

**Scottish Government International Development Programme  
End-Year Report**

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<b>1. General project information</b>		
1.1	<b>Project reference Number</b>	MAL/18/08
1.2	<b>Name of organisation</b>	The Global Concerns Trust
1.3	<b>Lead partner(s) organisation</b>	MACOHA
1.4	<b>Project title</b>	Tools and Training for Livelihood in Malawi
1.5	<b>Reporting period</b>	<b>From:</b> 01/04/2019 <b>To:</b> 31/03/2020
1.6	<b>Reporting year</b>	Year 2
1.7	<b>Project start date</b>	1 <sup>st</sup> October 2018
1.8	<b>Project end date</b>	31 <sup>st</sup> March 2023
1.9	<b>Total project budget*</b>	£957,991.00
1.10	<b>Total funding from Scottish Government*</b>	£706,406.00
1.11	<b>Provide a brief description of the project's aims, highlighting which of the Sustainable Development Goals (SDGs) your project is working towards? (200 words)</b>	To contribute to the reduction of poverty, the enhancement of economic sustainability and participation in development processes of disabled men and women in Malawi, while promoting skill development, well-being and engagement in international development of people with disabilities in the UK. MACOHA and KODO will provide 329 adults with disabilities living in rural areas with comprehensive vocational training, business training, and the tools and materials needed to start their own businesses. They will receive post-training support to help them in the early stages of setting up a business and attend skill sharing workshops to facilitate continued business growth. Participants will receive training in human rights, AIDS prevention, gender awareness and reproductive health. MACOHA will conduct a series of disability mainstreaming training events across in each region in Year 1 and 2. To contribute to implementation of the Global Goals on Inclusive Education (4), Inclusive Economic Growth (8) and Reducing Inequality (10) in Malawi through skills development and empowerment of persons with disabilities.

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**2. Project progress and results**

*Please use this section to give an update on the progress the project has made during this reporting period.*

2.1

Provide an update on the progress your project has made over the past 12 months. 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)

We have implemented all aspects of the training and post training support for trainees in line with planned project activities. 73 adults with disabilities have received training this year, taking the total number of graduates to 106. We have recruited trainees with diverse types of disabilities. 64 graduates from Year 1 and 2 have been provided with start up equipment and solar panels and started businesses. They have been visited at home and invited to attend skill sharing workshops. Initial post training data for these graduates show that they have an average increase of income of 345% since starting their businesses. Their families have an average increase of income of 221%. 43% of graduates are employing others and 72% are saving money with village savings schemes. 87.5% of graduates say that they are now financially independent.

We implemented amendments to recruitment procedures and policies, curriculums and the way we capture data.

We continued to work with partners to increase our safeguarding policies and procedures, including providing training on safeguarding issues to all trainers, district managers and officers and trainees.

We have worked to increase our capacity to offer training to adults with mental health conditions and conducted training for trainers and staff.

We conducted Part 2 of our Disability Mainstream Training for MaSP members. 82 people from 55 organisations attended the training. 25 organisations reported on a range of measures introduced to their programs as a result of Part 1 of the training. These include the building of accessible infrastructure to schools, training for staff and communities, provision of scholarships and training for children and adults with disabilities and implementing projects to transcribe school books to brail. A full list of the participants, targets and actions is included in the Disability Mainstream Training Report, submitted along-side this report.

We produced a short film and booklet about the project, have organised and attended public events and distributed booklets to stakeholders in Scotland and Malawi.

We have had some reported issues for a small number of cane furniture graduates in Ntcheu, who have struggled to establish a market for their businesses. These graduates were affected by the shipping delay last year. We will continue to closely monitor the success of cane furniture graduates'

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	<p>businesses in Ntcheu. If there are deemed to be continuing issues with the cane furniture market here we will consider training more trainees in tailoring instead.</p> <p>Our latest shipment has been delayed in Durban as a result of the current lock down in South Africa. This has resulted in a delay in graduates receiving their start up equipment and starting their businesses. We are working with our shipment company to get the equipment to Malawi as soon as possible.</p> <p>TEVETA have not yet conducted their external evaluation of the training, which was planned for this year. This was due to programming difficulties on their part and is expected to be further delayed by the current situation in Malawi due to Covid 19.</p>
2.2	<p>Has the focus or plans for delivery changed significantly during the last year? Please highlight what issues or challenges prompted this change and how you anticipate any changes in focus will impact on the previously agreed outcomes (Max 500 words)</p> <p>The focus and plans for immediate project delivery have changed since the start of the current global pandemic of Covid 19. Please see an updated risk register which details short and medium term risks to our partners, beneficiaries and project as a result of Covid 19, submitted along-side this report.</p> <p>We would like to outline here the current situation in terms of impact of Covid 19 on our project, together with mitigating actions and a short and medium term projected likely scenarios.</p> <p><u>Current Situation</u></p> <p>Our shipment of start up equipment for graduates that have just finished training and the next group of trainees is held up in South Africa. GCT have agreed to assist the 41 affected graduates with immediate financial assistance of £50 each to help them until they receive their start up equipment and we are looking at how this can be done quickly and safely.</p> <p>We have delayed the start of training for the next cohort of trainees.</p> <p>Our partners are disseminating information to our graduates regarding preventative measures that can be taken to avoid Covid 19.</p> <p>Our partners will endeavour to continue to conduct all other project activities to include the provision of post training support to graduates (via phone), collection of post training data and planning to enable the training to re-start as soon as possible.</p> <p>Our partners are looking at other ways that they will be able to provide support and information to people with disabilities within their districts and help to strengthen the resilience of graduates to survive the expected economic downturn.</p>

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### Mapping – Short term (3 months)

Assuming there is major disruption to travel, services and access to goods for a period of 3 months, we plan to resume training for the next cohort of trainees by October 2020, or earlier if possible.

Our beneficiaries are particularly vulnerable to the probable economic down-turn caused by Covid 19. However, they have sustainable businesses that should be able to recover. There will be more need than ever to continue vocational training for adults with disabilities in rural districts and to strengthen economic resilience after the immediate health crisis is over.

An interruption to training of 6 months would result in a reduction in the overall number of trainees from 329 to 286 (a reduction of 43). If we were granted a no cost/minimal cost project extension of 6 months, we would be able to complete training for an additional 10 trainees (carpenters). If we were granted a project extension of 6 months as well as additional funds of approximately £20,000 we could train the original number of 329 trainees. We will continue to assess the situation and wait for guidance from The Scottish Government on how we should plan to proceed in terms of any amendment to the logframe, budget or duration of project.

### Mapping Mid Term (3 – 9 months)

We will resume vocational training as soon as it is advised to be safe to do so.

If there is disruption to travel, services and access to goods for up to 9 months we will resume training by April 2021. This would result in a reduction in the overall number of trainees from 329 to 255 and would require us to revise trainee target numbers and to seek a project extension, as outlined above.

Mid-term impact might include the loss of key staff or trainers due to sickness and would require the recruitment of replacement staff.

It could also include the need to purchase more start up equipment due to a lengthened closure of tool workshops in the UK.

Some top up training may be required to assist the graduates who had to wait to start their businesses due to a delay in the provision of their start up equipment. We will plan to offer increased amounts of post training support to help graduates re-establish their businesses.

2.3 Taking into consideration what you have achieved during the last 12 months, along with any challenges you have experienced, please highlight to us what lessons you have learned, and how these will be applied in the project in the future. (Max 500 words)

Wide ranging outcomes can result from information sharing and training offered to other organisations. The impact of the Disability Mainstream Training has been

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substantial, with organisations re-designing their programs to mainstream disability and implementing new projects, training and infrastructure to be more inclusive. Acting in a co-ordinating capacity to facilitate knowledge exchange between stakeholders can be an effective and cost effective channel to facilitate multiple positive outcomes.

Continuous and regular provision of skill sharing and training for staff and trainers is necessary to maintain a high quality provision of services and training standards. It also enables the implementation of changes to training programs in response to data collection and analysis of impact of training on participants, including feedback from graduates. Staff and trainers from different districts benefit from meeting together to discuss all aspects of the project, share knowledge and skills and support each other to continue to strive for excellence in their project implementation. Future vocational training projects should include the provision of funds and time-tabling of annual staff training.

Close continuous monitoring is necessary to highlight any issues quickly. An example would be our awareness of a potential problem with some cane furniture markets in Ntcheu and the realisation for further book keeping training to trainers and the incorporation of daily book keeping into training curriculums.

**3. Partnerships and collaboration**

*This section allows you to discuss how partnership working is progressing on the project, as well as wider collaboration and sharing of learning.*

3.1

Provide an update on how partnership working has gone in the past 12 months. Let us know about any highlights, challenges or changes to roles and responsibilities. (Max 350 words)

We worked with MACOHA and KODO to implement agreed changes to different aspects of the training, as identified in our staff training last year. This included standardising our curriculums, the use of pre-training contracts and changes to the way we disaggregate data.

GCT, MACOHA and KODO have continued to review and improve our safeguarding policies and procedures.

MACOHA and KODO's staff in Ntcheu, Nkhotakota and Salima have all received training in mental health conditions, symptoms and treatments and are equipped to include people with mental health within the training next year.

MACOHA successfully conducted Part 2 of the disability mainstream training in Blantyre, Mzuzu and Lilongwe. MaSP were an integral part of making the training successful by advertising it to their members.

KODO continues to be a vibrant training centre that creates real impact in Salima district. The organic manure and sustainable agriculture element is very strong at KODO, with graduate trainees passing on the training to many in their communities.

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	<p>We have 7 tool workshops involved in the project in the UK (108 volunteers) who worked together towards completing our shipment to Malawi in January. We continue to work closely with the tool workshops whose volunteers remain engaged with the project. Some workshops have been involved in making new tools to add to the cane furniture kits.</p> <p>We have experienced difficulties in our partnership with TEVETA in terms of communication and working to time frames. We continue to attribute value to their potential contribution to the project in terms of their in depth knowledge of vocational training standards and curriculums and hope that they will be able to provide the MEL services as per our MOU, in Year 3 of this project.</p> <p>We have worked efficiently with our partners in our response to Covid 19 to implement immediate precautionary measures and disseminate information to participants, discontinue training and adapt our plans to maximise the project's viability and our assistance to people with disabilities during this health crisis.</p>	
3.2	<p>Have any Scotland-based staff visited the project in the past 12 months? Give details including key activities and outputs of these visits.</p>	
	<p>Yes</p>	
<b>Date of visit</b>	<b>Key achievements / outputs of visit</b>	<b>Follow-up actions</b>
<p><b>September 2019</b></p>	<p><b>Conducting MEL within the 3 districts that the project operates. Visiting each training location and meeting all current trainers and trainees, attending skill sharing workshops and visiting graduates at home. Assessing the level of technical skill and understanding of each component of the training. Conducting financial monitoring. Collecting further film footage, photographs and case studies.</b></p>	<p><b>Trainers have received further business training and support to include more practical book-keeping within daily training practice.</b></p> <p><b>Post training questionnaires have been edited to better capture data on use of organic manure.</b></p> <p><b>Changes were made to the way we disaggregate different types of disability and inclusion of Washington Group questions within pre-training questionnaires.</b></p>

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	<p><b>Strengthening safeguarding within the project, including the organisation of safeguarding training and new reporting procedures.</b></p>	<p><b>All trainers and current trainees have received training into safeguarding issues and provided with independent reporting channels. Plans have been made to update MACOHA's safeguarding policy and procedures.</b></p>
	<p><b>Further preparation to include people with mental health conditions within the training. Forming links with the mental health matters project.</b></p>	<p><b>All staff and trainers have received training in mental health conditions and issues.</b></p>
<p>3.3</p>	<p>Please tell us about any dissemination and learning throughout this reporting period. How have you promoted effective learning across the project? Please explain what processes you have used both internally and externally to share learning from the project so far, and how this learning is being used. (Max 500 words)</p>	
	<p>All trainees fill in pre-training questionnaires and two post-training questionnaires, in which they are asked for their feedback as to the quality of training received and how the project and services provided could be improved and to assess the impact of the training on livelihood and economic sustainability.</p> <p>Data collection is directly linked to post-training support offered to all graduates. Each graduate is visited at their home three times in the year after training, ensuring frequent contact is maintained and allowing us to measure the impact of the training on each participant. Graduates attend skill sharing workshops 3 and 9 months after training, providing a further opportunity to collect MEL data. In addition to measuring economic status and activity, the expansion of businesses, numbers of employees and indirect beneficiaries, we monitor levels of confidence, community participation and awareness of rights. Monitoring data has been analysed and reflected upon by GCT with our Malawian partners to jointly reflect upon challenges and successes and to promote effective learning.</p> <p>District managers closely monitor all aspects of the training to ensure the standards of training, accommodation and support provided to each trainee are adequate. MACOHA and KODO provide quarterly project monitoring and financial reports which GCT assesses to ensure the project is on track with the logframe and to support our partners to address any issues that arise.</p>	



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	<p>GCT conducted an in-country monitoring and evaluation visit to meet with Project Managers, district managers, trainers, current trainees, graduates and attend skill sharing workshops.</p> <p>In particular our shared learning this year has resulted in concerted efforts to increase the standard of book-keeping training provided to all trainees by trainers as part of their vocational training and an awareness of the need to closely monitor all cane furniture graduates in Ntcheu, where some graduates have struggled to develop their businesses in line with graduates from other districts.</p> <p>Findings from the data collected from all project beneficiaries as to the impact of the training has been presented in booklets and film, which have been circulated to beneficiaries, partners and stakeholders. This includes visits and presentations to all tool workshops. We have also shared information about the project at three public events in Scotland and Northern Ireland.</p> <p>Project managers, district managers, field workers and trainers met for three days of training and sharing of learning, in particular to increase and share their knowledge of safeguarding and mental health issues and to focus on improving business training provided by vocational trainers.</p> <p>MACOHA were able to share their extensive knowledge and experience on how to mainstream disability with 55 organisations that attended the Disability Mainstream Training Part 2. Impacts of the training included the building of accessible infrastructure to schools, training for staff and communities, provision of scholarships and training for children and adults with disabilities and implementing projects to transcribe school books to brail.</p>
3.4	<p>Has the project completed a mid-term project evaluation in the past 12 months (or is one planned for the next 12 months)? Please provide detail of the outcome of the evaluation. (Max 500 words)</p>
	<p>As described above, we conduct continuous internal evaluation with our partners.</p> <p>TEVETA were meant to conduct an external evaluation of the vocational training provided in each district, but have not yet done so. As previously mentioned, we have experienced difficulties with TEVETA in terms of communication and working within given time frames. The delay in their evaluation is likely to be impacted by the current situation in relation to Covid 19 in Malawi. We expect them to conduct the monitoring visits and produce a report for us within the next 9 months. If they are unable to conduct these activities as per our MOU, we will enlist another organisation or individual with specialist knowledge of vocational training within communities, to conduct an assessment of the training we provide and equip us with a report detailing their assessment and any areas within the curriculums or aspects of training they think should be changed.</p>

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3.5	Please highlight how you are maintaining an awareness of others working in this region, giving details of collaboration, joint working or partnerships with others. (Max 500 words)
	<p>We have been an active part of the Leave No One Behind group, facilitated by the Alliance. This has resulted in information and learning shared with other organisations working with minority and vulnerable groups within Malawi and other countries.</p> <p>We have taken part in networking events organised by The Scottish Government, SMP and the Alliance and have good knowledge of other Scottish Government grant holders' projects in Malawi.</p> <p>We worked with MaSP to advertise and help with the logistics of our Disability Mainstream Training to MaSP members in Southern, Central and Northern Malawi. Through them we were able to share learning with a large number of organisations working throughout Malawi, especially in terms of their efforts to assist people with disabilities.</p> <p>We worked with the Turing Trust, sharing resources in Scotland for the purposes of sending our shipment to Malawi and securing a donation of computers to MACOHA's Lilongwe Vocational Training Centre.</p> <p>We worked with Mental Health Matters to provide training to all our project staff in Malawi on mental health issues, so as to be able to include people with mental health within our training.</p> <p>We have been communicating with and sharing information with Motivation, an organisation involved in import and production of wheelchairs in Malawi and collaborating to look at co-ordinating the production and provision of wheelchairs.</p> <p>We have worked with researchers at Herriot Watt University to share information and our experience of working with people with disabilities within the rural districts of Malawi, to aid their research as to how to increase the effectiveness of unions and how to increase the participation of people with disabilities in them in Malawi.</p> <p>We continue to share information in particular with other organisations working within disability in Malawi such as TFSR, CBM and 500 Miles.</p>
<b>4. Safeguarding and fraud</b>	<p><i>Please ensure you complete questions 4.1 and 4.2 even if you have no incidents to report.</i></p>

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4.1	Have there been <b>any</b> safeguarding incidents, either relating to staff/volunteers or beneficiaries of the Grant or the Project, in the last 12 months?		
	No		
4.2	Have these incidents reported at 4.1 been reported to relevant authorities, and if so, to whom?		
	No		
4.3	Describe what action has been taken, and highlight any lessons learned.		
4.4	Have there been any incidents in the last 12 months of financial mismanagement, theft, fraud etc, either relating to the Grant or the Project or which affects the organisation?		
	No		
4.5	Have these incidents reported at 4.1 been reported to relevant authorities, and if so, to whom?		
4.6	Describe what action has been taken, and highlight any lessons learned.		
<b>5. Risk assessment</b>			
5.1	Have any issues materialised during this reporting period? If so, how were they addressed?		
	<i>Please refer to risk assessment provided at application stage.</i>		
<b>Assumption</b>	<b>Risk</b>	<b>Action taken</b>	<b>Was this included in the Risk Assessment Table in your application?</b>
The quality of the training provided is crucial to deliver the best outcomes. All	<b>3.</b> Insufficient quality of training.	<b>Our monitoring of the training and graduate's businesses showed there was need for further book keeping training</b>	<b>Yes</b>

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<p>efforts are made to recruit trainers who are able to provide good quality training.</p>		<p><b>to trainers and the incorporation of daily book keeping into training curriculums. Further training was provided to trainers in this area and our curriculums adapted to incorporate daily book keeping exercises.</b></p>	
<p>We have conducted an ongoing in-country market assessment and the monitoring of the economic activity of previous MACOHA and KODO trainees. We have noted from post training data that some cane furniture graduates in Ntchueu are struggling to establish a market.</p>	<p><b>10.</b> Change in market demand for products manufactured using skills acquired during training.</p>	<p><b>We are closely monitoring cane furniture training and graduate's businesses in Ntcheu and considering whether to decrease the number of cane furniture trainees and increase the number of tailoring trainees in this district.</b></p>	<p><b>Yes</b></p>
<p>We have sent 11 shipments to Malawi and all have arrived safely. We have had delays to 3 shipments.</p>	<p><b>18.</b> Shipments of tools and equipment to Malawi lost or delayed in transit.</p>	<p><b>We are monitoring the situation closely and looking to purchase some start up equipment for affected graduates if necessary.</b></p>	<p><b>Yes</b></p>
<p><b>6. Inclusion &amp; accountability</b></p> <p><i>Thinking specifically about the past 12 months, please use this section to tell us how you are mainstreaming through your project, ensuring that you are aware of and actively working to reach vulnerable and marginalised groups.</i></p>			
<p><b>6.1</b></p>	<p>Is the project still relevant for the beneficiaries you are working with? Please highlight how you ensure accountability on the project, ensuring beneficiaries have the opportunity to feedback on the project and influence its development? (max 350 words)</p>		
	<p>Each element of the vocational training program, from recruitment to post-training support, is designed to maximise the chances of our trainees to successfully start new businesses and become financially independent. We evaluate the effectiveness of each element on a continuous basis to look for ways the program can be improved.</p> <p>All direct project beneficiaries fill in pre-training questionnaires and two post training questionnaires, in which they are asked for their feedback as to the quality of training received and how the project and services provided could be improved. Trainees have been asked for their input into the design of our trainee questionnaires. All graduates are invited to attend skill sharing workshops 3 and</p>		

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	<p>9 months after training, to share their experiences of setting up business with their training cohorts and again to give feedback to project workers.</p> <p>The collection of monitoring and evaluation data and feedback from project participants is written into the project design and directly linked to the provision of post training support, which includes three visits by project workers to each graduate in the year after training. Our partners provide quarterly reports to GCT detailing the project progress and challenges. We work with our partners to try to accommodate individual trainees' needs and to address any suggestions and feedback from graduates.</p>
<b>6.2</b>	<p>Do you have an awareness of particularly vulnerable or marginalised groups within the community in which your project is working? Please give details on how you are disaggregating data to recognise these groups across the project. (Max 350 words)</p>
	<p>All of our trainees are adults with disabilities living in rural districts, amongst those recognised to be the most marginalised groups within Malawian society. We aim that at least 50% of our trainees are women with disabilities, who live with double discrimination due to existing gender inequalities.</p> <p>We try to include people with all types of disabilities within our training, including physical disabilities, learning disabilities, sight and hearing impairments and albinism. We disaggregate data by gender, age and type of disability.</p> <p>Over the last 12 months we have worked to be able to include people with mental health issues by equipping all trainers and staff with the appropriate knowledge.</p> <p>We have successfully included a small number of trainees with albinism but have had difficulties providing adequately secure accommodation, away from home, for some, resulting in these individuals not taking part in the training due to safeguarding concerns.</p>
<b>6.3</b>	<p>How is your project working to actively meet the needs of these vulnerable and marginalised groups, ensuring they are benefiting from the project? Please outline any mechanisms you are using. (Max 350 words)</p>
	<p>This project is designed to help adults with disabilities living in rural areas achieve economic independence through the provision of training, equipment and support. It also aims to increase the participation of adults with disabilities within their communities, educate rural communities as to the ability of people with disabilities and share knowledge with other organisations as to how to improve mainstreaming across international development sectors.</p> <p>Our partners are both experienced at working with people with disabilities and have excellent networks of staff within their districts. MACOHA employ skilled workers who can use sign language to communicate with trainees with hearing and speech impairments. Our trainers are able to deliver training to people with</p>

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	<p>wide-ranging disabilities. As we work with people with wide ranging types of disability we are used to addressing challenges associated with participant's mental or physical impairments which may require extra support from project workers.</p> <p>The majority of volunteers in Scotland and Northern Ireland who refurbish the tools and machines sent to Malawi have learning difficulties and mental health issues. They benefit through skill development, support and enrichment and appreciate this positive link between people with disabilities in the UK and Malawi.</p> <p>All of our booklets are designed to be read easily by people with sight problems.</p>
<b>6.4</b>	<p>Taking into consideration some of the challenges of mainstreaming, please describe any challenges you have faced in reaching vulnerable and marginalised groups, how you have overcome these or plans you have developed to support inclusion on the project. (Max 350 words)</p>
	<p>Until recently there were very few services for people with mental health conditions in Malawi and the general knowledge of mental health within rural communities remains very limited. We worked with Mental Health Matters personnel to provide training to all project staff and trainers on mental health issues so that we will be equipped to include some people with mental health conditions in our training this year. In addition MACOHA have been actively conducting mental health training within communities and referring people for treatment.</p> <p>We have successfully included people with hearing and speech impairments in our training. Where a potential trainee has no ability to communicate via sign language or writing, or they have someone who can help them communicate, we have had to exclude them on the basis that we are not equipped to provide an adequate level of training for them to run a business.</p> <p>We have had challenges in terms of being flexible enough to offer longer training periods to some trainees who have mild learning difficulties and providing adequate safeguarding for participants with albinism.</p>
<p><b>7. Financial information</b></p> <p><i>This section will be reviewed alongside your budget report, which should be included alongside your narrative and logframe. Please ensure this spreadsheet is completed with both a detailed breakdown of expenditure for this financial year, along with your projected spend for the next financial year.</i></p> <p><i>Please note carry-over of funds to the next financial year should have been agreed with the Scottish Government by January 31<sup>st</sup> of the current financial year.</i></p>	

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7.1

With reference to your budget spreadsheet, please give a detailed explanation of any variances between planned and actual expenditure, including reasons for the variances and whether these are as a result of timing issues, price achieved, quantity etc. If these are temporary variances, please outline plans for expenditure. (Max 500 words)

We have a total under spend for Year 2 of **£10,499.00**.

Of this **£4720** is delayed expenditure and **£5779** is true under spend.

Of the delayed expenditure of £4720:

£3000 is from Implementation, MEL, Monitoring and evaluation by TEVETA.

£1720 is from Implementation, Output 2, Import tax and In country transportation of tools.

We request to carry these funds over to be spent next financial year, due to a delay in these activities.

Of the **true underspend of £5779:**

£330 is from In Country Running, due to KODO receiving a waiver of any rental fees.

£1612 of this is from Travel and Subsistence:

(£429 from international airfares, £777 from in-country fuel costs and £406 from subsistence), all due to efficiency savings on the monitoring and evaluation visit to Malawi, September 2019.

£1047 is from Implementation, Output 2, shipping, tool purchase and storage costs due to savings made.

£580 is from Implementation, Output 5, printing of booklets, due to full funds not being needed.

£3599 of this is from Implementation, Output 6 – Disability Mainstream training. We informed the Scottish Government as to this anticipated under-spend at the end of Year 1.

£430 of this is from Implementation, Dissemination Costs, due to full funds not being needed.

**These savings were negated by overspends in:**

Staff costs of £133, due to extra hours being needed by the Project Manager.

In Country, Office Costs of £521, due to needing more funds for printing and internet costs.

Implementation, Output 1 of £19.

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	<p>Output 2, Admin costs in Scotland of £138, due to additional funds needed to cover bank transfer fees.</p> <p>MEL, collection of pre and post training questionnaires of £510, and Attendance at MaSP symposiums of £498, due to additional funds needed by MACOHA for these activities.</p> <p>We have been granted permission from The Scottish Government to carry over these funds to the next financial year, to pay for staff training/skill sharing workshops.</p> <p>In addition we have <b>currency gains for Year 2 of £2937.</b></p>
7.2	<p>Please give details of any capital expenditure in this reporting period. (Max 350 words)</p> <p>Our partners have purchased 74 solar panel home energy systems for each graduate, at a cost of £15,059.00 (£203 each) including distribution and installation costs.</p>
7.3	<p>Please explain how you have worked to ensure cost effectiveness on the project in the past 12 months, whilst maintaining the quality of delivery. (Max 350 words)</p> <p>We minimised expenditure during the Malawi visit as much as possible in terms of subsistence costs. Our partners are able to provide us with transportation and fuel costs were again low.</p> <p>When using external service providers for printing or venue hire, we secured quotes from multiple suppliers to ensure cost efficiency.</p> <p>Our Malawian partners make all attempts to purchase training materials and other necessary items at the best price and carefully consider cost and quality when purchasing the solar panels for graduates.</p> <p>We only purchase a minimal amount of tools and start up equipment for graduates – the vast majority is donated, refurbished and packed at no cost to us as this work is performed by our partner tool workshops.</p> <p>We saved funds by using the Turing Trust’s warehouse for sending our shipment.</p> <p>We pay no office costs in Scotland.</p>
<p><b>8. Any other information</b></p> <p>Use this section to tell us any other relevant information regarding your project. (Max 500 words)</p>	



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