

Malawi Development Programme 2013-16

End of Project Report

Please refer to the guidance notes attached.

Project Information - Summary Sheet	
Project Reference Number	MW15
Name of Grant Holder	The Global Concerns Trust
Name of Partner Organisations	MACOHA, KODO, Scottish Tools for Self Reliance Workshops
Project Title	Tools and Training for Livelihood in Malawi
Project Objective(s) (max 100 words)	To contribute to the reduction of poverty, the enhancement of economic sustainability, and improvement in community integration of physically disabled men and women in Malawi. Over 3 years 129 men and women with physical disabilities in Nkhotakota and Salima districts undergo vocational training and set up their own businesses, achieving economic self-reliance. They undergo training in carpentry/tailoring/cane furniture making, business and financial management, HIV/AIDS awareness, reproductive health and gender awareness training. Tools for Self-Reliance workshops in Scotland re-furbish tools which are shipped to Malawi for start-up toolkits. Graduate trainees receive ongoing practical support and assistance in starting their own businesses and participate in skill-sharing workshops.
Summary of Headline Achievements (max 100 words) (please incl. key statistics where appropriate)	129 people with disabilities living in rural areas have been given the tools and training to start businesses and become financially independent. 97% of graduate trainees are running successful new businesses, which have resulted in an average increased income of 626%, and a greatly increased ability to provide for themselves and their families.
Country/Region	Malawi – Salima, Nkhotakota
Project Start Date	1/04/2013
Project End Date	31/03/2016
Total SG Grant (original)	£109,738.55
Total Actual Expenditure for the full project	£98385.67
	Indicate (insert x) which thematic priorities the project addressed
	Health x
	Education x
	Civic Governance x
	Sustainable Economic Development x

Supporting Documentation Submitted with Report (insert x)	
Completed Logical Framework (approved by SG) <i>(and any previous Logframes if changes were made, see Section B)</i>	X
End of Project Budget	X
Risk Register (updated version)	x

SECTION A: OUTLINE OF PROGRAMME AND ACHIEVEMENTS
A1. Outline of Project

Provide a brief summary of the project including its aims and objectives (max 250 words).

The overall aim of this project is to contribute to the reduction of poverty, the enhancement of economic sustainability, and improvement in community integration of disabled men and women in Nkhotakota and Salima districts of Malawi. The difficulties facing disabled people in rural areas, and current lack of skills development programmes is explicitly recognised in the Malawi Growth and Development Strategy.

Our objective was that over the 3 years a total of 129 men and women with physical disabilities in Nkhotakota (39) and Salima (90) districts would undergo vocational training and set up their own businesses utilising their skills, achieving economic self-reliance. They would undergo training in carpentry/tailoring/cane furniture making, business and financial management, HIV/AIDS awareness, reproductive health and gender awareness training. Tools for Self-Reliance workshops in Scotland would re-furbish tools which are shipped to Malawi and distributed to MACOHA and KODO for training and post-training start-up toolkits. Graduate trainees in Nkhotakota and Salima districts would receive ongoing practical support and assistance in starting their own businesses and participate in skill-sharing workshops. Graduate trainees are given start-up toolkits/sewing machines to start up their businesses in carpentry/tailoring etc. A documentary film and booklets are produced collaboratively by Scottish and Malawian partners to motivate all participants and disseminate project information to partners, stakeholders and members of the public.

A2. Project Achievements

Describe the key achievements of the project including wider impacts and the direct and indirect beneficiaries (max 250 words).

129 men and women with disabilities living in Salima and Nkhotakota districts have undergone vocational training in carpentry/tailoring/curios carving and cane furniture making. Each trainee has also undergone business and financial management, HIV/AIDS awareness, reproductive health and gender awareness training, and received start up tools and materials. Trainees have received post training support including home visits and have attended skill sharing workshops. 125/129 (97%) of graduate trainees are running new businesses utilizing their new skills. 19 of these businesses employ others. On average graduate trainees have an increased income of 626%, and their families have an increased income of 882%. 125 economically self reliant households, including 255 children (indirect beneficiaries). 100% of graduates have said that the training has helped them and their families, reporting an increased ability to provide food, clothes, and pay for school fees. Other items bought with the revenue from trainees' businesses include new roofs, bricks for new houses, livestock, household goods, bicycles and furniture. 100% of trainees have reported an increase in confidence and participation within their communities. 79% of graduate trainees are passing on their skills to others, and 97% of graduate trainees are saving money with village savings groups. Our data shows an expansion of the new businesses, with many trainees also able to invest in secondary businesses. The impact of this

	<p>project upon graduate trainees has been life changing. One of the wider impacts is that whole communities in Malawi are changing their attitude towards people with disabilities, seeing them to be skilled and valuable people within their societies.</p>
A3.	<p>Alignment with Scottish Government’s International Development Policy Please indicate how the project contributed to the Scottish Government’s ID Policy (max 250 words).</p>
	<p>We support those who are most vulnerable and in greatest need, a key objective of the Scottish International Development Policy. We work with the government of Malawi through MACOHA, to provide vocational training for men and women with disabilities living in rural areas, who are some of the poorest and most vulnerable people in Malawian society. The project has facilitated and encouraged enterprise, and has addressed inequality in a sustainable manner. Our projects are community-led, having been developed following a needs-assessment by Malawians working at a grassroots level within rural communities.</p> <p>The overriding philosophy of the Malawi Growth and Development Strategy (MGDS) is poverty reduction through sustainable economic growth and infrastructure development. The MGDS states that <i>“people with disabilities are usually the most affected in terms of access to assets and other facilities required to become economically empowered. They experience difficulties accessing financial services and capital, skills development programmes, and technology developments”</i>. Our project has facilitated disabled adults in rural areas to access vocational training and support them to achieve economic independence.</p> <p>The Malawi Government introduced the National Policy on Equalization of Opportunities for Persons with Disabilities in 2006. The policy’s objective is to fully integrate people with disabilities in all aspects of life, thereby equalizing their opportunities and enhancing their dignity and wellbeing. Capacity building through training programmes, public education and increasing awareness amongst the general population about the rights of persons with disabilities are cardinal objectives to this policy.</p>
A4.	<p>Alignment with the Millennium Development Goals (MDGs)/Sustainable Development Goals (SDGs) Detail how the project has contributed to the MDGs or SDGs. Please include specific Goal(s) (max 250 words)</p>
	<p>Our project has contributed to poverty reduction and economic growth in line with the Millennium Development Goals. By providing vocational and business training to men and women with disabilities in rural areas, we have equipped them with the skills and start-up resources to achieve economic independence and a higher quality of living. Integrated rural development is highlighted as one of the key six priority areas needed to accelerate the attainment of the MDGs. Our programme incorporates HIV/AIDS, reproductive health and gender awareness training, seeking in particular to empower disabled women, due to the pervasive myth that sex with a disabled woman will cure AIDS, and the additional challenges facing disabled women, many of whom are single mothers.</p>

Our project, which links persons with disabilities in both Scotland and Malawi, through the refurbishment of tools for training, is an example of a strong and sustainable 'global partnership', in line with the MDGs.

This project is contributing to 10 of the 17 2015 Sustainable Development Goals;1,2,3,4,5,7,8,10,13 and 15.

SECTION B: RESULTS

Please ensure you submit your Logical Framework with this report. The logframe should reflect the full achievements and results of the project.

The purpose of this section is to provide a SUMMARY of the details in your logical framework.

B1. Project Impact

With reference to your logframe please list each of your project impacts and provide further details of your results at the end of the project. This information should be supported with evidence (as an annex) e.g. case studies.

Add/delete rows as required.

IMPACT: *insert name of impact*

<u>Impact Indicator</u> (from logframe)	<u>Baseline</u> (from logframe)	<u>End of project target</u> (from logframe)	<u>How has the project contributed to the overall impact target</u>
<i>Example: Example: Percentage of households that have increased their economic income as a result of improved agricultural practices in targeted districts.</i>	0%	10%	<i>The project has increased the income and improved the livelihoods of households that are dependent on agriculture for their income by 10% in all three districts. Contributing to stimulating the local economy of the region and helping Malawi achieve the Goals under Agenda 2030.</i>

IMPACT: Contribute to the reduction of poverty, the enhancement of economic sustainability, and improvement in community integration of disabled

men and women in Nkhotakota and Salima districts of Malawi.			
<p>Impact Indicator 1: Monitoring of graduates' income and household expenditure to include information on items and services on which expenditure is now possible as a result of increased economic activity. Measurement of ability to buy food, clothes, gas, send children to school, improve their houses, and live independently.</p>	<p>Prior to receiving training, trainees from each years' cohort at MACOHA and KODO will complete a questionnaire gathering information as to their current economic status. This will enable us to establish a baseline against which the impact of the project can be measured on a yearly basis.</p>	<p>Information gathered on the impact of the project on the 1st and 2nd cohort of trainees' socio-economic status. Participation of trainees from the three training intakes in the evaluation of the impact of the project in their communities.</p>	<p>125/129 graduates that received training are running new businesses (97%). We have recorded an average income of 41,000mk per month from the new businesses, an increase of income of 626% for graduates. We have recorded and increase in trainees' families' income of an average of 882%. 100% of graduated trainees have said that the training has had a positive impact upon them and their families. Items bought with the business revenue include new roofs, bricks for a houses, furniture, livestock, house - hold goods, labour, clothes and food. A number of graduates have also been able to invest in further businesses for themselves or their families. A total of 125 economically self reliant households.</p>
<p>Impact Indicator 2: Information collected on whether skills learnt have been passed on to other family / community members. Participation of former trainees in subsequent training programmes and skill-sharing workshops to measure sustainability of project. Qualitative monitoring of participants' self-confidence and awareness of rights.</p>	<p>Initial questionnaire will include qualitative data as to participation within their communities, self-esteem, and awareness of rights.</p>	<p>Information gathered on the impact of the project on the 1st and 2nd cohort of trainees' socio-economic status. Participation of trainees from the three training intakes in the evaluation of the impact of the project in their communities.</p>	<p>79% of graduate trainees are passing on skills to others. 19/125 graduates running businesses employ at least 1 worker. 98/129 graduates have attended between 1 and 3 skill sharing workshops. All graduates, including the final cohort of 24, will be invited to attend a final skill sharing workshop in September. 105/129 graduates have been visited in their homes between 1 and 7 times. 100% of trainees have reported an increase in confidence and awareness of rights.</p>

B2.	Project Outcome(s) In the table below, please list each of your project outcome(s) and provide <u>summary</u> details of your results at the end of the project. This information should be supported with evidence (as an annex) e.g. case studies Add/delete rows as required.			
<u>OUTCOME:</u>				
<u>Outcome Indicator</u>	<u>Baseline</u>	<u>End of project target</u>	<u>End of project achievement</u> (insert one of the following Target not achieved/achieved/exceeded Include a very brief explanation)	
<i>Example: The number of Farming for Futures Communities Groups set up across the 3 targeted districts.</i>	20	500	420 - Target not achieved <i>Floods that affected target districts in 2015 which limited access to targeted communities and diverted farmers' activity to dealing with flood damage.</i>	
<u>OUTCOME:</u> Over the 3 years a total of 129 men and women with physical disabilities in Nkhotakota (39) and Salima (90) districts will undergo vocational training and set up their own businesses utilising their skills, achieving economic self-reliance.				
Outcome Indicator 1: Numbers of disabled men and women in Nkhotakota and Salima districts who are making an income utilising the skills they have learnt during vocational training. Numbers disaggregated by gender, age, disability, type of work carried out and average monthly income. Information also collected on number of people in household, gender and ages of children, to assess indirect beneficiaries.	There were no vocational training opportunities for people with disabilities in Nkhotakota district. 30 people with disabilities had been trained by KODO in 2011.	19 disabled men and 20 disabled women in Nkhotakota district earning an income utilising skills learnt through training programmes. 36 disabled men and 54 disabled women in Salima district earning a living from utilising acquired skills. A	Target not achieved (97% achieved) 18 disabled men and 20 disabled women (23 tailoring graduates and 15 carpentry graduates) in Nkhotakota district earn money in their local communities from manufacturing products utilizing their tailoring and carpentry skills. 1 female graduate in Nkhotakota died in February 2015. 42 men and 45 women; (58 x tailoring	

			<p>total of 129 economically self-reliant households.</p>	<p>trainees, 27 basket/chair and 2 curios carving trainees) in Salima district earn money in their local communities from manufacturing products utilizing their tailoring and basket making skills. 2 tailoring graduates and 1 basket/chair graduate are not currently working due to ill health. A total of 125 economically self-reliant households which include 255 children. Please refer to logframe document for a full disaggregation of numbers by gender, age and type of disability.</p>
	<p>Outcome Indicator 2: Information collected detailing trainees' businesses to assess development of their skills, whether there has been expansion of their business, and to monitor market demand. Includes data as to type of products made, complexity of products, where/to whom products are sold, and whether there has been training and involvement of additional workers in business.</p>	<p>Monitoring of previous trainees with MACOHA and KODO indicate that a number of trainees have been extremely successful in improving their skills, expanding their business clientele within the district, and training others in their villages. Others have worked on a smaller scale; however, they have become economically independent, which is a very positive achievement.</p>	<p>To have obtained comprehensive information on the impact of the project on business development and economic sustainability in Nkhotakota and Salima districts. This will be presented to the district authorities and, via MACOHA, to the national government, to highlight what can be achieved by an excluded group when given training opportunities and business resources.</p>	<p>105/129 graduates have filled in post training questionnaires. The final cohort of 24 graduates will complete a post training questionnaire in September. On average graduate trainees are earning 41,000mk per month from their new businesses, a 626% increase in income. Graduates who have been running their businesses for over a year have expanded their businesses - the average increase in income of the first cohort of trainees is 1027%. Predominantly they are selling their goods within their communities, and the quality of produce is assessed by</p>

			them to be good or very good. 100% of graduates are keeping business records, and 97% are saving money with village savings groups. 19/125 graduates are employing others in their businesses and 79% are passing on skills to others.
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B3. Project Outputs
 In the table below, please list each of your project outputs and provide summary details of your results at the end of the project. This information should be supported with evidence (as an annex) e.g. case studies
 Add/delete rows as required.

OUTPUT 1: Men and women with physical disabilities in Nkhotakota and Salima districts undergo vocational training in carpentry / tailoring etc, business and financial management, HIV/AIDS awareness, reproductive health and gender awareness training.

<u>Output Indicator</u>	<u>Baseline</u>	<u>End of project target</u>	<u>End of project achievement</u> <i>(insert one of the following</i> <i>Target not achieved/achieved/exceeded</i> <i>Include a very brief explanation)</i>
1.1 Number of trainees accessing vocational training courses in Nkhotakota district. Numbers disaggregated by gender, age, disability, and type of training.	There were no vocational training opportunities for disabled people in Nkhotakota district.	39 trainees (19 men, 20 women) have completed vocational training.	Target achieved - 39 trainees (18 disabled men and 21 disabled women; 24 tailoring graduates and 15 carpentry graduates) in Nkhotakota district have completed vocational training. Please refer to logframe document for a full disaggregation of numbers by gender, age and type of disability.
1.2 Number of trainees accessing vocational training courses in Salima district. Numbers	In previous funding by the Scottish	90 trainees (36 men, 54 women) have completed	Target achieved - 90 trainees (42 men and 48 women; 60 tailoring trainees, 28 basket/chair and

<p>disaggregated by gender, age, disability, and type of training.</p>	<p>Government, GCT and KODO were able to provide training to 30 trainees.</p>	<p>vocational training.</p>	<p>2 curios carving trainees) have completed vocational training in Salima district. Target not achieved – We trained 6 fewer women and 6 more men than we targeted for. Please refer to logframe document for a full disaggregation of numbers by gender, age and type of disability.</p>
<p>OUTPUT 2: Tools for Self-Reliance workshops in Scotland re-furbish tools which are shipped to Malawi and distributed to MACOHA and KODO for training and post-training start-up toolkits.</p>			
<p>2.1 Number of refurbished toolkits and sewing machines shipped to Malawi for each project.</p>	<p>No start up tools had been sent to MACOHA’s Nkhotakota CBR previous to this project. The Scottish Tools For Self Reliance workshops had refurbished tools and sewing machines, sent as training and start up kits for 30 trainees in Salima district during a previous Scottish Government project (2008 – 2011).</p>	<p>Three shipments of tools and machines sent to Malawi and distributed to MACOHA and KODO.</p>	<p>Target achieved - Third shipment of tools consisting of 24 sewing machines, 5 carpentry kits and 14 basket/chair kits, has been distributed to MACOHA and KODO. In total we have sent 20 carpentry kits, 72 sewing machines, 10 curios carving kits and 24 basket making kits. KODO have bought 11 sewing machines in Malawi, due to an increased number of tailoring trainees trained at KODO in 2014/15. Both partners have bought some second hand treadle bases in Malawi to fit to our machines.</p>
<p>OUTPUT 3: Graduate trainees in Nkhotakota and Salima districts receive ongoing practical support and assistance in starting their own businesses and participate in skill-sharing workshops.</p>			

3.1 Number of visits to trainees in their homes/workplaces by project workers, and records of business successes/issues. Numbers disaggregated by gender, age, disability and type of work carried out			
<p>Prior to this project there were no graduates in Nkhotakota district. Post-training support and visits were less integrated into the vocational training programmes conducted by KODO in Salima, but did happen informally.</p>	<p>Second cohort of graduates visited by project workers three times in the year following completion of their training, and business support is provided. Third cohort complete training and are visited in their homes / workplaces.</p>	<p>Target achieved - 129 trainees (60 disabled men and 69 disabled women) have completed training. 105 graduates have been visited at their homes between 1 and 7 times. The final cohort of 24 graduates will be visited 3 times in the following year. Please refer to logframe document for a full disaggregation of numbers by gender, age and type of disability.</p>	
3.2 Numbers of trainees participating in business skill-sharing workshops held 3 and 9 months after completion of training. Numbers of older graduates attending workshops for new graduates to share experiences. Numbers disaggregated by gender, age, disability and type of work carried out.			
<p>There were no post-training business skill-sharing workshops held prior to this project.</p>	<p>Business skill sharing workshops are held 3 and 9 months after completion of training. 43 new graduates attend, along with previous year's graduates.</p>	<p>Target achieved - 98/129 trainees (60 disabled men and 69 disabled women) have attended at least 1 skill sharing workshop, with the 1st cohort (43) having attended 2 - 3. All 128 (living) graduates will be invited to attend a final skill sharing workshop in September 2016. Please refer to logframe document for a full disaggregation of numbers by gender, age and type of disability.</p>	
OUTPUT 4: Graduate trainees are given start-up toolkits / sewing machines to start up their businesses in carpentry/tailoring etc.			
4.1 Number of trainees in Nkhotakota district receiving start-up toolkits and equipment. Numbers disaggregated by gender, age, disability and toolkit supplied.			
<p>Prior to training, trainees do not have the tools or equipment needed in order to start up a business.</p>	<p>39 graduate trainees (19 men, 20 women) have been issued with toolkits / sewing machines.</p>	<p>Target achieved - 39 trainees (18 disabled men and 21 disabled women) in Nkhotakota district have been issued with sewing machines or carpentry kits. Please refer to logframe document for a full disaggregation of numbers by gender, age and type of disability.</p>	

<p>4.2 Number of trainees in Salima district receiving start-up toolkits and equipment. Numbers disaggregated by gender, age, disability and toolkit supplied.</p>	<p>Prior to training, trainees do not have the tools or equipment needed in order to start up a business.</p>	<p>90 graduate trainees (36 men, 54 women) have been issued with toolkits / sewing machines.</p>	<p>Target achieved - 90 trainees (42 men and 48 women) in Salima district have been issued with sewing machines, basket/chair or curios carving kits. Please refer to logframe document for a full disaggregation of numbers by gender, age and type of disability.</p> <p>Target not achieved – We trained 6 fewer women and 6 more men than we targeted for.</p>
<p>OUTPUT 5: Use of media to disseminate information. Documentary film and booklets will be made collaboratively by Scottish and Malawian partners, raising the motivation of all participants, and enabling groups to share best practice and raising awareness of common issues and solutions.</p>			
<p>5.1 Documentary film produced and updated as project progresses. Participation by Scottish and Malawian partners in making and distribution of film in Scotland and Malawi.</p>	<p>Footage from existing film used to present backstory to the current project.</p>	<p>New film produced and updated to include footage of previous years' trainees who now have their own businesses, highlighting their successes and challenges, and shown at event marking the project's completion.</p>	<p>Target achieved - The film has been produced and updated to show graduate trainees with their new businesses. We have screened our film at 21 events/presentations to tool volunteers and members of the public in Scotland. The film has been shown at skill sharing workshops for graduate trainees in Malawi, circulated to MACOHA/KODO/SMP and features on GCT, SMP, NIDOS and TFSR websites.</p>
<p>5.2 Booklet produced and distributed in Scotland and Malawi to partners, stakeholders, donors and interested parties.</p>	<p>Booklet from Phase 1 of project reviewed based on feedback from partners.</p>	<p>Three booklets produced, one for each year of the project, and presented to TFSR volunteers and partners in Malawi.</p>	<p>Target achieved - A third booklet has been produced, and will be circulated to all tool volunteers, 15/16 trainees, our partners and stakeholders, The Government of Malawi, members of the public and other NGO's in Scotland. In addition we have had articles about this project featured in the Rotary Magazine, TFSR magazine and featured in a documentary produced by STV Edinburgh.</p>

	<p>5.3 Events and presentations held to publicise our work, raise awareness, and share experiences and best practice.</p>	<p>GCT has been publicising our Malawi projects in Scotland for five years, and many individuals and groups are interested in our work.</p>	<p>Three events in Edinburgh to raise further awareness about the projects in Malawi.</p>	<p>Target exceeded - We have had three major events in Edinburgh (May 2013, May 2014 and November 2015), given presentations to each TFSR/Ecology Centre workshop 2 - 3 times, and given 11 further talks to Rotary Clubs, church groups and schools.</p>
<p>B4. Performance Against Programme Level Indicators Please refer to table 1 in the guidance note and detail the progress you have made against the relevant programme level indicators as set out in your application form. Results should be gender disaggregated, to show the impact on men and women separately.</p>				

<u>Programme level Indicators</u> (From your logframe)	<u>Baseline</u>	<u>Outcome</u>
EXAMPLE D13	EXAMPLE <i>There currently exists few employment opportunities in X area of y country. Employment for men stands at X% while employment for women is Y%</i>	EXAMPLE <i>The project targeted 100 women of which only 10% were employed at the beginning of the project. The project established women community groups providing training in X area of the country and by the end of the project 50% of women in the target group had found paid employment.</i>
D1 – Increased number of schemes to facilitate and encourage development based on joint and collaborative partnerships between the Scottish Parliament and the Malawian National Government	In phase 1 of this project the Scottish Government supported MACOHA, a Malawian government agency, to offer vocational training for men and women with disabilities in rural Malawi. A pilot project in Dowa was successful and now has independent funding, enabling MACOHA to look to expand into another target district, Nkhotakota.	MACOHA is an agency that was set up, and is partly funded by, The Government of Malawi. This project has allowed MACOHA to expand it’s vocational training program to Nkhotakota district. We are working with MACOHA to present the findings from the model of vocational training implemented in this project, to The Government of Malawi, with the view to secure funding from them to replicate this model to other rural districts.
D4 – Increased promotion of gender equality and the active empowerment of women and other excluded groups in civil society organizations.	MACOHA and KODO have trained both disabled men and women previously, although more men than women have received training. Only one woman was trained in carpentry by MACOHA at Dowa; however she was successful and enabled us to break down previously held stereotypes. Disabled women are excluded from mainstream civil society, and face additional challenges due to their gender.	69/129 of the people with disabilities trained by MACOHA and KODO through this project have been women (53%). This was slightly lower than the 55% participation of women which we had aimed for; however we have succeeded in training more women than men. All 129 trainees (men and women) have received gender awareness training. Some women have trained to be curios carvers, and basket/chair weavers, both occupations traditionally only done by men. All of the 69 women trained so far through this

		project have reported increased independence and empowerment.
D9 – Increase in output of existing economic activities, through expansion or diversification	<p>MACOHA are currently only able to offer vocational training opportunities for disabled people in 7 out of 13 rural CBRs. Nkhotakota is one of MACOHA’s 6 target districts to which they aim to expand their projects; it currently has no vocational training programmes.</p> <p>KODO is the only organisation offering vocational training opportunities for disabled people in Salima district, and have identified a real need amongst the rural population for training to be expanded. KODO’s graduates have successfully started businesses in their villages, earning an income as well as contributing to the economic activity of their communities.</p>	<p>MACOHA have, through this project, been able to expand their vocational training program to Nkhotakota district, where previously no training opportunities existed for adults with disabilities.</p> <p>KODO have been able to resume offering vocational training opportunities to adults with disabilities in Salima district. They remain the only organization that does so.</p> <p>A total of 125 new businesses based in rural areas of Malawi, have been started as a result of this project. These businesses have allowed some trainees to expand and diversify to start second businesses for themselves or their families. 97% of graduate trainees are investing money with village savings groups.</p>
D10 – Increased number of new business start-ups	<p>There are currently no vocational training opportunities or business start-up training for disabled adults in MACOHA’s Nkhotakota CBR.</p> <p>In Salima, where KODO work, they are the only organisation offering such training and support.</p> <p>There is currently no provision of credit to trainees where this is needed to start up or expand their business.</p>	<p>MACOHA are the only organization offering vocational and business training to adults with disabilities in Nkhotakota.</p> <p>KODO are the only organization offering vocational and business training to adults with disabilities in Salima.</p> <p>All trainees taking part in this program receive vocational and business training, as well as advice on how to access bank and village loans. In addition to start up tools, each trainee also receives some start up materials. A total of 125 new businesses based in rural</p>

			<p>areas of Malawi, have been started as a result of this project. These businesses have allowed some graduates to expand and diversify to start second businesses for themselves or their families. 97% of graduate trainees are investing money with village savings groups.</p>
	<p>D12 – Increased number of training opportunities in relevant skills and business related areas</p>	<p>There are currently no training opportunities in business related skills for disabled people in Nkhotakota district.</p> <p>In Salima district, KODO are the only organisation offering such training.</p>	<p>MACOHA were able to offer vocational training in carpentry and tailoring, as well as business skills, to 39 adults with disabilities in the Nkhotakota district.</p> <p>KODO were able to offer vocational training in tailoring, curios carving and basket/chair making, as well as business skills, to 90 adults with disabilities in Salima district.</p>
	<p>D23 – Increased numbers of participants in projects designed to address awareness of reproductive health</p>	<p>Few adults with disabilities who live in rural areas in Malawi have had access to education and therefore most have not received any form of reproductive health and HIV/AIDS education. The myth endures that having sex with a disabled woman will cure a man who is HIV positive.</p>	<p>129 graduate trainees in Nkhotakota and Salima have undergone reproductive health and AIDS awareness training as part of this program. They have also undergone training in gender awareness.</p>
B5.	<p>Changes to the Logical Framework</p> <p>If changes were made to the Logframe over the lifetime of the project, <u>please submit all previous versions which were agreed with the Scottish Government, ensuring the changes are clearly highlighted in each version.</u></p> <p>Use the box below to explain the reasons why the changes were made to the Logframe and confirm the Scottish Government agreed to these changes (max 250 words).</p>		

The only change to the logical framework has been an alteration to the Activities log (Activity 1.2). Feedback collected from the first trainees at KODO showed that 6 months was not an adequate amount of time to become a skilled curios carver. As a result of this KODO discontinued the curios carving training and increased the amount of basket/chair trainees. This change was further supported by monitoring and evaluation which showed that the basket chair graduates were being particularly successful in making an income. KODO reacted quickly to the feedback and monitoring results, implementing this change before permission was granted by The Scottish Government for this change. The Scottish Government later agreed to this change. The first logframe document is attached with this report, with the changes highlighted in the newer agreed version.

SECTION C: FINANCIAL MANAGEMENT

Please also complete the budget report (See End of Project Budget Template on the website). The narrative report below must be provided in conjunction with the completed budget report.

C1. Actual Expenditure
Please provide a breakdown summary of actual expenditure for the whole project compared to the projected expenditure submitted with original application (or a later version agreed by Scottish Government) This information should match the Summary Sheet for the full project in the End of Project Budget, which must be submitted with this report.

<u>Budget Heading</u>	<u>Total Programmed Expenditure for the full Project</u>	<u>Actual Expenditure for the full Project</u>	<u>Explanation of Variance (20 word max)</u>
Staff Costs	£24846.8	£24922.79	
Running Costs in Country	£7672.88	£7082.94	Exchange rate gains
Travel International	£6009.12	£5860.77	Keeping costs to a minimum
Travel National	£2289	£1014	Keeping costs to a minimum

	Subsistence	£4110	£2434.51	Keeping costs to a minimum
	Direct Project Costs for Implementation	£64642.34	£57070.66	Exchange rate gains
	Capital Costs			
	TOTAL	£109570.14 (Actual funds given: £108,960.64 - £609.5 less than planned in year 2).	£98385.67	Underspend Yr 1 - £2927 Underspend Yr 2 - £3430.36 (£3000 given back) Underspend Yr 3 - £4217.60
C2. Efficiency Savings Please answer the following questions on the efficiency of the project (250 word limit per question).				
	1. What savings were made over the lifetime of the project to reduce costs while maintaining the quality of the project?			
	<p>All of the start-up tools and machines sent to Malawi for graduates have been donated by members of the public in Scotland, and refurbished by volunteers at the Scottish Tools for Self Reliance and The Ecology Centre workshops. All workshop space, machinery and supervision of volunteers has been provided by the workshops. The haberdashery kits and start up materials included in our shipments have also been donated and compiled by volunteer groups in Scotland. We have used the media (booklets and films) at presentations to secure support from local organizations, such as The Rotary Club in Haddington, who organized collections of tools and machines. Where possible we kept costs down by purchasing second hand treadle bases in Malawi, as opposed to shipping these heavy items.</p> <p>Our partners in Malawi, MACOHA and KODO, have paid 100% of salaries for Project Managers and 2 project workers in Salima and Nkhotakota.</p>			
	2. How have you ensured that resources (inputs) have been used efficiently over the lifetime of the project to maximise results? (please include any targets achieved, cost comparisons or any efficiencies gained from working in collaboration with others).			
	<p>We sourced multiple quotes from companies to secure the best prices for all travel expenses, printing, shipping and venue hire. Costs at our events have been kept to a minimum with performers not charging for their services.</p>			

	<p>We used our media to share information about the nature of our project with the shipping company, who then decided to support this project by charging a reduced (cost) rate for our shipments.</p> <p>We enlisted a young skilled film editor who was keen to take on the project of editing and updating our films to increase her experience of making documentaries. She was willing to charge far less for her services for the opportunity to develop her career within film making.</p> <p>All graduates have been trained to maintain and repair their tools and machines. Graduates have been taught to re- invest initial business capital earned through the sale of goods made from start up materials that they were given. They have all also been taught to keep good business records, and encouraged to save money with village savings groups.</p> <p>KODO have increased their income through the sale of goods produced by trainees. This has helped them to provide food and other provisions for trainees, despite rising costs in Malawi.</p>
C3.	<p>Project Underspend Indicate whether the project has reported a significant underspend over the lifetime of the project and briefly explain how the funds were spent (max 250 words).</p>
	<p>In year 1 of this project we incurred a £2926 underspend. The Scottish Government agreed that we use £700 of this to help KODO pay for the fuel to collect 50 PET wheelchairs from Zambia to be distributed to people with disabilities in Salima who needed them.</p> <p>In year 2 of this project we incurred an underspend of £3430.36 (£3000 exchange rate gains, £430.36 general underspend). £3000 of this was given back to The Scottish Government to contribute to flood relief aid, resulting in an actual underspend of £430.36.</p> <p>In year 3 of this project we have incurred an underspend of £4217.60 (£1345 exchange rate gains, £2872.60 general underspend). The Scottish Government have agreed that £600 of this be spent to extend the final skill sharing, monitoring and evaluation workshop to include all project graduates. In addition they have agreed that the remainder £3457 (now £3617.6) be divided between all graduates to provide for additional training, tools or materials.</p>
C4.	<p>Cofinance or other funding Provide details of any cofinance or additional funding that has been given to the project over its lifetime including how the additional funds have contributed to delivering more and/or better development outcomes (max 250 words).</p>
	<p>This project has been possible due to MACOHA's pre existing community based rehabilitation office in Nkhotakota and KODO's centre in Salima, which</p>

	<p>provide services including disability aids and physiotherapy to people with disabilities in those districts. Their pre existing networks and employees skilled in working with people with disabilities, has been paramount to the success of this project. MACOHA and KODO have paid 100% of salaries for Project Managers and 2 project workers in Salima and Nkhotakota.</p> <p>The Scottish Tools for Self Reliance and The Ecology Centre have provided workshop space, staff and machinery to facilitate the collection and refurbishment of the tools and sewing machines sent to Malawi for this project.</p>
C5.	<p>Capital Assets Comment on plans for the disposal of capital assets at the end of the project (please refer to the terms and conditions of your grant offer letter and application form), (max 250 words per question).</p>
	<p>1. Provide details of capital assets <£1000 and comment on how these are being disposed of (e.g. laptops,mobile phone). No capital assets have been purchased.</p>
	<p>2. Provide details of any capital assets >£1000 and confirm that disposal has been agreed with the Scottish Government. N/A</p>

SECTION D: RISK MANAGEMENT

A completed an updated risk register must be submitted with this report.

D1.	<p>Risk Management With reference to your agreed risk register, please explain: a) the main risks identified and realised over the lifetime of the project and b) what actions were taken in response to these risks (max 250 words).</p>
	<p>Risk realized - Difficulty in starting up business after training for MACOHA and KODO trainees. Action taken – Where possible, we have been able to accommodate trainees’ individual circumstances, offering flexible support. 5 trainees received extended training periods, as they needed longer than others to get to a reasonable standard. Our continued post training support has resulted in some graduates managing to start business one year after graduation, due to ill health or changing circumstances (having children/moving/getting married etc). A number of graduate trainees have benefitted</p>

	<p>from continued skill development provided by fellow graduate ‘mentors’ to whom they have been linked. 3/128 (2%) of living graduates are not currently running their businesses, due to ill health.</p> <p>Risk realized - Trainees dropping out of courses. We had 1 trainee who dropped out due to ill health. Action taken – It was organized for this trainee to receive further training from fellow graduates, upon recovery. She received start up tools and was able to start her business.</p> <p>Risk realized - Change in market demand for products manufactured using skills acquired during training. Early monitoring data showed that 6 months training for curios carving was insufficient, after the first 2 trainees were trained in curios carving at KODO. Action taken –KODO reacted quickly to discontinue the curios carving, increasing the number of cane furniture trainees; a trade that seemed from our monitoring and evaluation to be working very well.</p>
D2.	<p>Unforeseen Circumstances Describe any other unexpected issues which arose over the duration of the project and what actions were taken in response. Refer to issues/risks identified in your progress report (max 250 words).</p>
	<p>Unexpected issue - A delay in the issue of funds from the Scottish Government. An initial delay in the release of funds resulted in a late start of the training courses. Action taken - We have worked to catch up, with training courses having been shortened by 2 weeks, and with no gap between training, so as to allow training to be completed by April 2016. Our partners worked to be able to start training on time despite subsequent delays in the transfer of funds.</p> <p>Unexpected issue - Difficulty in sourcing second hand treadle bases to fit to sewing machines. There was a delay of 2 months for 2 tailoring trainees in Nkhotakota in receiving their treadle sewing machines bases. Action taken - MACOHA have managed to source treadle bases for all graduates who required them.</p> <p>Unexpected issue - Losing contact with graduate trainees. We have lost contact with 5 trainees subsequent to training, who relocated to other districts 1 – 2 years after graduating. These graduates had filled in at least 1 post training questionnaire prior to relocating, and had started their businesses. Action taken - We are collecting more contact numbers for trainees taking part in future training, emphasising to them the importance of staying in touch with our partner organizations.</p> <p>Unexpected issue – Difficulty in finding accommodation close enough to KODO for trainees with severe physical disabilities to travel to and from the centre daily. Action taken – trainees have stayed at the centre, where the accommodation is basic. There is a need to upgrade the accommodation at KODO if trainees are to stay there, and a need to upgrade the toilet facilities for trainees during the day. The Global Concerns Trust and Ecosolidar are</p>

	endeavouring to find a donor for the required upgrade.
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SECTION E: SUSTAINABILITY	
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E1.	Exit Strategy & Continuing Benefits Describe the key elements of the project exit strategy and how they have been achieved. What have you done to ensure that the positive changes achieved through the project will be sustained when the project ends (max 250 words)?
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	<p>Sustainability was built into this project design, in terms of equipping individuals with all the knowledge and tools necessary to run their own businesses, and earn an income. The comprehensive package of quality vocational training, business, and health training, post-training support, and good quality tools, all go to maximise the chances of the trainees to compete in their markets and have successful long term businesses. Trainees have been taught tool and machine maintenance as part of their training, and all tools and machines sent to them are durable, and can be repaired. 125/129 trainees are successfully running new businesses. 79 % of the trainees are passing their skills onto others. 97% of graduate trainees are saving money with village savings.</p> <p>We are working with MACOHA and our Government of Malawi strand leads, to present the impact of this model of vocational training for people with disabilities living in rural districts upon economic growth within these districts to The Government of Malawi.</p> <p>We have helped KODO increase its long-term sustainability by supporting the building of a training space (2011), and fundraising to purchase a much needed vehicle (2015). Partly through our successful partnership with them, they have been able to attract other partners (Ecosolidar) who are funding their sustainable farming education. KODO have been able to use their increased knowledge of farming to produce enough crops to feed all KODO trainees, as well as producing some income. KODO have further increased their income by setting up a shop in front of the centre, selling products made by the trainees. We have helped KODO with local marketing to attract tourists/visitors to the centre and will continue to work with them to develop their capacity to offer quality services for people with disabilities in Salima district.</p>
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E2.	Partnerships Please provide a brief assessment of your partnerships during the project and what will happen to these partnerships once the project ends (max 250 words).
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	We have worked well with our partners in Scotland and Malawi, maintaining frequent and regular contact with both MACOHA and KODO throughout,
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working together to plan for each stage and to deal with any issues as they arose. Our Malawian partners have worked incredibly hard to achieve all milestones and to provide the best possible vocational training and post training support for participants. Both partners have compiled quarterly and end of year reports for The Global Concerns Trust, including financial reports, which have been disseminated to our Malawian Advisory Committee in Scotland. They have collected and shared data from pre and post training questionnaires, which has been analysed by GCT, with the results of the analysis presented back to them. Monitoring visits conducted by GCT to Malawi have facilitated in-depth discussions with partners on all aspects of the project and a verification of the methods and accuracy of monitoring and evaluation data. The tools workshops in Scotland have co-ordinated the collection and refurbishment of all required tools and machines. MACOHA and KODO have worked well together to organize the clearance and delivery of start up tools and sharing knowledge in terms of training curriculums. MACOHA have assisted KODO to develop it's financial monitoring and reporting systems. We continue to work with all partners to offer vocational training to more people with disabilities in Malawi, under our 2015 – 2018 project.

SECTION F: INCLUSIVITY	
F1.	Gender and Social Inclusion Please answer the following questions (max 250 words per question):
	<p>A) How have women and girls benefitted from the project?</p> <p>Our target was that 55% of our trainees would be women. We have achieved 53%, having trained 69 disabled women. The women that have been trained have benefited by becoming financially independent, and able to support themselves and their families, as opposed to being dependent upon others. 100% of our trainees have reported an increase in confidence and participation within their communities. We have provided reproductive health, AIDS prevention and gender awareness training to all trainees, male and female. This training has resulted in lively discussions between our trainees on the topics of equality and roles of women in Malawi. Some of our female trainees have learnt basket/chair making, a trade previously not done by women, which they have been very successful with.</p>
	<p>B). How have other vulnerable groups benefitted from the project (e.g. elderly, disabled, socially excluded)? <i>Include any challenges experienced in reaching vulnerable people and how these were overcome.</i></p> <p>100% of our trainees have been disabled. Our partners are both experienced at working with people with disabilities and have excellent networks within their districts. MACOHA have skilled workers who have used sign language to communicate with a number of deaf trainees. Our trainers have also shown a remarkable ability to deliver training to people who are deaf or severely physically disabled. We have had challenges in terms of being flexible enough to offer longer training periods to some trainees who have mild learning difficulties. We have also had challenges in finding suitable accommodation for trainees close enough to KODO, resulting in a struggle to provide adequate accommodation and facilities at the centre for them. The majority of volunteers in Scotland who refurbish the tools and machines sent to Malawi have learning difficulties; they have appreciated this positive link between people with disabilities in Scotland and Malawi. All of our booklets are designed to be read easily by people with sight problems.</p>
F2.	Accountability Describe how the beneficiaries and community participated in decision making during this project (max 250 words).
	<p>This project was designed by a Malawian development worker and former GCT Trustee living in Scotland. He undertook an extensive needs analysis in Malawi, conducting consultations with The Council for Non-Governmental Organizations, MACOHA, the Technical and Vocational Education and the Training Standards Agency (TEVETA), and the Department for Community Development.</p>

	<p>Nkhotakota was one of MACOHA’s target districts that had no training opportunities for disabled people. Salima district had no other opportunities for vocational training for disabled people; consequently, there was a real need to continue the work KODO were doing there. This was confirmed by consultation with local Traditional Authorities and community groups, whom KODO and MACOHA have continued to inform as to the progress of the training projects.</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 also invited to attend skill sharing workshops 3 and 9 months after training, to share their experiences of setting up business with their training cohorts, and again to give feedback to project workers. Our partners provide quarterly reports to GCT detailing the project progress and challenges. 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 3 visits by project workers to each graduate in the year after training. Findings from the data collected from all project beneficiaries as to the impact of the training is presented in booklets and film, which are circulated to all beneficiaries, partners and stakeholders, as well as related agencies and The Governments of Malawi and Scotland. We work with our partners to try to accommodate individual trainees’ needs, and to consider suggested changes to the training.</p>
F3.	<p>Relevance Detail the relevance of the project to the context and beneficiaries. Please indicate if this relevance changed over the lifetime of the project (max 250 words).</p>
	<p>Disabled men and women in Malawi experience discrimination and exclusion from social, economic and political life, resulting in disproportionately high rates of poverty. 20% of the population living below the poverty line in Malawi are disabled (<i>World Bank</i>); 10–12% of the overall population are disabled (<i>WHO</i>). People with disabilities living in rural areas of Malawi have little access to disability aids, education, or employment. Comprehensive alleviation of poverty and achievement of MDGs in Malawi is not possible unless disabled people are empowered and included in economic development processes. The lack of skills development programmes, especially in rural areas, is explicitly recognised in the Malawi Growth and Development Strategy. Over nine years, our projects have developed as the result of on-going participatory needs analyses with the projects’ beneficiaries. There remains a lack of opportunity for disabled adults in rural Malawi to participate in vocational training and thereby acquire skills to enable them to become economically self-reliant. Levels of poverty have increased and food security decreased as a result of last year’s flooding in Malawi, resulting in these rural vocational training programmes being more relevant than ever. This project is contributing to 10 of the 17 2015 Global Goals;1,2,3,4,5,7,8,10,13 and 15.</p>

SECTION G: EVALUATION	
G1.	Lessons Learned
	Please answer the following questions (max 250 words per question):
	<p>A) What key lessons have been learned during the project?</p> <p>Comprehensive post training support strengthens the impact of training in numerous ways. Firstly it allows project workers to help graduates with their individual circumstances and businesses on a case to case basis, each graduate receiving four visits from project workers after training. The skill sharing workshops have proved to be really helpful not only in terms of allowing graduates to share their experiences, motivate and learn from each other, but in terms of helping current trainees to be able to plan for the implementation phase of setting up business, anticipating challenges and being equipped with solutions at this important stage. Linking the collection of monitoring and evaluation data directly to post training support allows thorough and regular data to be collected for two years after training, resulting in meaningful data reflecting the expansion of the graduates' businesses.</p> <p>Some trainees require longer training periods than others to be able to develop their technical skills to a satisfactory level. Offering extended training periods to some that needed it helped them to be able to start successful businesses. This was easier for MACOHA as they had smaller trainee cohorts, and were able to provide this degree of flexibility. It was harder for KODO, as their training cohorts were larger, prohibiting an overlap of cohorts. Many graduates continued to develop their skills after training by enlisting the help of local tradesmen in their areas, which resulted in successful businesses. The skill sharing workshops encouraged this type of enterprise by graduates.</p> <p>Dissemination of project information to the media and related agencies/organizations has been important in securing support (financial and in kind) for the project.</p>
	<p>B) How will the lessons learned from the project be communicated (e.g. within your organization, through media, to partners and stakeholders)? Please provide links to any learning outputs</p> <p>Both our Malawian partners have compiled quarterly and end of year reports for The Global Concerns Trust, including financial reports, which have been disseminated to our Malawian Advisory Committee in Scotland. Findings from the data collected from all project beneficiaries as to the impact of the training is presented in booklets and film, which are circulated to all beneficiaries, partners and stakeholders, as well as related agencies and The Governments of Malawi and Scotland. We also use this media to disseminate project information to the media, and members of the public in Scotland,</p>

	<p>at presentations and networking events. In addition we will share this report with all partners, stakeholders and our Malawian strand leads. We have contributed to academic research as to the impact of vocational training with post training support (Laura Lombardo).</p>
	<p>C) Considering the lessons learned over the course of the project, what would you do differently?</p> <p>Work to minimize further the chances of losing touch with graduates by encouraging our partners to stress the importance of this to new trainees and by collecting multiple contact numbers for each trainee.</p> <p>Incorporate a degree of flexibility into the project design, in terms of being able to provide longer training periods for some trainees as necessary. Consider reducing the size of training cohorts at KODO to be able to offer longer training periods for some, and more comprehensive post training support.</p> <p>Consider shipping all treadle bases if possible, to minimize any delays in the issue of start up tools to graduates.</p>
G2.	<p>Feedback Describe what steps were taken to address feedback from the Scottish Government over the project duration. You may wish to use one or two specific examples (max 250 words).</p>
	<p>We have found the feedback to our reports from The Scottish Government to be useful in terms of suggesting areas to strengthen within our project. Specifically we received the suggestion to strengthen our dissemination strategy, which prompted concerted efforts to use the media produced about the project to a greater extent. This has resulted in support from clubs, members of the public and financial support from the shipping company. Additionally The Scottish Government suggested that we should increase our efforts to use project information to impact at policy level. We have made and continue to make concerted efforts to use finding from this project to encourage a roll out of this model of vocational training for people with disabilities in rural districts of Malawi.</p>
G3.	<p>Innovation and Best Practice Please detail any examples of innovations or best practice demonstrated by your project and how these have been shared (max 250 words).</p>
	<p>Many of our graduates have shown innovative ways of dealing with challenges when starting business. Two groups have formed successful co-operatives, working together to strengthen their businesses. Many others continued to develop their skills after graduating, seeking help and training from local craftsmen. Some of the most successful graduates are working in a new trade to their area, and have shown innovative approaches to using local and available materials. Many of our graduates have capitalized upon their increased incomes by re-investing in their businesses and investing in</p>

	<p>secondary businesses for themselves and their families.</p> <p>Where possible, we have been able to accommodate trainees' individual circumstances, offering flexible support. One trainee who dropped out of training due to ill health, later finished her training with a co-operative of her fellow graduates. 5 other trainees received extended training periods, as they needed longer than others to get to a reasonable standard. Our continued post training support has resulted in some graduates managing to start business after a delayed start, due to ill health or changing circumstances.</p> <p>We have been working closely with KODO's partners Ecosolidar, a Swiss organisation supporting sustainable agricultural development projects. This has resulted in co-financing a vehicle for KODO, working together to increase KODO's long term capacity as a vocational training centre by looking for funding to finance a building upgrade, and a sharing of expertise.</p> <p>By sharing the media produced about this project with the shipping company we secured reduced shipping costs and a huge donation from a rotary club in Wales, of 70 sewing machines.</p>
G4.	<p>Wider Influence Briefly describe any wider influence the project had on development outcomes beyond the project context (e.g. influence on Government policy at a local or national level, uptake by other Donors; contribution to wider research or reports on key development issues etc.) (max 250 words).</p>
	<p>We have used media produced about this project (booklets and film) to disseminate project information to all stakeholders, partners, beneficiaries, related agencies and members of the public. This has resulted in a number of articles written about the project, including the Rotary Magazine (May 2016 edition), which has a large circulation. STV Edinburgh also screened a documentary about Garvald Edinburgh's contribution to the project.</p> <p>We have shared information (specifically our methods of collecting data from project beneficiaries), with other organizations working to implement vocational training (Comfort, Tools for Self Reliance). We have also shared information regarding sustainable farming education in Malawi with Malawi Fruits, and gained expertise from Ecosolidar on sustainable farming education.</p> <p>We have been working with MACOHA and our strand leads in The Government of Malawi to find the best platform to present the findings from this project to them, and to explore potential support for MACOHA to roll out this model to all rural districts. GCT and MACOHA will use this final report, booklets and film to support their presentations. Our partners in Malawi are active members of MaSP. The Global Concerns Trust contributed to The Scottish Government's consultation on their International Development policy, and have contributed to academic research on vocational training with post training support (Laura Lombardo).</p>
G5.	<p>Further Evaluation</p>

	<p>Please indicate if you intend to undertake any further evaluation of the project after it ends. If so, please provide details of what this will be and when the findings are likely to be available and where they can be found (<i>the Scottish Government would also expect to see a copy of any such report</i>). (max 250 words).</p>
	<p>A final monitoring and evaluation and skill sharing workshop is scheduled to take place in September 2016 to include all 2013 – 2016 trainees. This will allow us to collect meaningful data from graduate trainees who have recently completed their training and set up businesses. Findings from this workshop will be incorporated into our monitoring data, and an updated summary on the overall impact of this project will be shared with The Scottish Government before the end of 2016.</p>



Signed by:

Date: 27th April 2016

Name of Grant Holder: Emma Duncan, The Global Concerns Trust

Guidance Notes: End of Project Report

- This report is to be completed by all project managers/leaders at the end of the project.
- 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
Section A: Outline of Programme and Achievements	
A1	Provide a brief summary of the project and the aims and objectives or any changes to these over the lifetime of the project. Please stick to the word limit for all questions.
A2	Describe the key achievements of the project over its duration, who benefitted from the project, and what were its wider impacts.
A3	It is important that the project contributes to the Scottish Government's International Development Policy (which contributes towards the overarching International Framework).
A4	Please show how the project contributed towards the Millennium Development Goals and indicate which goals. From 1 January 2016 the MDGs were replaced by the Sustainable Development Goals. If applicable, please indicate how the project is contributing to the SDGs and which ones.
Section B: Results	
B1-B3	The information in this section should be a summary of the final completed logical framework which must be submitted along with this report. Please complete each table for: Impact(s), Outcome(s) and Output(s) for the project. In the first column, list the indicators used to monitor your progress in achieving these. In the second column, provide figures for the baseline indicator at the start of the project and in the third column provide the project target. In the fourth column (except for Impact), add the achievement and indicate whether you met the target, and if it was not achieved/achieved/exceeded. Examples have been given as a guide.
B4	With reference to your application form please list all the indicators which contributed to the project. Provide the general baseline situation or figures and provide a brief narrative of the outcome and how the project contributed to this indicator. See Table 1 for a reminder of all the Programme Level Indicators.
B5	Only comment if changes have been made to the Logframe over the lifetime of the project. All previous versions of the Logframe should be submitted with the changes highlighted. Please provide a short narrative of the main reason for the change and confirm the date this was agreed by the Scottish Government (dates would be helpful if known).
Section C: Financial Management	
C1	This section is a summary at the end of your project but you must also complete the End of Project Budget Template (available on the website) and submit this along with the report. Please provide a summary breakdown of actual expenditure incurred against expenditure planned for the full project, using the budget headings agreed with Scottish Government either at the beginning of the grant, as per Q41 of your original application, or during the grant if you have had approval to change budget headings.
C2	Please answer both questions on efficiency savings. The projects should demonstrate maximum value for public money and we would expect efficiencies to be made over the lifetime of the project whilst delivering the same high quality results.

C3	Please comment briefly on any significant project underspend over the lifetime of the project, bearing in mind that the Scottish Government should have been notified each year of any underspends and proposals on how the remaining budget would be spent. Please refer to any project underspend reports submitted over the lifetime of the project and summarise the details.
C4	Details of any other funding (in addition to Scottish Government funding) which has been given to the project over its lifetime and how this has contributed to the overall results.
C5	If any capital assets have been paid for through Scottish Government funds, please provide a full explanation of any such assets held by the project and any plans for their disposal as outlined in point 6 of your grant offer letter.
Section D: Risk Management	
D1	Managing the risks associated with the project is an important part of project planning to ensure achievement of outputs and outcomes. Using your agreed risk register, briefly detail the risks identified and any that actually occurred over the lifetime of the project and what actions were taken to ensure the project objectives continued to be achieved.
D2	It's important to have reliable contingency arrangements in place to deal with the unexpected. Describe any other unexpected issues which arose over the duration of the project and what actions were taken to deal with these.
Section E: Sustainability	
E1	The project should have a robust exit strategy. Please describe the exit strategy including arrangements for in-country project staff and assets. What has been done over the last 12 months to ensure that the outcomes of your programme is sustainable?
E2	A key element of the International Development Fund is the two-way exchange of knowledge and expertise between Scotland and developing countries and between in-country partner organisations. Please provide details of these relationships in this section.
Section F: Inclusivity	
F1	Working towards gender equality and social inclusion is considered essential for any projects funded through the IDF. Please describe briefly how your project has delivered this and any strategies that were developed to ensure wider participation.
F2	Community involvement and participation is vital in any project. Please describe the steps that were taken to involve beneficiaries in the project.
F3	Changes are inevitable over the period of the project e.g. changing political landscape or environmental changes. In the context in which your project was working, describe briefly how your project remained relevant to your project beneficiaries and if this changed over the lifetime of the project.
Section G: Evaluation	
G1	Please detail the most useful lessons that can be drawn from the project. How will you use that information going forward and what has the organisation learned for the future?
G2	During in-year and end of year reports, feedback will have been provided from the Scottish Government. Please explain the process and actions taken in response to this feedback; this could be in general terms or using specific examples.
G3	The Scottish Government is interested to hear of any innovations or examples of best practice, and how projects are sharing good practice more widely.
G4	What wider impacts or influence did the project have beyond the programme?
G5	Please provide details of any plans to conduct data collection, project surveys or any other evaluation after the project ends. Indicate the reasons why this is being undertaken and when the results will be available.

Table 1: Programme Level Indicators used by the International Development Programme.

Civic Governance and Society	
D1	Increased number of schemes to facilitate and encourage development based on joint and collaborative partnerships between: - the Scottish Parliament and the National Assembly/Government
D2	Increased number of projects designed to share legal and financial expertise between national and civil society bodies in both countries.
D3	Increased numbers of legal and financial staff involved in exchanges and mentoring schemes.
D4	Increased promotion of gender equality and the active empowerment of women and other excluded groups in civil society organisations.
D5	Reduced numbers of vulnerable children and young people within the police and courts systems.
D6	Increased numbers of links between local media in country and other news media providers to develop mechanisms to strengthen the media in country.
D7	Increased number of projects designed to deliver ICT and other new technology opportunities in country, particularly in remote and rural areas.
Sustainable Economic Development	
D8	Increased number of active development partnerships between Scottish businesses and businesses in the host country.
D9	Increase in output of existing economic activities, through e.g. expansion or diversification.
D10	Increased number of new business start ups.
D11	Increased number of in-country businesses accessing Scottish and International markets.
D12	Increased number of training opportunities in relevant skills and business related areas.
D13	Increase in employment opportunities in country.
D14	Increased development partnerships and collaboration between agricultural Ministries and National Agricultural bodies.
D15	Increased use of environmentally sustainable agricultural practices.
D16	Increased enrolment and attendance in tourism specific training courses.
D17	Increased number of tourists.

Health	
D18	Reduced maternal mortality rate and reduced child (under 5) mortality rate.
D19	Increased number of health professionals with access to up-to-date knowledge and skills required for dealing with obstetric and gynaecological emergencies.
D20	Increased access to local health facilities and increase in the number of people accessing these facilities particularly the rural poor.
D22	Increased collaboration between Ministry of Health and health institutions and colleges, and their Scottish counterparts in partnerships and projects.
D23	Increased numbers of participants in projects designed to address awareness of reproductive health.
D24	Improvement of health facilities in terms of infrastructure, staff training etc.
D29	Increased access to and utilisation of quality maternal and neonatal health care.
D30	Strengthened the referrals process with regard to maternal health enabling an increase in the number of referrals, and thereafter a reduction in maternal mortality.
D31	Engagement at community level to build awareness of maternal health users and increased uptake of care at all stages of pregnancy, childbirth and neonatal care.

Education	
D25	Increased enrolment, attendance, retention and completion rates for learners in schools supported by Scottish Government programmes; show separately rates for girls, and students with special educational needs (Blind and Visually Impaired (BVI), Deaf, Disabled) and schools in rural and remote areas.
D26	Increased number of academic links and development partnerships successfully established between and among local authorities, schools and higher/further education institutions.
D27	Increased opportunities for in country Education staff at school and district officer level to participate in training courses on Quality, Leadership and Management, and Learning and Teaching approaches: showing separately, No of training courses No of education staff involved
D28	Increased number of Vocational Education and Training courses available showing separately those available in rural and remote areas; the numbers of women included; and the numbers of disabled people included.