Development Centres. Glasgow nursery staff work alongside caregivers. MMs are very positive about this input.

36. Please confirm that letters of support written by ALL of your listed Malawi partner organisations are included, which address the points in Q.34 and Q.35 from your partner organisations' perspectives. Please note: the application will not be eligible without these.

Yes

37. Please describe the length of partnership with your additional partners, including their relationship with lead local partner. Maximum word limit: 150 words

n/a

38a. Please list the roles and responsibilities of your organisation and partners in the project, as well as their locations. Please include details about responsibilities for management and coordination of work between partners. Rows may be added to accommodate additional partner organisations as required.			
Organisation/ Location	Role	Responsibilities	Frequency and method of contact
Glasgow City Council – Education Services	Lead in Scotland	Strategic overview of project and operational delivery including financial management	Email, visits, regular management meetings with exchange of minutes Email contact is at a minimum fortnightly and more often at peak times of activity
South West Education department	Lead in Malawi	Operational delivery including in-country management coordinator(s)	Email, visits, regular management meetings with exchange of minutes
Blantyre Districts Urban and Rural	Support in Malawi	Operational delivery including in-country management coordinator(s)	As above
38b. The applicant organisation will enter into the grant contract with the Scottish Government and have overall responsibility for delivery of the project, including management of the budget. Communication with your partner(s) in Malawi is therefore vital to successful project management, and ensuring you meet your grant conditions. Please describe briefly how the team/partners will communicate, and how regularly, to enable effective working and co-ordination. Maximum word limit: 100 words.			
<p>We communicate regularly via email and through visits. We have developed a calendar of contact – September Glasgow MLOLs visit Malawi, MYLOLs visit Malawi, November Leadership development programme, March Malawian MLOLs visit Glasgow, April Leadership development, June school partnership visits, including Holyrood Learning Community.</p> <p>We have a Management Committee in Malawi with key personnel and an MLOL Committee in Glasgow which meets every 6 months formally. Between these formal meetings REDACTED meets regularly with the key staff who are taking forward priorities. If we are successful with Government funding then we will schedule three monthly meetings with formal reporting mechanisms.</p> <p>There is weekly email contact with coordinators and at least monthly contact with REDATCED.</p>			

39. Dissemination/outreach strategy: how will you publicise the work undertaken by your

project? Your plans may include dissemination to stakeholders (e.g. beneficiaries, government agencies, other organisations in Malawi and in Scotland), and to groups and organisations not directly affected by the project, as applicable. Maximum word limit: 250 words.

Please describe:

- Who you will target and why;
- What media and methods you will use to highlight the work of your project or to share results and learning.

We already have a web-site [REDACTED] a Facebook account (Malawi Leaders of Learning) and a Twitter account (@MalawiLOL) which we use very effectively to disseminate our work.

We publish an annual report

(<http://mlol.co.uk/content/UserGenerated/file/ProgressReport14%281%29.pdf>)

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.

We have also contributed to conferences, such as Scotland Malawi Partnership and Scottish Government, including giving keynote addresses on our approach to school partnerships.

We use email to link effectively with our schools in Malawi and have provided laptops to enable improved contact with them.

Through these media we are able to reach a wide range of schools both in the city 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.

We are consistently trying to extend our reach. Education Services' dedicated press officer has participated in the project visiting Malawi herself in order to be able to plan our communication strategy more effectively.

40. Please let us know what impact the implementation of your project might have on climate change (positive and negative) and the actions you intend to take to mitigate this? Maximum word limit: 250 words

n/a

Section D: MONITORING & EVALUATION AND LEARNING

Please note that the Scottish Government attaches great importance to Monitoring and Evaluation of projects in line with its accountability responsibilities. It should be noted in

that regard that the applicant organisation will enter into the conditional grant contract with the Scottish Government and therefore be accountable to the Scottish Government for overall delivery of the project, including responsible grant management of the project budget.

**41. What percentage of your budget is allocated to Monitoring and Evaluation (M&E)? We would expect around 5% of the budget to be dedicated to M&E.
Maximum word limit: 100 words.**

Monitoring and evaluation is an integral part of our project. Our expectation is that a core element of the coordinators role in Malawi is to evaluate the effectiveness of the project through gathering data and seeking views of stakeholders. All participants must evaluate their experience a month after their return and six months after they return to allow us to evaluate both the immediate impact and the longer term impact on them. Overall, we would estimate that at least 10% of the budget would be committed to m & e.

**42. Describe who in your project will be responsible for M&E and for learning and dissemination.
Maximum word limit: 100 words.**

Our project is based on community engagement and collaboration, therefore, we view it as the responsibility of all involved to both M & E and to disseminate learning. Clearly there are key personnel who will have a lead role in this, e.g. both project managers as well as the coordinators in Malawi. We will also engage other partners to assist us. For example, in September 2014, third year B Ed students from Strathclyde University are going to carry out action research through spending 4 weeks in Malawi working with our partner schools. This has zero cost but will be a valuable element of our M & E strategy. A recently retired member of staff who is very experienced in international education has committed to take overall responsibility for the overview of M & E.

**43. Describe how you intend to use the M&E budget. Please describe the M&E methods and approaches you will apply to your project, and how the information will be used.
Maximum word limit: 250 words.**

We will use both quantitative and qualitative data to influence our work. Our coordinators will collect data in partnership with headteachers. Each MLOL will complete an evaluation one month from their visit and six months from their visit. The first is to evaluate the immediate impact of their visit and the second is to evaluate the longer term impact, particularly on the learning experiences of Glasgow's children.

We will undertake interviews with headteachers in Malawi and with SMCs to gather feedback on the effectiveness of the project.

The project has evolved through careful consideration of the feedback from participants both in Glasgow and in Malawi. The training of MLOLs in Glasgow is led by previous participants who give of their time voluntarily using their learning to

support and shape the next team's experiences. The information used will shape our work going forward ensuring that we continue to meet the needs of children and teachers both in Glasgow and in Malawi.

We will share our findings with other staff in Glasgow and in Scotland. We have already been working with other local authorities, sharing our learning and supporting their work, for example, through our connections with the Wood Foundation.

44. Please indicate here if there is an existing project-focused baseline for your project. If not, please describe how you intend to set a baseline against which change can be measured and your projects direct contribution can be ascertained. If a baseline already exists, please provide explicit reference to it (if published) or attach if not.

Maximum word limit: 250 words

The logframe indicates the plan in terms of numbers of participants and our baseline. Our annual report provides a statement of our position to summer 2014 –
INSERT LINK

This annual report provides a clear baseline and highlights the successes we have had building our partnerships and engaging with communities. In the first six months of the project we will

45. What internal learning processes will the project use to promote effective learning within the project? *How will the outcomes of these processes be developed and used to communicate to relevant stakeholders (as described in Question 39)?*

Maximum word limit: 250 words.

We are consistently learning and building on that learning to bring about further improvements. Education Services in Glasgow City Council places a high priority on quality improvement. We have built quality improvement approaches into the day to day business of teachers and senior leaders in Glasgow. We are taking this learning and applying it into the new context of Malawian education. We have reviewed our approaches taking into account the experience and expertise of Malawian colleagues. For example, the leadership programme for senior school leaders is based on the leadership programme delivered to aspiring heads in Glasgow, reviewed and modified through the learning of the course leader. In October 2014, an MLOL is spending two weeks shadowing PEAs to inform the development of a bespoke leadership programme for PEAs to be delivered in 2015/16.

We share our learning in Scotland through active participation in SMP and international education conferences run by various organisations. Our MLOLs also share their learning in their own schools through leading international education and twilight sessions for other teachers.

We will continue to look at creative and innovative ways to gather learning, such as, continuing the involvement of student teachers from Strathclyde University to research aspects using focus groups, stakeholder surveys and observation. These approaches have huge potential to spread the learning much wider and embed the importance of global

education into teacher education in Scotland.

46. International Development Programme Monitoring: Indicators and baselines

In addition to projects' own monitoring of progress and results, all projects supported by the Scottish Government will be obliged to contribute to monitoring of the Scottish Government Malawi Development Programme. This will enable the Governments of Scotland and Malawi, and the Scottish Public to understand what the Malawi Development Programme has achieved, and how.

All projects are expected to monitor the number of people that will benefit from Scottish Government funds through the project (see IDF Programme Indicator 1 in Table 1 below).

Your project baseline and expected outcomes should be presented in Table 1 below. See Guidance for further details.

In addition, all **applicants must select at least one of the IDF Programme Indicators related to their project theme** (Indicators 2-6 relating to civic governance and society, education, health, sustainable economic development and/ or renewable energy). These are presented in Table 2 of the guidance.

Decide which of the Scottish Government Malawi Development Programme indicators are relevant to your project. In Table 2 below, list the indicators that your project will contribute to and will be able to monitor (for example as part of project monitoring through the logical framework).

Please note:

1. **ALL projects will report against the Poverty and Vulnerability indicator (direct and indirect) below.**
2. **A full list of the IDF Programme Indicators for the Malawi 2015 round are given in the guidance notes.**
3. **While your project may address any number or combination of indicators from across these four strands, it is not necessary to address every indicator but to be realistic in what you can measure.**
4. **All monitoring and evaluation MUST be gender disaggregated, to show the impact on men and women separately.**
5. **If it is possible / relevant to undertake further disaggregation e.g. specific marginalised groups then that should also be clearly indicated.**
6. **The indicators here should match those in your logframe.**
7. **An example is presented on pages 27 – 28 in the guidance notes.**

Table 1: Malawi IDF Programme Indicators (**COMPULSORY**)

Please refer to point 46 (of the guidance document for details of the criteria on measurement and notes on the data.

Please ensure that these indicators are included in your logical framework.

1. IDF Programme - Poverty and Vulnerability		
Indicator	Current baseline	Expected outcome (population

		Evidence, Data Source	figures should be split by gender, where possible) Rationale, Data Source
1.1	Total number of people <u>directly</u> benefitting from the project	Children Male: 0 Female: 0 Adults Male: 0 Female: 0 (Malawi Govt. District Education Managers)	Children Male: 4765 Female: 4797 Adults Male: 73 Female: 209 (Malawi Govt. District Education Managers)
1.2	Total number of people <u>indirectly</u> benefitting from the project	Children Male: 0 Female: 0 Adults Male: 0 Female: 0 (Malawi Govt. District Education Managers)	Children Male: 8075 Female: 8135 Adults Male: 73 Female: 209 (Malawi Govt. District Education Managers)

Table 2: Malawi IDF Programme Indicators (OPTIONAL)

Please refer to pages 23 – 27 of the guidance where details are provided for each indicator, the criteria for measurement and further notes on the data. If the project will be covering more than one sector and has selected these indicators for reporting, please complete for each sector. Please ensure that these indicators are included in your logical framework.

IDF Programme – Education		
Indicator	Current baseline Evidence, Data Source	Expected outcome (population figures should be split by gender, where possible) Rationale, Data Source
3.1 Improving teacher training across primary and secondary stages	School staff Male: 0 Female: 0	School staff Male: 10 Female: 65 (Malawi Govt. District Education Managers)
3.2 Learning and teaching approaches and methodologies	School staff Male: 0 Female: 0	School staff Male: 10 Female: 65 (Malawi Govt. District Education Managers)
3.3 Gender equality	Children Male: 0 Female: 0	Children Male: 8075 Female: 8135 (Malawi Govt. District Education Managers)
3.4 Educational improvement – self-evaluation/inspection	Schools: 0	Schools: 12 (Malawi Govt. District Education Managers)
3.7 Leadership and accountability skills for Head teachers, decentralisation and	School Staff Male: 5 Female: 8 District staff	School Staff Male: 8 Female: 14 District staff

local management	Male: 0 Female: 0	Male: 41 Female: 21 (Malawi Govt. District Education Managers)
Section E: PROJECT BUDGET		

Applicants are requested to complete the **Excel budget spreadsheet** which is submitted as part 3 of the application form, with details of the project budget. The section below is for the additional information that is required to support your budget as presented. Guidance on completing the budget spreadsheet is included in Section G of the Guidance Notes.

Please note that the implementation budget tab should link directly to the logical framework outputs and activities.

47. Funds requested from Scottish Government: Please ensure that the figures entered here match the figures entered at question 7.	
Year 1: Apr 2015 – Mar 2016	£68,110
Year 2: Apr 2016 – Mar 2017	£68,607
Year 3: Apr 2017 – Mar 2018	£72,593
GRAND TOTAL	£209,309

48. Please provide justification for any staff costs other than those in Scotland or in the country of operation.
n/a

49. 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. Please note that all airfares should be economy class. 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
£850 x 2	Course leaders	Glasgow to Blantyre	November and March	8 days	To deliver leadership courses
£850 x 12 (part costs only)	Glasgow MLOLs	Glasgow to Blantyre	September	Up to 4 weeks	To teach alongside Malawian teachers
£850 x 6	Malawian MLOLs	Blantyre to Glasgow	March	Up to 3 weeks	To teach alongside Glasgow

					teachers	
£850 x 2	Glasgow MLOs – intensive support in year 1 only	Glasgow Blantyre	to	October	6 weeks	Direct support to leaders and to teachers in partner schools
£850 x 19 (part costs only)	Glasgow MYLOs plus leaders	Glasgow Blantyre	to	September	2 weeks	Young people working alongside Malawian young people
£850 x 1	Glasgow leader	Glasgow Blantyre	to	May/June	Up to 8 days	Risk assessment for young people's trip

50. Please provide justification for the in-country travel in your budget.

n/a

51. Please provide justification for any single item of capital expenditure to support project management over £250 in your budget. An explanation of what constitutes capital expenditure under the heading of project management has been provided in the guidance notes.

n/a

52. Please provide justification for purchase of any bicycle / motorbikes and the procedure for 'hand-over' once the project has been completed. Please note that the Scottish Government will not fund any other vehicles and may only fund bicycles/motorbikes in exceptional circumstances. (See Guidance, p.39-40 for further information on Scottish Government Requirements)

n/a

53. Please provide justification for purchase of any capital equipment for implementation and indicate the process that would be used for hand-over to relevant organisations for long term operations and maintenance (including where appropriate sources of finance for this). (See Guidance, page 40 for further information on Scottish Government Requirements)

n/a

54a. Please confirm whether you have applied for additional funding for this work from other parts of the Scottish Government or external sources.

Yes

No

54b. If yes, please provide details by completing the table below.

Source	What funding is sought for / purpose of funding?	Amount requested	Confirmed Y/N – or when you expect to hear outcome
		£	
		£	
		£	

55a. Will there be any other non-financial support for this project, i.e. in-kind contributions?

Yes

No

55b. If yes, please give details of what these might be.

In kind, time of professional officers in both Scotland and Malawi.

56. Please detail the areas where co-finance will be provided in kind and how this will be monitored.

The leadership of the project in Glasgow and in Malawi is provided by local and national government education leaders as part of their core remit. All those involved in the management committees in Glasgow and in Malawi give of their own time for the benefit of the project. The only payment to individuals is to the two coordinators in Malawi and for the youth worker in Glasgow. MLOLs and MYLOLs raise their own funds for travel and subsistence and the bid only contains a contribution to this fundraising. The Malawi school term coincides with the Glasgow school term so staff posts require to be backfilled when they travel to Malawi. Glasgow City Council will share the payment for the supply costs to backfill the staff posts when they are in Malawi.

This will be monitored as a core part of the project by both management committees. The risk of this co-finance not being place are very low as we have established a strong network of support which is not reliant on a small number of people. In addition, the in-kind support has been built in to ensure sustainability of the project.

We have also established a charity 'Malawi Leaders of Learning' (SCO44361) and through this we raise money in partnership with our schools and nurseries. These funds have allowed us to finance the project to date. We are committed to continuing to fundraise to support our Malawian colleagues continue to improve.

Acronyms

If you have used acronyms in your application, please provide a list of these below.	
PEAs	Primary education advisors
DEMs	Divisional Education Managers
SWED	South West Education Department
MLOLs	Malawi Leaders of Learning
MYLOLs	Malawi Young Leaders of Learning
SMC	School Management Committees