

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

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.		
1.1	Project Reference Number	M/15/E/010
1.2	Reporting Year	From: 01/04/2017 To: 30/09/2018
1.3	Project Year (e.g. Year 1)	Year 3
1.4	Name of Lead Organisation (Grant Holder)*	Link Community Development International
1.5	Name of Partner(s)*	Link Community Development Malawi
1.6	Name of Project*	Integrated School Performance Improvement, Review and Engagement (INSPIRE)
1.7	Project Description*	<p>This project will support the Malawi Ministry of Education Science and Technology (MoEST) to develop and demonstrate a consolidated district school monitoring and support system clarifying the rights and responsibilities of all stakeholders.</p> <p>This project, informed by learning from Link Malawi's district projects in Dedza and Mulanje, will be the first to target all schools within Mchinji District, providing data to enable integrated planning at school, district and national levels. Integrated planning will lead to better targeting of scarce resources and more effective interventions to support schools, resulting in an improvement to the quality of education which schools deliver and improved learner outcomes.</p> <p>Innovations include an electronic school report card system enabling access to a wide range of school performance data to inform school planning; and use of mobile apps (on tablets) to enable data collection and sharing.</p>
1.8	Project Country/ Region*	Malawi
1.9	Project Start & End	Start: 01/04/2015

1. Basic Project Information

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	Date*	End: 30/09/2018	
1.10	Total Project Budget*	£600,000	
1.11	Total Funding from IDF*	£600,000	
1.12	IDF Development Priorities Please tick the box next to the development priority/priorities that your block grant aims to address	<input type="checkbox"/> Health <input checked="" type="checkbox"/> Education <input type="checkbox"/> Civic Governance <input type="checkbox"/> Sustainable Economic Development <input type="checkbox"/> Renewable Energy	
1.13	Supporting Documentation Check box to confirm key documents have been submitted with this report	Up-to-Date Logical Framework (LF) summarising progress against relevant milestones for project activities, outputs, outcomes and impact. <input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Please indicate (check box) if the LF submitted has been approved by the Scottish Government. <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		End of Year Financial Report <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Proposed Revised Budget (if applicable) <input type="checkbox"/>	<input type="checkbox"/>
	Please list any further supporting documentation that has been submitted	Appendix 1: Scottish Government’s feedback on Y3 mid-year report Correspondence 1: Queries on use of underspend resolved 	
1.14	Response to Previous Progress Reviews	Scottish Government’s comments on previous reports (State which): Year 3 mid-year report: Scottish Government had a number of clarification questions regarding the use of the underspend. See Appendix 1 attached.	Action taken since received: These were resolved to Scottish Government’s satisfaction. See attached correspondence (C1).
1.15	Date report produced	27th April 2018	
1.16	Name and position of person(s) who compiled this report	Name, Position: [REDACTED] International Programme Manager (Link International)	

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.

		Name, Position: [REDACTED] Programme Director (Link Malawi) Name, Position: [REDACTED] International Programme Director (Link International)
1.17	Main contact details for project, if changed	NA

Signed by: [REDACTED] Date: 27th April 2018

Designation on the Project: Project Manager

2. Project Relevance

2.1 Project Beneficiaries

Does the project remain relevant to the context and the beneficiaries with whom you are working? Please justify this in a short paragraph below.

Feedback from our beneficiaries indicates that the project is highly relevant to meeting their needs:

- 85% of community members and 76% of (head) teachers strongly agree that the quality of school management is good, compared to 14% and 18% before the intervention.
- 85% of (head) teachers strongly agreed that their school has an effective improvement plan, compared to 23% before the intervention.
- 75% of (head) teachers and 86% of community members strongly agreed that the local community is effectively involved in school management, compared to 23% and 25% respectively pre-intervention.

This project, building on Link's long partnership with the Government of Malawi, was designed to fill a gap identified by the Ministry of Education, Science and Technology (MoEST) around the Directorate of Inspection and Advisory Services' (DIAS) capacity to support primary school improvement. At this stage of the project we have embedded our approach to primary school support within DIAS, working in partnership with DIAS staff. The Director of DIAS commented "***With Link you are always working within MoEST. Your deliverables, vision and sustainability is within Ministry needs.***" In the final year of the project we have been working with our MoEST partners to adapt the approach to Secondary Schools, where there remains a significant gap around schools' understanding of their performance against the

	<p>National Education Standards, and how to plan for improvement. The adaptation has been carried out in collaboration with the Directorate of Secondary Education, DIAS, and Senior Education Methods Advisors from Central West Division.</p> <p>Government staff continue to dedicate significant time to working on the INSPIRE project. Primary Education Advisors (PEA) at district level spent on average 10-20% of their time on INSPIRE project activities, rising to 70% during peak activity periods, such as during School Review. At national level, DIAS officers who are assigned to the project spend around 40% of their time on it.</p>
2.2	<p>Gender and social inclusion 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.</p> <p>The focus of the project is on improving the quality of education for ALL children at ALL primary and secondary schools in Malawi. The need to be aware of and responsive to the different needs of different groups of children, including girls and those with special educational needs, is made clear in the National Education Standards (developed and produced with support from a previous Link intervention funded by Scottish Government) which provides the basis for the project interventions. This is emphasised through the School Review processes and toolkits, the Advisory Manual, and training for DIAS to build the capacity of DIAS staff to address gender inequality and social exclusion in schools as they deliver the project interventions and in their regular work.</p> <p>While the School Review and School Improvement Planning process is open to the whole community, we have found that more women than men attend meetings about school performance and school improvement because children’s education is widely seen as the responsibility of mothers. Fathers tend to consider their role as providing financial support, while mothers concern themselves with the detail of what children do at school and whether they actually attend.</p> <p>We have noted that special measures need to be in place to ensure all stakeholder groups can participate equally. Groups who may face particular barriers to participation include: parents and children with disabilities (particularly hearing and vision impairment); orphans and children living in child-headed households; young people (particularly girls); and people living with albinism.</p> <p>While School Review has been effective in raising awareness about the exclusion of marginalised children from school or low participation in school activities, and schools are aware of the need to take steps to address this, marginalised children and their parents have not been articulating these needs themselves. They require support to enable their voices to be heard, rather than being represented by mainstream stakeholders.</p> <p>Addressing the complex barriers to engagement faced by truly marginalised groups requires a dedicated investment of time and resources, which is not possible within</p>

	<p>the parameters of the INSPIRE project. With support from the Open Society Foundations we have begun to research, design and test improvements to the School Review and Improvement cycle. This funding enables Link to focus time and resources on an in-depth practice-based enquiry into some of the more challenging issues with the cycle that could not be addressed by past projects nor within the INSPIRE project/ budget.</p>
2.3	<p>Accountability to stakeholders 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?</p> <p>The INSPIRE Baseline was presented to the Monitoring & Evaluation Committee at the Mchinji District Council, and Link was invited to become a member of this committee in order to keep the District government informed of progress on the INSPIRE Project as well as to share M&E expertise.</p> <p>Stakeholders were consulted on the evaluation questions to be used for the Mid-Term Evaluation (MTE) and the evaluation included surveys with the (head) teacher and a parent representative at 90 schools, and in-depth, semi-structured interviews with 12 key informants. The MTE draft was presented to the Mchinji Monitoring & Evaluation Committee for feedback.</p> <p>Information provided by stakeholders during the MTE revealed some key recommendations for improving project delivery:</p> <ol style="list-style-type: none"> 1. Link should continue working to transfer ownership of project activities to stakeholders and beneficiaries in order to secure full commitment to project activities and to sustaining these beyond the life of the project itself. 2. Link and MoEST should reflect on how the development of action plans following School Review feeds into and supports the existing School Improvement cycle and School Improvement Planning in particular. 3. There is a need for further investment in training and resources to ensure successful and sustained national rollout of the INSPIRE model. 4. The MTE on the Simulation Training included a number of specific recommendations on how to improve the effectiveness of this aspect of the INSPIRE Project (see Appendix 3). <p>We have aimed to keep stakeholders at central government level informed and consulted through Steering Committee meetings, where they have the opportunity to ask questions and make suggestions to influence the project. While there were challenges with securing meetings of the Steering Committee during the first half of Year 2, attendance and engagement of members improved significantly in the second half and was on track in Year 3.</p>

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 Changes to Project Status

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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.

Following extensive research into the latest technology development and advice from experienced practitioners in the field, the Link team decided in Year 2 to modify one of the project activities under **Output 2**. It was decided to purchase tablet devices and develop an app to facilitate the collection of school performance data, rather than to provide laptops and solar power as per the original proposal. This has delayed implementation of this activity, which will continue into Year 3, but significantly improved the relevance and sustainability of the equipment and skills which are being developed. Scottish Government approved these changes.

We also made a change to **Output 4.3**: Develop and pilot Finance Management Simulation Game. After conducting some in-depth research into needs of schools and communities for this intervention and found that there is not a clearly defined need which would be appropriately addressed through simulation training. Since the INSPIRE project began, MoEST have also rolled out finance management training to all schools, giving them the basic skills required for effective financial management. At the same time, we have strong evidence from the Mid-Term Evaluation that our current School Management Simulation Game is having a significant impact on community engagement in school governance and improved school management. There is a high demand from participating schools for further training using this simulation. Instead of developing a Finance simulation, we agreed to use some of the funds allocated to this activity on: providing refresher training for our district-based Master Trainers in Malawi; making improvements to the School Management simulation to take account of beneficiary feedback, recent learning about marginalised groups in Malawi, and experiences using the Simulation in Ethiopia and Uganda; and to repeat the School Management simulation training with the schools most in need of further support. Scottish Government approved this change.

Additional activities were added for Year 3 and the budget and logframe have been updated to measure these. In summary, the additional activities are:

Under Output 3: an enhanced School Review which caters to marginalised stakeholders in 180 schools in Dedza District.

Under Output 4: community meetings in the 180 schools in Dedza where the enhanced School Review has been rolled out.

Under Output 6: refresher training to build capacity of the District Education office to produce a District Education Plan based on Zone Improvement Plans and School Review data, and to print 400 copies of the National Education Standards in Chichewa, enough for every school in Dedza and Mchinji.

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Under M&E: capacity building for Link staff to enable more effective data collection to support final external evaluation, ensuring that the full impact of Scottish Government funding is documented and shared with external audiences e.g. case studies, international education conferences (Gates Global Challenges in Washington DC, and CIES conference held in Mexico City in March 2018).

These changes were all approved by Scottish Government (see Correspondence C1 attached).

A 6 month extension for the INSPIRE Project was also approved. Additional activities to be delivered over the final 6 months are:

Output 2

- Training for 48 stakeholders in Mchinji and Dedza Districts on running an enhanced School Review which caters to marginalised stakeholders, including revised School Management Simulation Training.
- Mentoring and intensive training on the Schools Integrated Information System database and tablet application for 57 stakeholders to ensure sufficient capacity within government structures to facilitate accurate data input, analysis and reporting, as well as the capability to train staff in other districts.

Output 3

- School Review in 96 schools in 6 zones in Mchinji to provide comparison data on the schools in the first cohort in order to measure improvements in performance against the National Education Standards.
- School Review in 28 Secondary Schools in Dedza District. This will provide an opportunity to further test the School Review process for Secondary Schools which has been developed in Mchinji District in Year 3 of the INSPIRE Project. Having data from all Secondary Schools in two districts will enable MoEST to make comparisons to inform planning.

Output 5

- Radio programmes on national and local radio covering Mchinji and Dedza districts to raise awareness of the National Education Standards and opportunities for community members to hold schools accountable for achieving these standards.

3.2

Changes to the Logical Framework

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

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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.

Result Area/ Indicator	Proposed/ Approved Change (please clarify and evidence below)	Reason for Change
Outcome indicator 1	Approved Target Sept 18: 6% (increase from 5%)	Increased to account for impact of additional 6 months of project activity.
Outcome Indicator 2	Approved Target Sept 18: 70% (increase from 20%)	At the Y3 mid-year report we had already achieved 60% so the target was increased to account for impact of additional 6 months of project activity.
Output Indicator 1.2	Approved Target Sept 18: 9 (increase from 8)	Increased to account for impact of additional 6 months of project activity.
Output Indicator 2.2	Approved Target Sept 18: 93 (increase from 45)	Increased to account for impact of additional 6 months of project activity.
Output Indicator 2.4	Approved Target Sept 18: 79 (increase from 20)	Increased to account for impact of additional 6 months of project activity.
Output Indicator 3.1	Approved Target Sept 18: 425 (increase from 397)	Increased to account for impact of additional 6 months of project activity.
Output Indicator 5.2	Approved Target Sept 18: 32 (increase from 13)	Increased to account for impact of additional 6 months of project activity.
Output Indicator 5.3	Approved Target Sept 18: 60% (increase from 50%)	Increased to account for impact of additional 6 months of project activity.
Output Indicator 5.4	Approved Target Sept 18: 83,425 (increase from 19,850)	Increased to account for impact of additional 6 months of project activity and highly significant impact of activities designed to include marginalised groups in the School Improvement cycle.
Output Indicator 6.1	Approved Target Sept 18: 1 (reduced from 2)	A review of the National Education Sector Plan will take place in July 2018 and the new NESP for 2018 - 2027 is expected to be ready by September. Districts are expected to await this and formulate new District Education Plans by December 2018 to reflect the priorities in the NESP. According to this revised government timeline a

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			second DEP will not be produced during the project lifetime.
3.3	<p>Gaps in Monitoring Data</p> <p>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.</p> <p>Data for Impact Indicator 3: 'Number and % of schools which show an improvement in the grades (below the pass grade) achieved by learners in core subjects in the PSCLE and MSCE' is not available because of unreliable reporting within the EMIS system which is managed by MoEST and is not within the project's control. If the EMIS report for 2017-18 is finalised before the end of the project we will share the updated information with Scottish Government.</p>		
3.4	<p>Project Outputs</p> <p>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 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.</p> <p>Outputs, Outcomes, Impact Indicator Summary</p> <p>Output:</p> <ul style="list-style-type: none"> • 10 indicators exceeded the target. <ul style="list-style-type: none"> ○ Indicator 5.4 was significantly exceeded due to the impact of the "Increasing Participatory Governance in School Improvement in Malawi" project in Dedza District. This project, which builds on the foundations laid by INSPIRE to leverage greater community engagement, is changing attitudes to participation in school improvement, particularly for marginalised groups. The targeted marginalisation factors are youth, disability, albinism, and extreme poverty. Learning from this project was shared to Mchinji District and resulted in higher participation there too. ○ Most of the indicators were exceeded by a moderate amount because of the inclusion of additional government staff in training. • 8 indicators achieved the target. • 1 indicator did not achieve the target. <ul style="list-style-type: none"> ○ Indicator 5.3 "<i>% of District Education Plan (DEP) targets for the year achieved by the District</i>" fell slightly below the target because of government budget constraints outwith the project's control. <p>Outcome:</p> <ul style="list-style-type: none"> • 1 indicator exceeded the target. <ul style="list-style-type: none"> ○ The improvement in exam results is greater than expected. The Mid-Term Evaluation details how parents, learners and teachers believe that teaching quality, teacher and learner attendance, and community 		

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commitment to education has increased as a result of the project. It is likely this has had a significant impact on exam performance. We will gather further evidence at the endline evaluation.

- 1 indicator did not achieve the target.
 - All of the primary schools in Mchinji have now taken part in School Review which assesses their performance against the NES. However, this is the first time that the schools have received this assessment which tells them what they need to include in their School Improvement Plans (SIPs). As a result, none of the schools met minimum standards in all of the core Standards. We expect to see improvement on this indicator in Year 4 (extension) when schools will undergo School Review for a second time, demonstrating progress against the baseline.

Impact:

- 1 indicator is partly exceeded and partly under-achieved.
 - The pass rate is better than expected, indicating that the improved quality of education resulting from the INSPIRE project is having an impact.
 - However, the repetition rate is unchanged from the baseline. This suggests that stronger learners are improving their performance, but the weaker learners are still being left behind. Further investigation is required to understand to what extent school or home factors influence this, and what can be done to ensure all learners are improving.
- On 1 indicator although we have reported against it, this does not show the impact of the project because the intervention has not yet taken place in secondary schools.
- On 1 indicator no data is available because of unreliable reporting within the EMIS system which is managed by MoEST and is not within the project's control.

Output 1: *Authority, engagement and guidance from MoEST departments (DIAS, Basic, Planning, Secondary and Teacher Education) to drive fully integrated central-district-school level education planning to support systemic change in Mchinji District*

Output Indicator	Progress against Planned Milestone/ Target
1.1 <i>Memorandum of Understanding developed between four departments with agreed roles and responsibilities.</i>	Milestone 2 (Mar 2017) Planned: 1 Achieved: 1 MOU developed and signed by Directorate of Inspection and Advisory Services, Directorate of Basic Education, Directorate of Secondary Education and Directorate of Education Planning.
1.2 <i>Number of effective and well attended (over 50% of members) Steering Committee (SC)</i>	Milestone 2 (Mar 2017) Planned: 8 Achieved: 8 Engagement with the Steering Committee is on track for Year 3. This included a field visit focused on expanding School

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<p><i>meetings that support individual department Technical Working Groups (TWGs)</i></p>	<p>Review to secondary schools which included the Director of Secondary Education, a Gender Specialist from her office and an Education Division Manager for Central West Division. The district stakeholders found this very helpful. They used the visit to appreciate progress, get first-hand experiences and guide further implementation.</p>
<p>Output 2: <i>System for sharing accurate school performance data at community, school, zone, district, and central (MoEST) levels is operational</i></p>	
<p><i>2.1 Number of people (Mchinji District staff) trained in Solar Connect and IT skills</i></p>	<p>Target (Mar 2018) Planned: 30 Achieved: 34 (14 Primary Education Advisors, 13 Assistant Coordinators, 6 Zonal Education Management Information officers, 1 District Inspector. 5, female, 23 male)</p> <p>The number is higher than planned because of the inclusion of additional Zonal Education Management Information officers and a newly recruited District Inspector.</p> <p>All were trained to use the electronic data capture and uploading tool on the tablets. In addition the data officers have been trained to use the transfer software for uploading, and to clean and organize the data.</p> <p>During School Reviews most of the PEAs successfully used the tools without any problems and additional support was provided to those who required it. In order to build up better competence at using the tablets the participants were given basic computer training in word, excel and email use.</p>
<p><i>2.2 Number of people (MoEST, Mchinji District, Dedza District, Central West Division staff) trained to use Electronic School Report Card (ESRC) database and tools</i></p>	<p>Target (Mar 2018) Planned: 45 Achieved: 45</p> <ul style="list-style-type: none"> • 3 newly recruited Primary Education Advisors (Mchinji. Male.) • 13 Primary Education Advisors in Mchinji (4 female, 9 male) • 19 Primary Education Advisors in Dedza (4 female, 15 male) • 2 School Inspectors (1 male, 1 female) • 2 District Education Managers (1 male, 1 female) • 4 District Education Management Information Systems staff (2 male, 2 female) • 2 Directorate of Inspection and Advisory Services Coordinators (1 female, 1 male) <p>In addition:</p> <ul style="list-style-type: none"> • 103 parents and 206 heads and deputies were oriented

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		<p>by PEAs at zone level before they later held community meetings at their schools</p> <ul style="list-style-type: none"> • Refresher training on the updated version of the ESRC was held for 7 PEAs <p>No Central West Division Staff (responsible for secondary schools) have yet been trained. They will be trained in Year 4 when School Review and the electronic school report cards begin to be used in Secondary Schools. As a result, the target will be exceeded.</p>
	<p>2.3 Number of people (MoEST, Mchinji District, Dedza District, Central West Division staff) trained to use Malawi School Improvement and Support Toolkit (MSIST)</p>	<p>Target (Mar 2018) Planned: 45 Achieved: 55</p> <ul style="list-style-type: none"> • 3 newly recruited Primary Education Advisors (Mchinji, Male.) • 13 Primary Education Advisors in Mchinji (4 female, 9 male) • 19 Primary Education Advisors in Dedza (4 female, 15 male) • 2 School Inspectors recruited in the course of the project (1 female, 1 male) • 1 School Inspector (female, Mchinji) • 2 District Education Managers (1 male, 1 female) • 2 Directorate of Inspection and Advisory Services Coordinators (1 female, 1 male) • 13 Assistant Centre Coordinators in Mchinji (3 female, 10 male) <p>The target was exceeded because of the decision to train Assistant Centre Coordinators (ACCOs) in addition to Primary Education Advisors in Mchinji District in order to increase the capacity within the district to deliver activities both during and beyond the project lifetime. This was necessary because of the demands on Primary Education Advisors' time, particularly caused by other development projects (identified as a risk to the INSPIRE project). Refresher training was organised to streamline practices, refine the tools and mentor Primary Education Advisors in evidence identification and collection. In addition, new inspectors and advisors were recruited during the course of the project and these individuals also received training.</p> <p>No Central West Division Staff (responsible for secondary schools) have yet been trained. They will be trained in Year 4 when School Review and the electronic school report cards begin to be used in Secondary Schools. As a result, the target will be further exceeded by the end of the project.</p>

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<p>2.4 Number of people (Dedza District staff) trained to use inclusive School Review toolkit</p>	<p>Target (Mar 2018) Planned: 20 Achieved: 22</p> <ul style="list-style-type: none"> • 20 Primary Education Advisors • 1 Desk Officer for Primary Education • 1 Auxiliary Primary Education Advisor (in training) <p>The target was exceeded because of the inclusion of the Desk Officer for Primary Education and the Auxiliary Primary Education Advisor.</p>
<p>Output 3: Electronic School Report Card (ESRC) produced for every school in Mchinji</p>	
<p>3.1 Number of schools which have an up to date ESRC</p>	<p>Target (Mar 2018) Planned: 397 (217 Mchinji, 180 Dedza) Achieved: 446 (199 Mchinji, 247 Dedza)</p> <p>The target for Mchinji has not yet been reached because secondary schools have not yet participated in School Review which outputs the Electronic School Report Card. This has been delayed because it was necessary to undertake extensive consultation with MoEST partners to adapt the School Review approach for Secondary schools, and many partners were not available to participate in the consultation until late in Year 3. As a result, this will take place in Year 4 (extension) in May 2018.</p> <p>However, the overall target has been exceeded because it was possible to reach all primary schools in Dedza, instead of the planned 180 schools, with co-funding from another project, and because in Mchinji the District Education Manager liked the intervention so much that she took the initiative to conduct School Review in schools which were not yet scheduled to participate in our project cohort.</p>
<p>3.2 Number of and relevance of data sources used for the ESRC in each school</p>	<p>Target (Mar 2018) Planned: 4 Achieved: 9</p> <p>The list of documents for reference remains consistent. During the refresher training when tools were being revisited and fine-tuned, no new documents were cited as a possible source of relevant information.</p> <p>On average a wide range of documents were referred to during School Review to provide data to feed in to the ESRC for each school. These included the Master timetable, School</p>

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	Improvement Plan, Minutes of staff meetings, School log book, teachers' lesson plans and schemes of work, teachers' timebook, learners' attendance register, learner admission book, Visitors' book, and class assessment records.
Output 4: Schools produce effective, relevant, realistic School Improvement Plans (SIPs)	
4.1 % of SIPs which are effective, relevant and realistic according to MoEST guidelines	<p>Target (Mar 2018) Planned: 80% Achieved: 100%</p> <p>SIPs for current year (2017/18) were all approved and are fully funded after being endorsed as satisfying the criteria.</p>
4.2 % of SIPs which were produced with a) participation of community and b) include activities which will be carried out by the community	<p>Target (Mar 2018) Planned: 90% Achieved: 100%</p> <p>All 2017/18 SIPs were produced with community participation. After the School Review all schools conducted community meetings to reflect on their performance as well as identify priorities areas for SIP.</p>
4.3 % of schools whose SIP priorities align with recommendations for school improvement from inspectors or advisors.	<p>Target (Mar 2018) Planned: 90% Achieved: 100%</p> <p>The practice developed from the project is that SIPs are only endorsed for funding when the PEA is satisfied that key priorities which were identified have been included.</p>
Output 5: Communities hold schools and districts accountable for delivering effective education (meeting SIP targets)	
5.1 Number and % of schools which achieve at least 3 (out of a maximum of 6) SIP targets for the year	<p>Target (Mar 2018) Planned: 30% Achieved: 97%</p> <p>The achievement is for 2016/17 SIPs. 3% of the 2016/17 SIPs (6 in number) had to alter their initial priorities due to unanticipated challenges they encountered in the year hence did not fully meet their targets.</p> <p>One major challenge had to do with logistics. This affected the targets under 'Supplying of textbooks and other teaching and learning materials.' Purchasing of desks and textbooks were difficult to process because of the issues of engaging a manufacturer/ supplier, sourcing quotations and processing everything in keeping with government procurement regulations. Schools which wanted desks abandoned that</p>

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		<p>target in the end. Secondly some schools experienced stormy winds, (parts of Mchinji are subject to heavy winds). These needed to divert money from their priorities into high maintenance costs.</p> <p>SIPs for 2017/18 are still undergoing implementation so effective achievement will not fully be known within the project life.</p>
	<p>5.2 Number and % of PEAs reporting that communities are contributing to ZIP monitoring</p>	<p>Target (Mar 2018) Planned: 13 PEAs (100%) Achieved: 100%</p> <p>In all zones ZIP implementation is done by a committee comprising teachers and community leaders. This enables communities to monitor and follow through planned activities.</p>
	<p>5.3 % of District Education Plan (DEP) targets for the year achieved by the District.</p>	<p>Target (Mar 2018) Planned: 50% Achieved: 45%</p> <p>The DEP had 11 targets (4 under quality and relevance, 3 under access and equity and 4 under governance and management). 5 i.e. just under half, were met (3 under governance, 1 under access and 1 under quality). Link is supporting the District to analyse why some targets were met, while others were not. The most cited challenge is reduced budgetary support to education by government in recent years. Priorities that require heavy investment are particularly at risk e.g. rehabilitation and maintenance of classrooms. It has been challenging to find funding from other sources as donor partners are also reluctant to fund these areas. As a result, these DEP targets may not be met by the project end in September 2018.</p>
	<p>5.4 Number of participants (disaggregated) who attend SPAM, zone conference and district conference</p>	<p>Target (Mar 2018) Planned:</p> <ul style="list-style-type: none"> • 19,850 (50 per 397 schools) at SPAMs; • 651 (3 per 217 schools) at zone conference; • 156 (12 per 13 zones) at District Conference <p>Achieved:</p> <ul style="list-style-type: none"> • 144,860 at SPAMs <ul style="list-style-type: none"> ○ 41,350 total from Mchinji (6,950 men, 7,389 women, 13,034 boys, 13,977 girls) ○ 103,510 total from Dedza (46,759 men, 56,751 women) ○ Included within these totals are 12,150 marginalised participants: males 6,120 and females 6,030 • 603 (278 men, 325 women) at zone conferences

3. Progress and Results

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		<p>(Mchinji)</p> <ul style="list-style-type: none"> 160 (77 men, 83 women) at District Conference (Mchinji) <p>The target for SPAMs has been significantly exceeded due to the impact of the “Increasing Participatory Governance in School Improvement in Malawi” project in Dedza District. This project, which builds on the foundations laid by INSPIRE to leverage greater community engagement, is changing attitudes to participation in school improvement, particularly for marginalised groups. The targeted marginalisation factors are youth, disability, albinism, and extreme poverty. Learning from this project was shared to Mchinji District and resulted in higher participation there too. SPAMs are still ongoing in Dedza so by the end of the project the target will be further exceeded.</p> <p>The zone conference target is slightly below expectations because secondary school cluster (zone) conference have not yet taken place. These will happen after School Review in Secondary schools which is planned for May 2018 (Year 4).</p>
<p>Output 6: Fully integrated (central-division-district-school) improvement plans developed, led by MoEST</p>		
	<p>6.1 Number of zonal education plans (ZEPs) produced using ESRC data and SIPs (Mchinji)</p>	<p>Target (Mar 2018) Planned: 13 Achieved: 13</p> <p>All PEAs/zones have school review data and have planned their ZEPs in line with the key priorities identified from school review. The PEAs underwent a refresher training on alignment to remind them about priorities in the ZEP</p>
	<p>6.2 Number of District Education Plans (DEPs) produced using ESRC data and ZEPs (Mchinji)</p>	<p>Target (Mar 2018) Planned: 1 Achieved: 1</p> <p>The target was reduced from 2. In December 2018 Link attended a District Education Plan review meeting (we were the only non-governmental organisation invited to attend) where we learned that the District Education Plans will not be developed within the lifetime of the INSPIRE project. This is because the Ministry first wants to develop a new National Education Sector Plan following the expiry of the NESP in 2017. A review of the plan will take place in July 2018 and the new NESP for 2018 - 2027 is expected to be ready by September. Districts are expected to await this and formulate new DEPs by December 2018 to reflect the priorities in the NESP. We will continue to provide capacity building to the DEM to support planning in the interim period and this will</p>

3. Progress and Results

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		impact on the DEP when it is developed, but it will not be possible for us to achieve our target of 2. The log frame change was agreed by Scottish Government.				
	6.3 <i>Number of reports and plans by MoEST which directly refer to data from school and district level</i> <i>Number of reports and plans by MoEST which directly refer to data from school and district level</i>	<p>Target (Mar 2018) Planned: 20 Achieved: 20</p> <p>The following reports are being generated with some reference or use of the SIIS data for Mchinji District:</p> <ul style="list-style-type: none"> • Advisory Services monthly report x 12 • Quarterly output-based report at District Council level x 4 • Quarterly Sexual & Reproductive Health & Nutrition report x 4 				
	6.4 <i>Number of schools piloting innovative school improvement interventions (Dedza)</i>	<p>Target (Mar 2018) Planned: 444 Achieved: 447</p> <p>The Chichewa version of the NES has been distributed to all primary schools in Dedza (247) and Mchinji (200). Distribution to the 21 Secondary schools in Mchinji is planned for May 2018 during their training for School Review, so this target will be exceeded by the end of the project.</p>				
3.53.	<p>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.</p> <p>Outcome: <i>Schools in Mchinji deliver high quality relevant education to all learners.</i></p> <table border="1"> <thead> <tr> <th>Outcome Indicator</th> <th>Progress against Planned Milestone/ Target</th> </tr> </thead> <tbody> <tr> <td>1. <i>Number and % of primary and secondary schools which 'Meets minimum standards' in a core set of National Education Standards (NES):</i> 1, 5, 10, 12, 16 and</td> <td> <p>Target (Mar 2018) Planned: 5% Achieved: 1%.</p> <p>The cumulative total still stands at 1%. All of the primary schools in Mchinji have now taken part in School Review which assesses their performance against the NES. However, this is the first time that the schools have received this assessment which tells them what they need to include in their School Improvement Plans (SIPs). As a result, none of the schools</p> </td> </tr> </tbody> </table>		Outcome Indicator	Progress against Planned Milestone/ Target	1. <i>Number and % of primary and secondary schools which 'Meets minimum standards' in a core set of National Education Standards (NES):</i> 1, 5, 10, 12, 16 and	<p>Target (Mar 2018) Planned: 5% Achieved: 1%.</p> <p>The cumulative total still stands at 1%. All of the primary schools in Mchinji have now taken part in School Review which assesses their performance against the NES. However, this is the first time that the schools have received this assessment which tells them what they need to include in their School Improvement Plans (SIPs). As a result, none of the schools</p>
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3. Progress and Results

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	22.	<p>met minimum standards in <u>all</u> of the core Standards.</p> <p>During Year 4 (extension) the project will conduct a second cycle of School Reviews for the 94 schools that underwent School Review in 2016 in Mchinji. These schools have been working towards the priorities which were identified during the first School Review, so we expect to see improvement in their performance against the core NES.</p>
	2. Number and % of primary and secondary sampled schools which increase performance in MSCE and PSLCE	<p>Target (Mar 2018) Planned: 20% Achieved: 60%</p> <ul style="list-style-type: none"> • 48% (PSLCE) • 57% (MSCE) <p>61 schools out of 126 which administered the Primary School Leaving Certificate Exam (PSLCE) in 2017 have improved results compared to the previous year.</p> <p>12 secondary schools out of 21 which administered the Malawi Secondary Certificate Exam (MSCE) in the last two years have improved results.</p> <p>This increase is greater than expected. The Mid-Term Evaluation details how parents, learners and teachers believe that teaching quality, teacher and learner attendance, and community commitment to education has increased as a result of the project. It is likely this has had a significant impact on exam performance. We will gather further evidence at the endline evaluation.</p> <p><i>“If we check in learners’ exercise books, they are showing improvement”</i> Community member</p> <p><i>“The pass rate has improved this year is as a result of the review which helped teachers to prepare well”</i> Community member</p> <p><i>“A good number of children were selected to national secondary schools”</i> Teacher</p> <p><i>“Many learners are being promoted to higher classes”</i> Teacher</p> <p><i>“Parents are now happy to send their children to school because of good performance in Standard 8 exams”</i> Teacher</p>

3. Progress and Results

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Please add additional indicators as required

Project Impact

In the table below, please list each of your project outcomes, 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: *Improved learner outcomes in Mchinji District*

Impact Indicator

Progress against Planned Milestone/ Target

1. % of learners, disaggregated by gender (and other, e.g. Special Education Needs, Orphans, ultra-poor, if available) passing the Primary School Leaving Certificate of Education PSLCE ; Number and % of learners (disaggregated) repeating Standard 1 and 5.

Target (Mar 2018)

Planned:

- PSLCE pass rate 70%
- Repetition rate 10%

Achieved:

- PSLCE pass rate: 76.9% (Boys 81.2%, Girls 72.8%)
- Repetition rate: Boys 25% Girls 24%

The pass rate is better than expected, indicating that the improved quality of education resulting from the INSPIRE project is having an impact. However, the repetition rate is unchanged from the baseline and remains far higher than the target. This suggests that stronger learners are improving their performance, but the weaker learners are still being left behind. Further investigation is required to understand to what extent school or home factors influence this, and what can be done to ensure all learners are improving.

2. Number and % of learners (disaggregated) passing the Malawi School Certificate of Education (MSCE); 'Number and % of learners (disaggregated) repeating Form 4

Target (Mar 2018)

Planned:

- MSCE pass rates male 63%, female 48%;
- Repetition at Form 4.7%.

Achieved:

MSCE pass rates

- Boys 58.9%,
- Girls 50.7%;

Repetition

- Boys 3.0%
- Girls 2.7%

The pass rate remains significantly below target. As INSPIRE has not yet started working in secondary schools, the project has not yet had an impact. As the secondary school

3. Progress and Results

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		<p>interventions are only beginning to be implemented at the end of Y3 and will be completed in Y4 (extension) it will unfortunately not be possible to assess the impact of the intervention on this indicator by the end of the project. The repetition rate is lower than the target and we anticipate this will reduce further as INSPIRE begins to impact in secondary schools, although measuring this within the project life span will not be possible.</p>		
	<p>'Number and % of schools which show an improvement in the grades (below the pass grade) achieved by learners in core subjects in the PSCLE and MSCE</p>	<p>Target (Mar 2018) Planned: 10 (5%) Achieved: Information Unavailable.</p> <p>The district EMIS system still only has data for the 2017 grades because of inconsistent data capturing. If EMIS is able to address the challenges with the 2018 data by September, we will be able to assess this indicator by the end of the project.</p>		
3.7	<p>Risk Management 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?</p>			
	Issue/ Risk	On risk register?	Action Taken	Outcome
	<p>Competing priorities for PEAs' time mean they are unable to participate fully in project.</p>	Yes	<p>To date participation of PEAs has been good, but at times they have been unavailable. We worked with the District Education Office to train ACCOs on some project activities so they can provide support when PEAs have competing engagements.</p>	<p>Project activities have been delivered on schedule.</p>
	<p>MoEST and districts unable to provide fuel for supervision or inspection visits: The cost of fuel has increased in</p>	Yes	<p>Link is supporting Mchinji district to put pressure on MoEST to replace their vehicles and provide an adequate amount</p>	<p>Activities have been implemented as planned to date, but we will continue to monitor this and may need to increase the fuel</p>

3. Progress and Results

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	<p>recent months due to the fluctuation of the Kwacha, putting further pressure on strained government budgets. This is exacerbated by the fact that most of the motorcycles are very old and have turned into “fuel guzzlers”.</p>		<p>of fuel. We will support a Full Council meeting in Mchinji to discuss this. However, we are conscious that the government does not have a significant budget available for vehicle replacements or fuel (particularly due to increasing costs as a result of inflation). Link will continue to provide a fuel allowance to top up what the government is able to provide for INSPIRE activities, and supports coordinated planning so visits to schools can be kept to a minimum.</p>	<p>allowance further.</p>
	<p>MoEST staff especially at DIAS and Planning unable to support the project at planned times due to competing priorities. DIAS staff were engaged in curriculum change processes while planning staff were running several country-wide surveys during the period.</p>	<p>Yes</p>	<p>Some activities were rescheduled to accommodate Ministry representatives, while others were implemented with their remote guidance and input.</p>	<p>All activities were completed on schedule, but reliance on remote guidance created additional demands on Link staff time to confirm implementation details.</p>
	<p>MoEST staff are not available to attend training due to demands by other national programmes.</p>	<p>Yes</p>	<p>Link staff intensified coordination with NRP district coordinators, Coordinating PEAs and District</p>	<p>All activities have been completed, but some took place later than planned.</p>

3. Progress and Results

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	<p>Critical programmes in the period were the National Reading Programme (NRP) and the children's immunization campaigns by Ministry of Health, both of which used PEAs who are key INSPIRE project partners.</p>		<p>Education Managers to make sure advance notice of such national programmes is obtained and activities can be rescheduled if required.</p>	
	<p>Serious illness of the Dedza project manager.</p>	<p>No. Raised in End Y1 Report.</p>	<p>The Programme Director and Mchinji Project Manager, and Dedza Project Officer put in more of their time to ensure that activities proceed (although this additional time was not paid for by the INSPIRE project).</p>	<p>The project is mostly on track, but there have been some delays and staff are under strain.</p>
	<p>Chieftaincy wrangles in certain parts of Mchinji district are clearly affecting the proper running of schools, and therefore their ability to meet minimum standards in the core NES. This is particularly significant in schools that sit on the boundary of two chieftaincies and where the local leaders are fighting for ownership of the school. In some</p>	<p>No.</p>	<p>We have already seen that the School Review and Community Meeting process has provided a platform to bring these issues into the open so they can be discussed and steps taken to resolve them (See Appendix 6). Through Stakeholder Meetings at district level we will focus on supporting the Education Committee to lobby</p>	<p>We will continue to monitor the affected schools closely to assess whether the School Review process and the Education Committee interventions lead to improvement.</p>

3. Progress and Results

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	<p>areas the community is fighting for school land to use it for farming purposes. As such there is lack of cooperation or commitment from the community on school improvement matters.</p>		<p>for the District Council's intervention in boundary or chieftaincy wrangles.</p>	
Please add additional issues as required				

4. Sustainability

4.1

Partnerships

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.

Link Community Development International: Compiling timely and accurate project reports, including all financial documents; responding to funder requirements; overseeing the monitoring and evaluating element of the project; providing partner capacity building in M&E, donor reporting and project delivery; recruitment and management of external technical assistants; intervention research to ensure efficiency and value for money; dissemination (national and international); and partnership building.

Link Community Development Malawi: Leading on all project activities including managing and overseeing daily project activities, conducting needs analyses and baseline production, managing the day-to-day expenditure, contributing to project reporting, regularly monitoring project activities, participating in periodic reviews of the project in conjunction with Link International, local dissemination & networking (Malawi-Scotland Partnership, attendance at technical working groups, District NGO Networks, District Education Networks, the Civil Society Education Coalition, workshops by local and international NGOs such as CBM on integrating disability inclusion into education projects).

Directorate of Inspection and Advisory Services: Lead partner within MoEST, formulated the Steering Committee with MoEST colleagues, and comments on project planning and delivery.

The partnership between Link Malawi and DIAS is very strong, with DIAS being involved at every stage of project design and delivery.

	<p>“INSPIRE did not come from Link. It came from our relationship. We designed together. If we want to sustain ownership, we require continuing of the partnership between DIAS and Link, so when partners see partnership they shouldn’t hesitate to fund it.” Mr Agabu, Director DIAS</p> <p>However, the constraints of the project budget meant that it was not possible to include a wide range of DIAS representatives to observe every activity. This created some frustration within the DIAS central team as they are keen to maintain a high level of ownership and maximize learning from the project.</p> <p>Mchinji District Education Office: Mchinji District makes district education staff available to work with Link Malawi for the successful implementation of project activities. Mchinji District ensures that Link Malawi affords access at all reasonable times to all relevant locations, systems and data required by Link staff for the performance of its obligations. The District also ensures that Link is afforded all reasonable and necessary support and assistance.</p> <p>Over a period of 2.5 years Link has built a strong working relationship with the District Education Manager (DEM) and her team in Mchinji, leading to a high level of participation of government staff in project delivery. The DEM took the initiative to deliver some project activities in non-project schools within the District without additional financial support, demonstrating her strong approval of the intervention, as well as a high level of ownership of the activities. It is noted that a greater sense of ownership of project activities needs to be built at the community and school levels in order to fully embed the benefits, but there is a good level of local support and ownership at this stage of the project.</p> <p>Dedza District Education Office: Dedza District makes district education staff available to work with Link Malawi for the successful implementation of project activities. Dedza District ensures that Link Malawi affords access at all reasonable times to all relevant locations, systems and data required by Link staff for the performance of its obligations. The District also ensures that Link is afforded all reasonable and necessary support and assistance.</p> <p>Link continues to build on the strong partnership with the District Education Office in Dedza, which has been in operation for 10 years, and includes co-location of Link and Ministry staff in the District Education Office. A new District Education Manager come into post in 2016 and the Link team in Dedza ensured that she was introduced to Link’s capacity-building approach and fully supports the involvement of district education staff in project activities. The DEM ensures that district staff and zone staff are present during the district project meetings, helps to deliver INSPIRE training, and has overseen the translation of the National Education Standards, the development of which was a former Link project funded by the Scottish Government, into Chichewa.</p> <p>Additional Research (replaces University of Pretoria as more cost-effective and using Scottish expertise): Consultants from Additional Research supported the mid-term evaluation, are providing capacity-building to Link Malawi staff and will conduct the final external evaluation. They also train Link Malawi staff in all M&E processes so they can take an increasing level of responsibility for project M&E.</p>
4.2	<p>Exit Strategy 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</p>

	<p>addressed.</p> <p>Our exit strategy is to build capacity within the Ministry of Education, Science and Technology and to put in place data management systems which are robust and sustainable. By the end of the project MoEST will have the skills and equipment they need to continue the project aims in the longer term. At the end of Year 3 this process is well under way with building capacity within the Directorate of Inspection and Advisory Services in using the improve advisory tools and in training others to use this Toolkit. The Toolkit is owned by DIAS and DIAS staff have been fully involved in its development so they are able to adapt it to meet the changing needs of the organisation and Malawi's education sector beyond the lifetime of the project.</p> <p>During the 6 month extension we will strengthen our exit strategy by embedding skills more widely and deeply within MoEST at national, division, and district levels. The focus of the extension is on consolidating skills and providing opportunities for MoEST staff to lead on activities in order to practise using these skills with Link staff providing support rather than demonstrating new approaches. The need for this consolidation has become apparent in the last few months as MoEST has begun to enforce retirement policies, meaning that up to 50% of Primary Education Advisors who were trained under INSPIRE will be replaced in the next six months. Consolidation of training and expansion of training to all District Education Office staff during the extension will enable us to maintain institutional capacity within Dedza and Mchinji districts, and to strengthen capacity at the division and central levels to train new staff in future.</p>
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5. Learning and Dissemination	
5.1	<p>Lessons Learned Describe briefly any lessons learned during this reporting period, and how it will influence the project and your work moving forward.</p> <p>Through the Mid-Term Evaluation we learned a number of lessons:</p> <ol style="list-style-type: none"> 1. The value of making use of existing networks and relationships to secure support for project development and delivery; 2. The importance of meaningful partnership working in fostering strategic, targeted, effective and sustainable solutions; 3. The impact of stakeholders' ownership of project activities on successful and sustainable delivery; 4. The ability to deliver project activities within the resource constrained circumstances in which DEM offices are operating, without making special provisions for the pilot district, so that sustainability is highly likely and scaling is realistic. <p>The MTE recommended that Link continues working to transfer ownership of project activities to stakeholders and beneficiaries in order to secure full commitment to project activities and to sustaining these beyond the life of the project itself. In particular, Link should work with the INSPIRE Steering Committee to ensure they emphasise that the engagement of government officers at district and national level is expected because this is a government project, rather than an external NGO project, and to coordinate the activities of various projects within the Ministry of Education so</p>

5. Learning and Dissemination

that synchronised work plans are agreed and adhered to.

It also recommended that Link and MoEST reflect on how the development of action plans following School Review feeds into and supports the existing School Improvement cycle and School Improvement Planning in particular.

The need for further investment in training and resources to ensure successful and sustained national rollout of the INSPIRE model highlights an opportunity for NGOs and donor partners to continue to support the Government of Malawi in this policy area, in order to ensure the gains from the INSPIRE project, and the momentum behind the process, is not lost.

Interviews with stakeholders also indicated that the potential of the School Management Simulation Training to influence school improvement had not been fully realised, largely as a result of the limited time for delivering the training, and revealed a small number of unintended negative consequences. The following are recommendations to address these points:

1. Extend the time for the training so that two rounds of the game are played and that training takes place at school level, rather than cluster level. Ensure time and financial resources are available to do this.
2. Ensure all relevant stakeholder groups are represented so there is broad understanding of the different roles each group needs to play to mobilise the whole community to support the school.
3. Consider repeating training and holding more training sessions so more people can be trained in each school.
4. Consider adapting the game to provide stronger skills in community mobilisation / stakeholder involvement in school improvement, or supplement the SMST with targeted training for headteachers on building positive community relations.
5. Ensure that trainers are prepared to empower stakeholders and build capacity in a positive way, rather than in ways which might damage relationships between school and community stakeholders.

In order to address these recommendations, we conducted refresher training with the Link Malawi team and plan to test different options for delivering the Simulation Training in Year 3 to ensure this intervention has maximum impact. With the agreement of Scottish Government we modified Output 4 to reflect this.

During Year 3 we have begun adapting our interventions to Secondary Schools and we learned a number of lessons during delivery of the School Management Simulation Training (SMST) in secondary schools which will inform the project delivery going forward:

1. The training showed that the new SMST is a powerful way of demonstrating how the National Education Standards (NES) work. Participants appreciated the training and they found that it will help them focus their management on

5. Learning and Dissemination

taking their school to the next level in terms of quality of education.

2. The training also revealed that there is a gap in the knowledge and application of the NES among secondary schools (through a quick assessment before the training) participants struggled to name even any NES and how they apply them.
3. It also revealed that secondary schools did not fully understand how the Inspectors use the NES to assess a school's performance. (Some secondary schools have been inspected - we have requested to have these records so that we can create some kind of baseline).

In terms of project delivery we have learned that the approach of building capacity within the government to deliver training is effective for sustainability, but challenging for meeting project milestones due to conflicting priorities in the schedules of senior government staff. Link staff working flexibly and dynamically to adjust to government schedules has proven effective in maintaining our approach of building capacity in the system without allowing deadlines to shift significantly.

Interventions to increase participating, particularly of marginalised groups, had a much greater impact than expected. This is extremely positive for participation, inclusion, and more relevant school improvement planning. However, it also presents the need for additional skills in managing larger and more diverse groups of participants during community meetings. The skills both for increasing inclusion and managing these groups will be integrated into the training on enhanced School Performance Review.

Link's small team is heavily reliant on the skills of a small number of individuals and if they move on or are unavailable due to illness, there is a significant risk of delay of project activities. To combat this we have adopted a collaborative project delivery approach, where Link staff and MoEST staff work together in order to spread skills among the staff and government partners.

5.2 Innovation and Best Practice

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.

The SIIS database enables MoEST for the first time to access electronic data on school performance (education quality) which can be analysed to inform their work on school improvement, and to produce school report cards to support school improvement at district, school and community levels. Accurate and timely information will be available on every primary and secondary school in Mchinji and Dedza (the project Districts) enabling MoEST to understand gaps and obstacles to better prioritise resources as well as celebrate and share successes. Ultimately education efficiency should be greatly improved.

The development of an application to enable PEAs to complete School Review information on mobile tablets keeps DIAS at the forefront of technology which is appropriate and relevant to their needs and context. The decision to use tablets was made based on reviewing the best practice of established international development organisations such as RTI and FHI360, drawing on their experience with similar technology in the health and education sectors. We are making use of Scottish

5. Learning and Dissemination	
	<p>expertise through technology company Bemo who are developing the app.</p> <p>We are collaborating with VSO whose ABLE project in Malawi will build on the SIIS database.</p> <p>The School Management Simulation Training (SMST) is a unique interactive method of building capacity of the school staff and community members to develop effective school improvement plans which relate to the National Education Standards. Due to dissemination of the results, there is interest in adapting this approach in The Philippines.</p> <p>Additional dissemination is detailed in 5.3 below.</p>
5.3	Dissemination
	<p>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>In March 2018, Link's International Programme Director attended and presented at the Comparative and International Education Society's conference in Mexico, attended by over 2000 participants. She met with various Donors, funders and practitioners and made a presentation on the INSPIRE project.</p> <p>The International Programme Director also was invited to attend UNESCO's Policy Forum on using school data to improve accountability and transparency in education. Link's approach to social accountability monitoring, including that funded by Scottish Government in Malawi, is featured in the 2017/18 Global Education Monitoring Report (http://gem-report-2017.unesco.org/en/home/ p.56). Link was the only European NGO present.</p> <p>NB Attendance at international conferences was not funded by Scottish Government.</p> <p>Link International regularly discusses project developments with members of Scotland Malawi Partnership and NIDOS at networking meetings and training events. Link Malawi does the same at Malawi-Scotland Partnership events, including the 2018 Malawi-Scotland Annual Symposium and AGM (attended by Joanna Keating). Link Malawi's Programme Director Fritz Kadyoma twice attended the MoEST Technical Working Group on Standards, Research and Development during Year 3 and discussed issues related to project interventions.</p> <p>As a key partner Mr Agabu and DIAS are involved in disseminating Link's Scottish Government-funded work. In a March 2016 visit to the World Bank in Washington Mr Agabu described how the National Education Standards were facilitated by Link using Scottish Government funding.</p>
5.4	Wider Influence
	<p>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>Link is coordinating with other organisations working on education improvement in Malawi. One of Link's roles in MERIT is to design and deliver methods to inform and engage parents and communities in their children's literacy development and in understanding how well their school is meeting their child's learning needs. With RTI we have discussed how this will connect to the data gathered by inspectors and advisors about school performance and entered in the SIIS database. We are beginning to explore the potential of using the SIIS database to produce school report cards including a focus on literacy.</p> <p>VSO's ABLE project aims to develop an online system for storing and accessing inspection and advisory information. We have been consulting with VSO over the past year to ensure that this online platform build on the SIIS database which exists at district and national levels. The ABLE Steering Committee includes MoEST representatives as the INSPIRE Project does, so Ministry can lead on ensuring that the two projects are aligned to the same government priorities.</p> <p>With the agreement of Scottish Government we have delivered School Management Simulation Training to Primary Education Advisors in Blantyre under their Malawi Leaders of Learning programme with Scottish Government funding. We hope to continue this partnership in Year 3, building on the improvements initiated by the Mid-Term Evaluation.</p> <p>In March 2016 VSO conducted training for inspectors on the National Education Standards as part of a training programme for their Unlocking Talent project. They worked with Elisabeth Ritchie, who has led the development of the National Education Standards, the MSIST and inspection and advisory training through Link's SIAS and INSPIRE projects to ensure that best practice in the use of these tools are being shared by the inspection and advisory services in all parts of Malawi.</p> <p>A study visit of Ugandan Ministry of Education officials will visit the INSPIRE project in 2018 to understand how the NES and SIIS systems operate, especially the data exchange flows and school feedback mechanisms. This learning may then inform Ugandan inspection and school improvement systems. This is not funded by Scottish Government.</p>
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6. Financial Report

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.

Please note that any carry-over of funds to the next financial year should have been agreed with the Scottish Government by January 31st of the current financial year.

6.1	<p>Project Underspend</p> <p>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>On the Y3 Budget v Actual report, we have added a column in Y3 to show underspend carried forward. We have included the underspend in the revised</p>
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	<p>programmed expenditure column in Y3, so that the actual expenditure is shown against the revised Y3 budget which was approved by Scottish Government.</p> <p>At the end of Year 3 there is a total underspend of £33,552. £4,533 of this is due to currency fluctuations.</p> <p>There is an underspend of £5.6k in running costs in country, of which £1.6k is audit costs not yet utilised. The remaining amount of £4k is for rent and office consumables because costs have been incurred but not yet invoiced. We would like to roll forward the full amount of £5.6k to Year 4 Extension when these bills will be paid.</p> <p>£26k is underspend on Outputs. Of this, £15k is monitoring, evaluation and dissemination, which has been moved to September 2018 which will be the project end following the extension, as agreed with Scottish Government. The remainder is on activities which have not been delivered on time and will be moved to Y4. These activities are:</p> <ul style="list-style-type: none"> - 2.2 Develop ESRC: some consultancy costs for refining the system are still unspent because the system has not yet been trialled with secondary schools. This will be done in Year 4. - 3.4: Secondary School Review. This is delayed because of the need to consult extensively with government and the lack of availability of the staff required for the consultation. This progressed well at the end of Year 3 and we are ready to begin implementing in early Year 4. - 5.1 District Conference. This must take place after the secondary schools have participated in School Review, so has been moved to Year 4. <p>There is £4.5k underspend on travel as a result of cost-sharing with other projects and lower than anticipated costs e.g. for vehicle maintenance. However, we anticipate further vehicle maintenance costs in Y4.</p>
6.2	<p>Cost Effectiveness and Efficiency</p> <p>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>The decision to alter the type of IT and solar equipment which will be used to support data entry for the Schools Integrated Information System (SIIS) under Output 2 was made to ensure most appropriate, sustainable and cost-effective equipment is used for this project. Instead of purchasing laptops and solar connect equipment which has proven to have a limited life-span and is costly to maintain and replace, we agreed with Scottish Government that we will purchase tablets which are cheaper to purchase, more affordable and straightforward to charge and support more efficient data entry.</p>
6.2	<p>Co-finance and Leverage</p> <p>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> <p>As discussed in 2.2, we have funding from the Open Society Foundations which enabled us to ensure that the School Review Cycle is inclusive of all sections of the community, including those who are typically marginalised from participation in school management and school improvement.</p> <p>The VSO ABLE project is directly building on INSPIRE work to increase access to the</p>

	school performance database.
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7. IDF Programme Monitoring					
<p>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.</p>					
1. IDF Programme – Poverty and Vulnerability (compulsory)					
1.1	Indicator 1.1 Total number of people directly benefitting from the project				
	Baseline	Female	Male	Total	Brief description (e.g. small-holders)
	0				<ul style="list-style-type: none"> Community members / parents participating in School Review and School Improvement Planning/ Zone Conferences / District Conferences. (Head) Teachers receiving professional development through participation in School Review and E-School Report Cards. School Management Committee members trained with School Management Simulation Training Primary Education Advisors (Mchinji and Dedza) trained in School Review, E-School Report Cards, National Education Standards, DIAS Handbook, Advisory Manual. DIAS officers at national level trained on SIIS database, E-School Report Cards, Advisory training.
		79,195	68,468	147,663	
State the evidence that supports the progress described					
Training records, school meeting and conference attendance sheets.					
1.2	Indicator 1.2 Total number of people indirectly benefitting from the project				
	Baseline	Female	Male	Total	Brief description (e.g. small-holders)
	0				Primary School learners in 397 schools.
		152,845	165,549	318,394	
State the evidence that supports the progress described					
2. IDF Programme – Civic Governance and Society (optional)					
2.1	Indicator 2.1 Number of formal legal institutions supported to improve citizens' access to justice and human rights				
	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						
2.2	Indicator 2.2 Number of people who have directly benefitted from improved access to judicial and paralegal services						
	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	Indicator 2.3 Number of organisations with increased awareness of good governance and human rights						
	Baseline		Total		Brief description (e.g. paralegal service)		
	State the evidence that supports the progress described						
2.4	Indicator 2.4 Number of people with increased awareness of good governance and human rights						
	Baseline	Female	Male	Total	Brief description (e.g. small-holders)		
	State the evidence that supports the progress described						
2.5	Indicator 2.5 Number of people who are engaged in advocacy for improving citizens' rights						
	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	Indicator 3.1 Number of schools with improved management and resourcing for provision of quality education						
	Baseline		Total		Brief description (e.g. primary school)		
	0		397		Primary Schools in Mchinji and Dedza Districts.		
	State the evidence that supports the progress described						
	Monitoring data (School Review visits, Community Meetings, School Improvement plans); INSPIRE Mid-Term Evaluation.						
3.2	Indicator 3.2 Number of children/ learners benefitting from improved management and resourcing of schools						
	Baseline	Female	Male	Total	Brief description (e.g. girls, visually-impaired)		
	0	152,845	165,549	318,394	Primary School learners in 397 schools.		
	State the evidence that supports the progress described						
	EMIS enrolment data. INSPIRE Mid-Term Evaluation.						
3.3	Indicator 3.3 Number of people trained in improved school inspection and/ or improvement services						

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.

	Baseline	Female	Male	Total	Brief description (e.g. government staff)		
	0	15	40	55	<ul style="list-style-type: none"> • Primary Education Advisors (PEAs) • Assistant Centre Coordinators (ACCOs) • DIAS Coordinators • District Education Managers • School Inspectors 		
State the evidence that supports the progress described							
Training records.							
3.4	Indicator 3.4 Number of new teachers qualified to provide quality education that is safe, equitable and accessible to all children						
	Baseline	Female	Male	Total	Brief description (e.g. primary)		
State the evidence that supports the progress described							
3.5	Indicator 3.5 Number of people entering into higher education						
	Baseline	Adult Female	Adult Male	Child Female (< 18 yrs)	Child Male (< 18 yrs)	Total	Brief description (e.g. secondary, vocational)
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 <u>who have access to</u> 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 <u>directly reached by</u> 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							

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.

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)
	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						

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.

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)	
	State the evidence that supports the progress described				
6.4	Indicator 6.4 Number of community based 'mini-grids' that have been established				
	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"> • This report is to be completed by all project managers/leaders at the end of the financial year. • Please complete this form electronically. • Once complete please send this reporting form, by email to your Scottish Government project manager. • The report should be submitted by the end of April following the financial year to which the report relates. 	
Question	Guidance
Basic Project Information	
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). Reports that do not include all required documentation will not be considered complete.
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.
Project Relevance	
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.
Progress and Results	
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	For this question you will need to refer back to your most up-to-date APPROVED logical framework. 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	For this question you will need to refer back to your most up-to-date APPROVED logical framework. 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	For this question you will need to refer back to your most up-to-date APPROVED logical framework. 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.
Sustainability	
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.
Learning and Dissemination	
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.
Financial Reporting	
6	For this question, you will also need to complete the summary page of the budget spreadsheet. 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.
IDF Programme Monitoring	
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.

Annex 2: Budget Spreadsheet Report