

## End of Year 1 Report

<b>1. General Project Information</b>			
1.1	<b>Project Reference Number:</b>	MAL/18/19-SS	
1.2	<b>Name of Organisation:</b>	Sense Scotland	
1.3	<b>Lead Partner(s):</b>	Church of Central Africa Presbyterian (CCAP) Synod of Livingstonia Education Department	
1.4	<b>Project Title:</b>	Promoting Equal Access to Education in Malawi (PEATEMA) North	
1.5	<b>Reporting Period:</b>	<b>From:</b> 01/10/18 <b>To:</b> 31/03/19	
1.6	<b>Reporting Year:</b>	Year 1	
1.7	<b>Project Start date</b>	01/10/18	
1.8	<b>Project End date</b>	31/03/23	
1.9	<b>Total Project Budget*</b>	£1,331,043	
1.10	<b>Total Funding from IDF*</b>	£1,239,488	
1.11	Have you made any changes to your logframe? If so please outline proposed changes in the table below. Please note all changes require Scottish Government approval. If changes have already been approved please indicate this in the table.		
	<b>Outcome/Output</b>	<b>Proposed /Agreed Change</b>	<b>Reason for Change</b>
			<b>Date Approved and by whom</b>
1.12	<b>Supporting Documentation</b> Check box to confirm key documents have been submitted with this report	<b>Up to date Logical Framework, which reflects any changes detailed above.</b>	
		<b>Up to Date Budget Spreadsheet</b>	
		<b>Case Study</b>	
<b>Report Author:</b> [redacted]		<b>Signature:</b> [redacted]	

## 2. Progress and Results

2.1 Please give an update on the progress your project has made during the reporting period. Please use this space to update us on what has gone well and any challenges you have experienced, detailing how you have overcome these. (Max 500 words)

Progress:

- As a necessary legal requirement of the Decentralisation Act in Malawi, the proposal has been formally approved to operate in each of the three project Districts following presentations and targeted meetings with all three District Executive Committee (DEC) members.
- All staff recruited and in place with three field offices staffed by District Project Co-ordinators and their assistants.
- Stakeholders' mapping exercise undertaken to establish greater networking for coordination and to complement project activities with 35 key partners identified. All are also working towards promoting education and child rights across the three Districts and our project outcomes and indicators have been shared with all partners, with a major focus on lobbying and advocacy to promote disability mainstreaming across all stakeholders and projects. This project is the only one focussing on children both with and without additional needs.
- Orientation of managers of schools including PEAs, DEMs and key informants at individual district level focusing on sharing and promoting the projects' goals to engage these leaders' proactive engagement in their respective catchment areas and local communities. More locally targeted than official DEC meetings, to build a greater role in local level education policy formation, implementation and monitoring.
- Training session targeting families (FACT), community leaders (CAT), primary school teachers (TACT) and identification of children with additional needs both within and outside the formal education system. Key results identified with post-training follow up and examples of active engagement at both community, school and family level include:
  - SMC and PTA have constructed ramps at two primary schools to enable greater access for learner with physical disabilities;
  - Mother Group support to build girls changing rooms to support those both with and without special needs to remain in school during their menstrual cycle;
  - Establishment of by-laws and penalties for families of children not attending school;
  - High levels of coordination and engagement between parents and teachers to support children with additional needs on the verge of dropping out;
  - Multiplier effect of those attending training workshops, sharing their knowledge about inclusive education with fellow teachers, community members and other parents;
  - Reduction in stigma and abuse of children with additional needs, ranging from tackling name calling by peers at school, to communities setting up protective village committees to identify strangers suspected of preying on children with albinism and reporting systems with local authorities;
  - Reported increased level of peer support in the classroom and playground.

	<p>Challenges:</p> <ul style="list-style-type: none"> <li>• Lack of specialist teachers across all zones in the three districts. This project offers TACT to mainstream teachers to improve their inclusive teaching skills, alongside advocating for an increase in the annual intake of specialist teacher trainees;</li> <li>• Poor school infrastructure: project advocates for renovation of existing infrastructures to become more disability-friendly using Government supported SIGs;</li> <li>• High pupil to teacher ratio: advocate for reallocation of teachers to reduce this in rural zones.</li> </ul> <p>Learning:</p> <p>Overall holistic approach to project sensitisation at district level alongside active DPCs in field offices has reduced potential co-ordination challenges with district, zonal, school and community stakeholders.</p>
2.2	<p>Have you completed all baselines for the project? If not please explain why and describe what plans are in place to ensure these are completed. If you have please ensure these have been added into your logframe. (Max 200 words)</p> <p>The baseline survey and combined staff capacity building was undertaken from October, with a final version agreed in early 2019. All findings have been included in the logframe which resulted in a few necessary revisions, discussed with Corra.</p> <p>Overall, the baseline has established that in recent years there have been notable efforts by the Government of Malawi to ensure inclusive education within mainstream schooling for all. Despite this however, the baseline identified that children with additional needs continue to face a number of core challenges.</p> <p>The baseline results were shared with Ministry of Education staff including DEMs, PEAs, DEMIS, DEC members, District Health Officers and other stakeholders in each District.</p> <p>Feedback after reading the baseline included:</p> <ul style="list-style-type: none"> <li>○ Appreciation that the gap in promoting inclusive education is being addressed;</li> <li>○ Acknowledgement that funding gaps for SNE co-ordinators has not been addressed;</li> </ul> <p>Some of the reported challenges for children with additional needs were exacerbated by the expiration of district education plans (for eg. Chitipa’s District Education plan expired I 2016 and has not yet been updated.)</p>
2.3	<p>Have you experienced any delays to planned activities? Please provide full details including what action is being taken to bring activities back on track. (Max 250 words)</p> <p>Our planned TACT activities for primary school teachers is slightly delayed at this early point in the project, reaching 90% of projected milestone targets. This is due to a number of factors, largely the high pupil to teacher ratio in rural schools, making it more difficult than expected for individual schools to release the teachers for training without necessitating school closure.</p> <p>We are currently looking at a number of different options to address these challenges directly, alongside the advocacy for greater teacher resourcing with the Ministry of Education. These include:</p>

- Expanding the number of schools reached, enabling them to release fewer teachers per training, leading to a reduced impact on daily school activities;
- Offer additional training to a selected number of teachers during the school calendar, then utilising these teachers to offer additional training to the fellow teachers during school holidays or weekends;
- Offering more school holiday training (as planned with the longer INSET courses);
- Later in the project, we envisage engaging PEAs, specialist teachers and prominent head teachers as Trainers of Trainers to lead at local level with additional support visits from the project team. This has been piloted on a small scale in Chitipa with one PEA accompanying the District Project Coordinator on a zonal school visit, resulting in this commitment: *“Knowing that Education is the passport to every individual’s future, I will include elements of learners with special educational needs in my supervisions.”*

## 2.4 Project Outcomes

In the table below, please list each of your project Outcomes, 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 (for example where targets have been vastly exceeded). Progress should also be updated within the relevant fields of your logframe.

Outcome 1: *Children & young people with additional learning needs in mainstream primary & secondary schools of Chitipa, Karonga & Nkhata Bay will have improved educational progress & learning outcomes*

Outcome Indicator	Milestone / Achievement	Progress
1.1 Number of children with additional needs identified, enrolled & attending primary school (PS) & secondary school (SS)	Total = 400 (M:235 & F:165)	Total = 710 (M:387 & F:323). This includes all learners with additional needs identified, enrolled and attending mainstream PS. This includes those who have attended FACT (Output 2.2). Additionally, this includes those who are directly or indirectly enjoying equal access to education due to interventions by project staff, teachers, community leaders and other stakeholders who have received training during the first six months of the project.

		Due to the ongoing nature of identifying learners with additional needs both within and outside the school system, a number of those identified will be offered FACT training with their parents/carers in subsequent quarters and which come outside this reporting period. For eg, these figures include the readmission of twelve learners with additional needs who had dropped out of two primary schools in Chitipa and Nkhata Bay due to discrimination and abuse and who were supported to return following training of community leaders.
1.2 Annual pass mark for SNE learners in PS compared with their peers, disaggregated by gender	Overall=50% (M=50%, F=50%) Chitipa=50% (M=50%, F=50%); Karonga=50% (M=50%, F=50%); Nkhatabay=50% (M=50%, F=50%)	The annual school calendar in Malawi ends in September. This means that the projected pass rates will be available for the next reporting period, once end of year examinations have been sat and marked.
<i>Outcome 2: Education authorities, teachers, school managers &amp; other service providers demonstrate increased capacity, coordination &amp; motivation to provide quality inclusive education for learners with additional needs in safe &amp; inclusive learning environments</i>		
<b>Outcome Indicator</b>	<b>Milestone / Achievement</b>	<b>Progress</b>
2.1 Percentage of teachers (PS & SS) able to evidence supportive actions/practices aimed at quality education for learners with additional needs	M: 20% & F: 25%	Average overall equates to 25%. F: 24.8% & M: 25.2%. The denominator has been the number of trained teachers over the number of teachers in the targeted zones

			<p>for year one (6 months) against those reported taking supportive action highlighted during focus group discussion at each follow up meetings.</p> <p>Such actions include:</p> <ul style="list-style-type: none"> <li>• Staff meetings for teachers where the knowledge about inclusive education and handling learners with additional needs in the classroom is shared by the teachers and head teachers who attended TACT sessions. In particular, during these early months, how to identify such learners in their own classrooms.</li> </ul> <p><i>NB. Only PS teachers were targeted in year 1.</i></p>	
	<p>2.2 Percentage of targeted project schools keeping robust records of learners with additional needs</p>	<p>N/A in year 1</p>	<p>The project was designed that this element would not be a key focus in year 1, although schools and senior education officials at District and school level were encouraged to start keeping basic records.</p> <p>In these first 6 months the priority was the basic sensitisation and understanding about inclusive education</p>	

		<p>within mainstream schools.</p> <p>Robust record keeping, alongside an understanding of how such data can be used for advocacy, will be a focus from year 2 onwards.</p>
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*Outcome 3: Parents, families & community members in Chitipa, Karonga & Nkhata Bay take action to support children with additional needs attain their right to education & protection, both in & out of their school communities*

<b>Outcome Indicator</b>	<b>Milestone / Achievement</b>	<b>Progress</b>
<p>3.1 Percentage of parents demonstrating improved ability &amp; confidence to support their children with additional needs, disaggregated by gender within established parent support groups</p>	<p>N/A for year 1</p>	<p>Whilst a total of 360 parents were trained under the project during this reporting period, the approach was not to develop parent support groups until year 2 onwards.</p> <p>Highlights from focus group discussions with individual parents are noted in Output 3.3.</p>
<p>3.2 Percentage of community leaders taking practical action to support learners with additional needs in their communities, disaggregated by gender</p>	<p>Overall 35% M: 35% &amp; F:35%</p>	<p>Female=25% Male=35%. Overall=30%</p> <p>Whilst still in the first six months of the project, focus group discussions with community leaders who have attended CAT sessions have highlighted the following:</p> <ul style="list-style-type: none"> <li>• flexibility to bring issues of inclusive education onto agendas of village meetings;</li> <li>• leaders using their village committees to conduct door-to-door visits to talk to parents who do not send their children with additional needs to school. This is backed up by the introduction of by-laws</li> </ul>

		with penalties for those not complying.
3.3 Percentage of parent support group members reporting that learners with additional needs are protected from potential forms of violence in the community, including but not limited to child abuse, stigma & discrimination	N/A for year 1	<p>The incremental approach towards project delivery and implementation ensures that these groups are not established until years 2-4.</p> <p>This allows for understanding of the concepts of inclusive education, the rights of all children to an education and a growing acceptance of changing negative attitudes toward learners with additional needs.</p> <p>From year 2 onwards, groups will be supported to form together, develop action plans, elect members for further business and leadership training. This all needs to be in place before the groups will select locally appropriate income generating activities using the nationally approved Village Savings and Loan methodology.</p>
2.5	<p><b>Project Outputs</b></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 also be updated within the logframe</p>	
	<p>Output 1: <i>Respected community members &amp; leaders are sensitised &amp; engaged with the project aims &amp; outcomes</i></p>	
	<b>Output Indicator</b>	<b>Milestone / Target</b>
	<b>Progress</b>	
1.1 Number of community members attending Community Awareness Training sessions (CAT), disaggregated by gender	Total = 500 M:360 & F:140	Total = 540 (M:332 & F:208) The project actively targeted and reached more community leaders (including school governance members), reflecting their status as custodians of culture, decision-making and leading roles as far as village management and influencing is concerned.



		<p>Challenges in terms of access for leaders in some of the more remote communities was addressed through targeted localised sessions prior to the rainy season (January to March).</p> <p>Unexpected and negative feedback was given regarding the transport and lunch allowances, which were lower than those offered by other NGOs working in the same districts.</p> <p>Our response was to bring this issue for discussion to the stakeholders at district level including the DEC itself whose attendees included the SNE Coordinators and PEAs. A consensus was reached that when arranging an activity, the project team must consult the PEAs about distances that the invitees will be travelling to avoid unfair transport refunds.</p> <p>We have further agreed that where possible, we will consult the DEMs to verify distances and locally appropriate refunds.</p> <p>Whilst likely to prove cumbersome in the early months, we believe it will simplify this issue over the coming years and add to our evident approach for fairness and transparency in all areas, particularly funding and promoting value for money.</p>
<p>1.2 Number of community members participating in local level advocacy activities on inclusive education provision &amp; uptake</p>	<p>Total = 500 M:360 &amp; F:140</p>	<p>Total = 540 (M:332 &amp; F:208) Exceeded milestones by 8% this reporting period.</p>

		<p>The follow up meetings post-CAT session, have noted that all the session participants followed their action plans at each school of the zones to advocate for inclusion using different forums.</p> <p>Initial forums have included:</p> <ul style="list-style-type: none"><li>• Gatherings by village members called by local chiefs to discuss issues affecting their village welfare. Leaders using this opportunity to highlight the importance of sending all children to school with an emphasis on identifying those with additional needs;</li><li>• Meetings by school structures. The schools have special development meetings where SMC, Mother Groups, teachers, village leaders and community members meet to discuss issues concerning their school. Since the project started, issues of inclusive education have been highlighted;</li><li>• Area Development Committees/Village Development Committees meetings. At least one member from each ADC/VDC, was invited to CAT and these trained members were then asked to orient the other local members on inclusive education;</li><li>• Issues of inclusive education are highlighted during the</li></ul>
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		<p>official school opening /closing celebrations attended by community members, children and parents. Schools also conduct assemblies once or twice weekly, during which issues of inclusive education are highlighted by teachers and SMCs to all learners with an emphasis on inclusion and peer support in and out of the classroom.</p> <ul style="list-style-type: none"> <li>• The project team has worked closely to align with health programmes in schools working with Mother Groups to build their capacity to support girls to remain and progress in school, regardless of any additional learning needs. Following CAT inclusive education training they took the lead in accessing part of their School Improvement Grant (SIG), alongside community and parental donations to construct female changing rooms to encourage more sanitary conditions for girls approaching puberty at Kamphyongo PS in Chitipa.</li> </ul> <p>Action plans are cross-cutting across a number of outputs, but during these first six months, their follow up procedures have included:</p> <ul style="list-style-type: none"> <li>▪ The project conduct support visits through</li> </ul>
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		<p>DPCs to each school every quarter;</p> <ul style="list-style-type: none"> <li>▪ The project has further empowered head teachers, ensuring they are updating DPCs on the progress of school management (CAT focussed) action plans and verify what is actually happening on the ground;</li> <li>▪ Minutes of activities in the action plans are submitted to project staff through Head Teachers and PEAs.</li> </ul>
<p>Output 2: <i>Learners with additional needs gain skills to communicate issues of concern with their families, peers, teachers, officials &amp; other leaders in all targeted locations</i></p>		
Output Indicator	Milestone / Target	Progress
<p>2.1 Number of learners with additional needs identified both within &amp; outside mainstream primary schools &amp; supported to attain their inherent rights</p>	<p>Total = 400 M:235 &amp; F:165</p>	<p>Total 710= (M=387, F=323). The teachers and community leaders who attended CAT and TACT took a proactive role in the identification of learners with additional needs both within and outside the school environment increasing the numbers of learners reached.</p> <p>One immediate response reported across all districts, was that teachers were more responsive and understanding toward the behaviours of all their pupils and better equipped to identify learners with specific additional needs.</p> <p>Cross-cutting across a number of outputs, many parents in Malawi do not know the type of additional learning needs their children have.</p> <p>Following TACT and supporting the outcome of FACT, individual teachers</p>

have visited children's homes to engage with their parents and encourage their school attendance.

It has been noted across all zones that upon seeing a teacher at a home of a specific child with additional needs, other parents of children with similar needs become more open, and what happens at one home spreads easily to neighbouring homes.

This is particularly true with visits from teachers, because of the high esteem in which they are held in Malawian society.

During support visits and focus group discussions, interaction was with both direct attendees of CAT and TACT sessions and all were able to articulate issues around inclusive education, able to identify learners at home and had also started participating in unexpected outcomes, including the construction of disability friendly ramps to access classrooms and latrines. It was also highlighted that teachers yet to attend TACT, were able to demonstrate inclusive skills, for eg. to develop suitable teaching resources using locally available materials (TALULAR), thanks to shared knowledge by workshop attendees.

*See also Outcome Indicator 1.1 and Output Indicators 3.3 and 4.1.*

<p>2.2 Number of learners with additional needs who attend Family Awareness &amp; Communication Training (FACT) sessions</p>	<p>Total = 380 M:215 &amp; F:165</p>	<p>Total =360 (M:194, F:166). These learners were the first to be identified as having additional needs during the start of the project. Other learners identified towards the end of the year, will be offered the chance to attend FACT in year 2.</p> <p>Whilst still early in the project, initial findings from discussions with some of the learners included:</p> <ul style="list-style-type: none"> <li>• Personal attitudinal change: they report they now feel they are “worthy human beings” after realising that they have equal opportunities, exactly the same as those learners without additional needs;</li> <li>• They understand their own rights to an education;</li> <li>• They report improved peer to peer relations with freer interaction both inside and outside school, once they are supported by families, community leaders and teachers.</li> </ul> <p>All these initial findings are being followed up with case studies for the next reporting period.</p>
<p>2.3 Number of trained, active &amp; engaged child peer educators across each project location advocating for inclusive education &amp; safe schools in 494 PS</p>	<p>N/A</p>	<p>It was not planned to recruit and train peer educators during year 1.</p> <p>Learning from previous projects has demonstrated that it is essential to ensure the groundwork regarding the concepts of inclusive</p>

		education, the rights of every child, the aims and limitations of the project activities at each school and across the zones, before developing the peer educator elements of project delivery.
Output 3: <i>Families &amp; caregivers of learners with additional needs are better able to support &amp; advocate for their child's education</i>		
<b>Output Indicator</b>	<b>Milestone / Target</b>	<b>Progress</b>
3.1 Number of family/carers attending FACT workshops disaggregated by gender	Total = 380 M:80, F: 300	Total =360 (M:120, F:240). Reached 95% of milestone, with a more balanced gender makeup than expected. This will be monitored closely in year across all districts.  As noted under Output Indicator 2.2, the second group of learners with additional needs were identified toward the end of year 1 and their parents/caregivers will be included in FACT sessions early in year 2.
3.2 Number of parent/family support groups established & number of Village Savings & Loan schemes active	N/A in year 1	A number of trained parents across each zone need to be provided with additional training and support before any parent support groups can be established.  This will be a target for year 2, building upon those parents and caregivers trained under FACT in year 1 and ongoing zonal FACT in year 2.
3.3 Number of parents actively engaging with their child's school & type of engagements	Total = 325 M:65, F:260	Total =360 (M:120, F:240). The follow up meetings with parents in schools has evidenced early signs of increased parental engagement in the education of their children, prior to the additional support that will be offered within the Parent Support Group network from year 2.

		<p>Examples of discussions with parents highlighted the following:</p> <ul style="list-style-type: none"> <li>• Escorting their children to school eg. those with albinism and physical disabilities;</li> <li>• Providing learning materials to all their children regardless of any additional learning needs including books, pens and school uniform;</li> <li>• Confidence to approach teachers on their child's education progress and freely share on how their child with additional needs behaves and performs in class amongst other learners;</li> <li>• Assisting children's home work;</li> <li>• Providing basic needs equally to all children at home instead of prioritising those without additional needs;</li> <li>• Advocating for children with additional needs, ensuring communities have by-laws to protect their children.</li> </ul> <p>Once further CAT, TACT and FACT sessions are undertaken during year 2 and beyond, there will be more evidence to cross reference these personal reported findings across all outputs and outcomes.</p>
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*Output 4: Teachers & wider school management working in the selected schools have greater awareness, knowledge & skills to provide learners with additional needs a quality & relevant education within mainstream PS & SS schools*

Output Indicator	Milestone / Target	Progress
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<p>4.1 Number of PS &amp; SS teachers attending Teacher Awareness &amp; Communication Training (TACT) disaggregated by gender &amp; location (district)</p>	<p>Total = 450 M:250, F:200 (6 sessions in each district)</p>	<p>Total = 403 (M:254, F:149). The project only reached 89% of its' year 1 milestone.</p> <p><i>See also 2.3, regarding issues around the release of the planned number of teachers from each school, which was found to negatively impact on individual schools' ability to remain open.</i></p> <p>Ongoing discussions and options for year 2 onwards with DEMs, PEAS and individual schools.</p>
<p>4.2 Number of PS &amp; SS teachers attending non-residential 5 day INSET training, disaggregated by gender &amp; location (district)</p>	<p>N/A for year 1</p>	<p>This activity is planned to commence from year 2 onwards, utilising the long school holidays to reduce impact on schools releasing teachers for the full 5 days.</p> <p>The training is designed to build additional skills and knowledge progressively, day-on-day.</p> <p>With previous projects, there has always been more demand from teachers to attend, even during holiday periods than can be undertaken. This will be monitored closely in year 2 in the new areas of operation.</p>
<p>4.3 Number of teachers attending CPD regarding wider inclusive education disaggregated by gender &amp; location (zonal)</p>	<p>N/A for year 1</p>	<p>This was planned to commence from year 2 onwards as part of the longer term advocacy elements of the project.</p> <p>With the mapping and networking undertaken in year 1, it is expected that this will remain on-course for the next reporting period, particularly with the clearly expressed interest from PEAs and DEMs across the districts.</p>

Output 5: *A positive image of learners with & without additional needs & their ability to engage with society promoted through public awareness raising activities*

Output Indicator	Milestone / Target	Progress
<p>5.1 Number &amp; extent of local media coverage of workshops, Open Days &amp; other focussed events disaggregated by location (district)</p>	<p>3</p>	<p>Total = 6 Exceeded target by 50%.</p> <p>The media objective for year 1 was to inform and introduce the new project across all districts and to publicise the baseline results. Instead of purchasing air-time, the approach was to book appointments with local media outlets about impending dissemination meetings in the respective districts. On the day, transport was offered with the project team.</p> <p>Interviews were recorded with the project manager, project coordinator and district project coordinators in each district.</p> <p>Total output included 3 pieces in the Nation and Times newspapers, 1 on national TV covering the project across all districts and 2 local radio stations in Karonga (Tigawane and Dinosaur radio), covering both Chitipa and Karonga Districts which were broadcast twice. Further approaches will be made to work with local radio across Nkhata Bay during year 2.</p> <p>Direct approaches will be made for coverage of local school Open Days during the next reporting period.</p>
<p>5.2 Number of meetings with stakeholders &amp; partners at district level &amp; development structures at community level (ADC)</p>	<p>Total: 6 2 x DEC per district &amp; 0 ADC</p>	<p>Total: 7 2 x DEC and stakeholder meetings per district in addition to one 1 regional partners coordination meeting.</p>

		<p>The initial DEC meeting in each district was to formally introduce the project, its goals and limitations, particularly around financial transparency, safeguarding and to enable a frank and open Q&amp;A prior to an official vote going forward.</p> <p>Support for ensuring DEC meetings go ahead has been widespread. In Chitipa, the CDEN district education network (an education advocacy arm of the district), has resolved that future meetings at district level should be arranged by different organisations in turn for greater cost efficiency and continuity.</p> <p>No ADC meetings have been attended/supported during this period.</p>
<p>5.3 Total number of disability awareness advocacy materials distributed in project areas (disaggregated by district/zone)</p>	<p>Total = 600 200 per district</p>	<p>40 full Training Manuals were distributed to PEAs &amp; 1083 training materials to parents, teachers &amp; community leaders.</p> <p>These included 40 full Training Manuals distributed to all PEAs across the three districts. This is aimed to leave a lasting overview including the total funding available, the donor, implementing partners, timescale, catchment areas, project goals and summary of projected outcomes.</p> <p>The content also includes sections on; understanding disability, inclusive education, curriculum adaptation, class diversity and how to identify learners with additional needs 1,083 training handouts were used and distributed to all</p>

		participants during CAT, TACT and FACT workshops as well as stakeholder meetings.
Output 6: <i>Schools elect to utilise resources from the School Improvement Grant (SIG) from government to promote education for additional needs at their school</i>		
<b>Output Indicator</b>	<b>Milestone / Target</b>	<b>Progress</b>
6.1 Percentage of project primary schools with a budget allocation set aside for SNE priority needs in their School Improvement Plans (SIP)	N/A for year 1	The academic years starts in September, when School Improvement Plans are developed. After which, SIGs are issued by the Government.
6.2 Percentage of PS that have utilised funds from SIG to build/renovate disability friendly structures	N/A for year 1	This will be tracked after September 2019 in year 2, when the schools are undertaking SIP and receiving SIG.  One unexpected outcome during this first six months, is that four schools across the three districts have utilised some of their SIGs to construct ramps for greater disability access at their schools. This was following initial CAT sessions to the SMCs, PTAs and teachers who understood the restrictions of some of their classrooms and acted immediately to reduce these access problems.
<b>3. Operational plans and partnerships</b>		
3.1	Are all staff required to deliver the project now in place? If not, please explain what action you are taking to ensure all essential roles as outlined in your application, are in place as you move into year two of the project. If plans for staffing has changed, please tell us about this. (Max 200 words)	
	<p>All national project staff were recruited through open practices and in post by mid-late November 2018. Soon after, with local input from both the new staff and district development structures, all three field offices were opened. One part-time Scottish staff member was recruited as Malawi Project Coordinator with an October start date. One change to staffing: two shared staffing posts (Project Co-ordinator and Assistant Accountant with Comic Relief funded project) enabled recruitment of (shared) deputy project co-ordinator.</p> <p>The new approach to having small staffed field office in each district are already paying dividends, including to date:</p> <ul style="list-style-type: none"> <li>• Increased project visibility at district level;</li> </ul>	

- Ease of access for both beneficiaries to liaise with the DPC, and closer and more direct communication links between the project and schools as the local DPC visits all schools in their area;
- Improved networking and collaboration with different stakeholders, with for eg. the DPCs invited to attend partner meetings at district level, enabling greater opportunities to share project progress, results and locally identified challenges.

All new staff took part in the joint baseline survey training and capacity building, particularly regarding the use of the new tablet monitoring and evaluation systems and data capture.

3.2 Are all partnerships on the project now in place? Please update on how these partnerships are progressing, letting us know about any highlights, challenges or changes to roles and responsibilities. (Max 300 words)

The MoU partnership is in place between Sense Scotland and CCAP Synod of Livingstonia Education Department. This is progressing well, building on joint implementation of similarly focussed but smaller projects between the two organisations since 2010.

Local level referral networking is also in place, with the Special Needs team based in the central office in Mzuzu and the three field offices in Chitipa, Karonga and Nkhata Bay with other local stakeholders.

Reporting systems, procedures and up to date relevant policies including safeguarding of children are updated and reviewed during each UK staff’s monitoring visits.

3.3 Have any visits to the project taken place in this period? Please give details including key activities and outputs of these visits.

Date of Visit	Key achievements / outputs of visit	Follow up actions
Internal visit in October 2018 by Sense Scotland’s new Malawi Project Coordinator	Project orientation to DEC’s and local government, finalisation of budget revisions, logframe, baseline survey and partner capacity building particularly around M&E	Alignment of project priorities and approval from all three districts for project implementation.

**4. Financial Information**

This section will be reviewed alongside your end of year financial report, which must be included with this report. Please ensure an explanation for any variance to planned expenditure is provided against each budget line in the space provided in the budget spreadsheet.

4.1 If your spending is not on track as expected, please outline the reasons why, and detail what plans are in place to bring spending back on track. If you are requesting changes to your budget at this stage, please outline them below. (Max 350 words)

## 5. Any other Information

Please use this section to tell us any other relevant information regarding your project. (Max 350 words)

The baseline results demonstrated the incomplete nature of the data collected by both DEMIS and ZEMIS, with little disaggregation particularly around different types of the additional needs of pupils. This is being factored into the new tablet focused data collection, with ongoing sharing of information and best practice going forward. Particularly with regard to individual elements around specific data the project intended to collect, alongside the understanding that this was not to be in line with DEMIS priorities. DEMIS officers are willing to learn and adopt the new mobile system for data collection and use where appropriate.

Whilst the forthcoming election is not thought to impact greatly on project outcomes overall, as a precaution there will be limited field activities undertaken in the week prior to 21<sup>st</sup> May and during the following week.

During the last five years, the Government of Malawi has changed the school curriculum more than three times, posing an additional challenge for teachers to teach effectively and for pupils to ensure they are receiving the necessary groundwork to pass primary school exams. The project is aware that this might alter some of the comparable rates of student enrolment and achievement over time and is monitoring the situation with Ministry of Education officials at both district and school level for their input.