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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 project aims to improve sustainable food security and livelihoods of vulnerable communities of Khulna and Bagerhat, Southern Bangladesh, through capacity building programmes and effective climate change adaptation strategies and interventions.

In years 1-3 the project aimed to reach 42 communities from Banishanta, Sutarkhali, Mongla and Dacope and in year 4 to reach 24 new communities of Mongla Upazila, Loudov and Kailashganj of Dacope upazila. The primary objective was to deliver knowledge, capacity and skills to the communities on sustainable ecovillage development to build resilience and overcome the challenges of climate change in the region.

The project proposed to deliver the knowledge and skills through training programmes on Design for Sustainable Settlements Bangladesh (DSSB), Permaculture Design Course (PDC), Climate Change Awareness (CCA) workshops. The training programmes provided information on climate change and its impact and practical skills on organic vegetable cultivation, composting, integrated fishery, animal husbandry, and marketing of products. The programmes also enabled the communities to generate additional income through the growing of organic crops and cultivation of fish/animals which they are able to sell at local markets. The project aimed to improve the infrastructure of the houses in the communities through the development of climate adapted houses that are specially designed to protect the families from flooding and severe weather.

The project also aimed to spread knowledge and information across the target areas to the communities and other stakeholders such as local government and other NGOs. To achieve this, learning and practice seminars, exposure visits, alumni gathering and events with the government and other stakeholders were held.

A2. Project Achievements

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

Key achievements

- 64 Self-Help Groups established and strengthened
- 219 DSSB and PDC participants
- 12 organic gardens, 6 horticulture sites, 9 vermiculture sites and 9 canal fishery, 3 animal husbandry, 2 marketing projects
- 98 climate change houses have been constructed throughout the target communities.
- 144 people took part in Climate Change Awareness (CCA) training programmes
- 3 Climate Change Adaptation Seminars, 1 National Conference

	<p>This project has provided training, information and demonstration sites that have increased the resilience of the 64 targeted communities and the communities are implementing the activities successfully. Over the past 4 years the project has developed a strong model for building community resilience to climate change while increasing livelihoods and food security through the 4 pillars of ecovillage design – social, economic, ecological, worldview. The communities have been successfully mobilised and they are enthusiastically implementing the ecovillage techniques and this has improved income generation and food security of families. The indirect beneficiaries of the project have replicated the project activities and CCA houses after observing the great benefits that they produced. The direct families have been given the knowledge and skills to cultivate on the land despite the salinity and climate change challenges and are producing food for consumption and selling. The communities are also aware of the dangers of using chemical fertilisers and the health benefits of organic production. The communities have been empowered and strengthened and leaders have emerged among the communities that want to make their communities ecovillages. Many of these leaders are young people and women who previously did not have a strong position in their communities but now are leading the implementation of activities and encouraging others to also use ecovillage practices.</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>This project has responded directly to the priorities of the Scottish Government’s International Development Policy. The project has been implemented in Bangladesh, a priority country, and has targeted the poorest and most vulnerable communities who are severely disadvantaged by the impact of climate change. The project has supported the development of a partnership between organisations in Scotland (CIFAL & Gaia Education) and Bangladesh (Bangladesh Association for Sustainable Development).</p> <p>The project was developed at a time when the Millennium Development Goals (MDGs) were finishing and the Sustainable Development Goals were emerging with the new global agenda. The project has worked to advance both the MDGs and SDGs which the Scottish Government have committed to achieving. In particular, the project promoted SDG 1/ MDG 1 to reduce poverty, SDG 2/ MDG 2 to promote food security, SDG 5/ MDG 3 to advance gender equality, and SDG 11, 13/ MDG 7 to tackle climate change.</p> <p>The project has also advanced the Scottish Government’s focus on increasing environmentally sustainable agricultural practices, increasing output of existing economic activities, through eg. expansion or diversification and increasing promotion of gender equality and the active empowerment of women and other excluded groups in civil society organisations.</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>This project has contributed to a range of MDGs & SDGs</p>

SDG 1/ MDG 1: This project has focused on reducing poverty in the targeted communities by increasing household income generation and creating opportunity for marketing and selling produce at markets. Training has been provided to communities on organic vegetable cultivation, fish cultivation and animal husbandry to improve agricultural production. The communities have also been provided with marketing skilling to improve their capacity to sell their produce. Finally, the communities have been organised into self-help groups which has helped the communities to produce food, bring goods to market and sell them.

SDG 2/ MDG 2: This project has focused on improving food security, access to organic and nutritious food, and to promote sustainable agriculture. The permaculture and other food production training programmes provided knowledge and skills on sustainable food production without the use of chemical fertilisers and pesticides. The project has reached some very poor families that have struggled to produce nutritious food and enabled them to introduce more varied crop production, fish cultivation and animal husbandry. This has improved the diet of families which has greatly benefitted the communities, especially the children.

SDG 5/ MDG 3: The project has engaged a high number of women and girls through its training and implementation of activities. Women formed self-help groups in the villages where they can make decision collectively and work together for the betterment of their families and communities.

SDG 11, 13/ MDG 7: This project has focused on climate change adaptation and enabling the transition to more sustainable communities. The training programmes specifically provided information on disaster risk management, climate adaptation techniques and practical skills to overcome the challenges of flooding and disaster which has occurred as a result of climate change.

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: Communities in southern Bangladesh overcome the impact of climate change on the region and have sustainable food security

Example: Example: Contribute to increasing the income and improving the livelihoods of farmers and their households in three districts of Malawi through improved agricultural practices, thus contributing to achieving SDGs 1, 2, 12 and 15, and complementing the Malawi Growth and Development Strategy II.

<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>
<p>1 Number of people reporting increased food production and security through sustainable agriculture production that is resilient to climate change</p>	<p>In the 24 target communities only 10% reported knowledge on sustainable agricultural practices. They reported only basic knowledge on composting and organic fertiliser.</p>	<p>Number of direct beneficiaries - 128 Number of indirect beneficiaries - 796 Total - 924</p>	<p>This project has been designed to empower and enable the target communities to increase food production and security through sustainable agriculture production that is resilient to climate change. Overall the project has done this successfully within 66 communities (Years 1-3 42; Year 4 24) by improving infrastructure, building capacity, creating market linkages and creating awareness on climate change. In year 4, 24 communities were targeted through knowledge, skills and practical implementation activities. Through these activities 48 beneficiaries have been reached directly with a further 862 being reached through workshops, seminars, exposure visits and self-help groups (total 910).</p> <p>This impact specifically contributed towards SDGs 1, on reducing poverty, and SDG 11/13 on sustainable communities and improving resilience to climate change.</p> <p>Please see the following attached documents for evidence and more information on this indicator:</p>

			<p>Case study, Loudov Case study, Darshakhali Case study, East Khejuriya Project dissemination report</p>
<p>2 % of 24 communities reporting a reduction in vulnerability to climate change as a result of increased ecological, economic and social resilience</p>	<p>70% of 24 communities reporting vulnerability to climate change. Vulnerability refers to impact of climate change on agriculture production, availability of sweet water, and damage to property & homes. This vulnerability impacts household income and food security of the families.</p>	<p>61% reporting reduction in vulnerability</p>	<p>There has been a strong project focus on improving the resilience of the communities to climate change and reducing the vulnerability by creating awareness and building capacity through knowledge, skills and training. Over years 1-3 the vulnerability of the 42 communities was reduced successfully. In Year 4 70% of the target 24 new communities reported vulnerability to climate change. By the end of the year the 24 communities reported a 57% reduction in vulnerability through the awareness, knowledge and skill development training and practical activities.</p> <p>This impact has specifically contributed towards SDG 13 by increasing the capacity of communities to adapt to climate change. It has also contributed towards SDG 2 by improving food security in an area where climate change has impacted the ability to produce food. And it has contributed to SDG 5 on gender equality. Climate change has very much made women and girls more vulnerable by reducing opportunity for livelihoods, making the environment more dangerous and making families more isolated. The project has mobilised women into groups to overcome these issues.</p>

			Please see the following attached documents for evidence and more information on this indicator: Case study, Loudov Case study, Darshakhali Case study, East Khejuriya Project dissemination report
<u>IMPACT:</u> <i>insert name of impact</i>			
<i>Please add additional row with impacts and indicators as required or delete or delete rows</i>			
B2 Project Outcome(s) In the table below, please list each of your project outcome(s) 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.			
<u>OUTCOME:</u> Members of 24 communities of Dacope and Mongla Upazilas, of which 50% are women, have developed sustainable agriculture and aquaculture production systems designed to be resilient to the effects of climate change. There is also a greater awareness among community leaders particularly women on how to develop small projects and social enterprises.			
<i>Example: 25,000 farmers are trained in maximising seasonal crops yields through the Farming for Futures Communities Groups across the 3 targeted districts.</i>			
	<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)

<p>1 Increased promotion of gender equality and the active empowerment of women and other excluded groups through community engagement activities and development of community groups.</p>	<p>0 beneficiaries</p>	<p>Over 50% of all the people involved in the project will be women. Marginalised community members from the Dalit and brothel communities will be involved the training and programme activities</p>	<p>Over 88% of all the people involved in the project have been women. 24 new self-help groups (SHGs) with 496 (male 59, female 437) members have been formed in 24 new communities in Mongla, Loudove and Kailashgonj union of Dacope Upazila. 72 members are from Marginalized community. (Dalit 52, Brothel 20). Each of the SHGs have regular monthly and fortnightly meetings which are conducted and supervised by BCEC staff. Information on permaculture, the environment, climate change, sustainable agriculture practices, food security, saving funds and marketing have been disseminated.</p> <p>Please see the following attached documents for evidence and more information on this indicator: Case study, Loudov Project dissemination report</p>
<p>2 Number of people using environmentally sustainable agricultural practices.</p>	<p>0 beneficiaries</p>	<p>480 members</p>	<p>In Year 4 through the engagement with the 24 new communities 486 community members have started practicing sustainable agriculture practices. These practices have enabled the communities to improve food production through more climate resilient techniques and</p>

			<p>increase food security and income generation.</p> <p>Please see the following attached documents for evidence and more information on this indicator: Case study, East Khejuriya Project dissemination report</p>	
3	Increase in output of existing economic activities, through new agriculture and social entrepreneurship approaches	0%	25%	<p>In Year 4 there has been a 23% increase in the economic output of the 24 new communities. These communities have implemented organic vegetable cultivation, animal husbandry, fish cultivation and horticulture. The communities have also received marketing training and have been able to produce additional products that they have been sold at local markets. One example is Chandona Sarker who has received 8,000 BDT from fish cultivation and selling vegetables at the local market.</p> <p>Please see the following attached documents for evidence and more information on this indicator: Case study, Darshakhali Project dissemination report</p>
OUTCOME: <i>insert name of outcome</i>				
<i>Insert name of indicator and indicator</i>				

	<i>number</i>							
	<i>Please add additional outcomes/indicators as required or delete rows.</i>							
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.							
	<p><u>OUTPUT 1:</u> Community members of which 50% are women complete Design for Sustainable Settlements Bangladesh (DSSB) training to improve the economic and social stability of the communities while preparing for and coping with climate change. The trainees share learning with other members of their communities</p> <table border="1"> <thead> <tr> <th><u>Output Indicator</u></th> <th><u>Baseline</u></th> <th><u>End of project target</u></th> <th><u>End of project achievement</u> <i>(insert one of the following Target not achieved/achieved/exceeded Include a very brief explanation)</i></th> </tr> </thead> </table>				<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 Target not achieved/achieved/exceeded Include a very brief explanation)</i>
<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 Target not achieved/achieved/exceeded Include a very brief explanation)</i>					

<p>1.1 Number of participants completing DSSB training, including marginalised members of the community such as sex workers, and women from Dalit communities</p>	<p>0</p> <p>Over the past 3 years 48 community members have taken part in DSSB training and 20 Participants took part DSSB ToT trainings.</p>	<p>24 participants completing DSSB training, including marginalised members of the community such as sex workers, and women from Dalit communities</p>	<p>In years 1-3 of the project a total of 48 participants from 42 communities received DSSB training, of them 54% were female and 4 marginalised community members.</p> <p>In the 4th year 25 participants from 24 communities of Loudov, Kailashganj and Mongla participated in DSSB course. 13 male and 12 female community members took part in the training. The 25 participants completed the training on the 4 dimensions (Social, Economic, Ecological and Wordview) of ecovillage design. Participants learned about organic agriculture methods, organic fertilizers, food production, climate change adaption, livelihood and entrepreneurship, resilience to climate change and food security.</p> <p>Please see the following attached documents for evidence and more information on this indicator: Case study, Loudov Case study, East Khejuriya Project dissemination report</p>
<p>1.2 Number of community members who learn indirectly from DSSB trainees</p>	<p>0</p>	<p>360 + members will use environmentally sustainable agriculture methods</p>	<p>376 members are practicing and using environmentally sustainable agriculture methods.</p> <p>Through the dissemination of information from the trainees they learnt different techniques and practices such as raise bed, diamond bed, seed bed, liquid compost,</p>

			<p>vermin compost, round compost , fish tonic for sustainable organic agriculture promotion. In the winter season 95% of the self-help group members produced organic vegetables.</p> <p>Please see the following attached documents for evidence and more information on this indicator: Case study, Loudov Case study, Darshakhali Case study, East Khejuriya Project dissemination report</p>
1.3 Number of community self-help groups set up following the training	0	24 community groups set up with 360 members, 50% are women	<p>24 SHGs have been set up with a total of 496 members. In the groups there are 59, men and 437 women. The groups also include 72 members of marginalised community members.</p> <p>Please see the following attached documents for evidence and more information on this indicator: Case study, Darshakhali Project dissemination report</p>
<p>OUTPUT 2: Output 2 - Community members complete permaculture and climate-smart agriculture course which includes social entrepreneurship training and establishment of small demonstration projects to mitigate the damage from adverse weather making the projects sustainable</p>			
2.1 Number of community members that complete permaculture and climate-smart agriculture training	48 communities from years 1-3	30 community members	72 participants received Permaculture Design Course (PDC) training in years 1-3. 64% of them were female participants. Out of them 10 participants were from marginalised

				<p>communities.</p> <p>In Year 4, 2 PDC trainings were conducted with 54 (30+24) participants from the 24 new communities. 60% of the participants were women. 2 of them were from the Dalit community. Following the training the beneficiaries have shared their learning with greater communities to increase impact of the training.</p> <p>Please see the following attached documents for evidence and more information on this indicator: Case study, Loudov Case study, Darshakhali Project dissemination report</p>
	<p>2.2 Number of integrated fisheries established.</p>	<p>6</p>	<p>3</p>	<p>6 fishery projects have been delivered among the 42 communities years 1-3. In total 392 family members are involved in fishery activities.</p> <p>3 fishery projects have been established in Year 4 with 15 self-help group members (13 women and 2 men). These projects have been delivered through the newly formed SHGs. Each project has 5 members of the Project Management Committees (PMC) which monitor the projects.</p> <p>One example is Chandona Sarker who has implemented a fishery project with a hanging</p>

			<p>garden on the edge of the pond. She has sold vegetables and made Tk. 12,000 in the last 3 months.</p> <p>Please see the following attached documents for evidence and more information on this indicator: Case study, Darshakhali Project dissemination report</p>
2.3 Number of organic gardens including vertical gardens established using vermi composting	9	3	<p>9 Organic Vegetable Projects have been implemented in years 1-3. There were 40 women and 17 men with 7 members from marginalised communities involved in the projects.</p> <p>3 new organic vegetable gardens with vermi composting have been delivered in year 4. 19 SHG members implemented the projects (18 female, 1 male.)</p> <p>Please see the following attached documents for evidence and more information on this indicator: Case study, Darshakhali Case study, East Khejuriya Project dissemination report</p>
2.4 Number of groups that learn animal husbandry with small animals (goat, chicken, duck, pigeon, pig)	0	3	<p>3 Animal husbandry projects have been delivered by 22 community members from 3 SHGs. 100% beneficiaries are women. One of the animal husbandry projects was</p>

				<p>delivered by 8 members of a marginalized community (6 are from Dalit and 2 from brothel community). The ultra-poor community members have greatly benefitted from the animal husbandry projects as they have no land to implement other projects. Within a very short time each group has received a profit by selling eggs and young animals.</p> <p>One example was Kohinoor who sells eggs and earns about Tk. 200-300 every week. These projects are improving the health and nutrition needs of the families and communities and also increasing family income.</p> <p>Please see the following attached documents for evidence and more information on this indicator: Case study, Loudov Project dissemination report</p>
2.5		0	2	<p>2 projects on marketing of products have been delivered by 9 community members in 2 communities. 100% of the beneficiaries are women. The marketing projects taught the beneficiaries skills to better market and sell their products. For example the beneficiaries from this project are the only people</p>

				<p>producing organic produce in the target areas. This is an important selling point as the community members receive more money for organic produce. Delivering this information and training has enabled the beneficiaries to increase their income from selling their produce.</p> <p>Unfortunately, due to the unfavourable exchange rates from the transfer of funds there was a shortfall of funds to implement the planned 3 projects. Therefore only 2 projects could be delivered.</p>
<p>OUTPUT 3: 50 people from 24 communities trained in climate change adaptation, disaster management techniques such as early warning systems and evacuation techniques to protect lives and livelihoods in a climate change awareness raising workshop. In addition 25 houses adapted to resist the effects of flooding, cyclone and tidal surge in a climate change adaptation demonstration infrastructure schemes. There is also a festivals for larger groups on practical learning and practicing permaculture techniques</p>				
	<p>3.1 Number of participants in Climate change awareness workshop</p>	<p>Over the past 3 years 120 community members have taken part in Climate change awareness training in the project area. The course will reach 50 more participants, total of 170 members.</p>	<p>50</p>	<p>4 climate change awareness workshops have been conducted in years 1-3 of the project. A total of 144 persons participated in the CC workshops.</p> <p>In year 4, a two-day climate change awareness workshop was delivered to 63 participants from the 24 communities. 37 participants were female and 26 male. The participants learnt climate change adaptation and disaster management techniques such as early warning systems evacuation techniques and methods to protect lives and</p>

				<p>livelihoods. The 63 participants have directly reached more than 130 people and through community group meetings shared the learning among 289 community members.</p> <p>Please see the following attached documents for evidence and more information on this indicator: Case study, Loudov Case study, Darshakhali Case study, East Khejuriya Project dissemination report</p>
3.2	Number of Climate Change adapted houses established	Over the past 3 years 75 houses have been established,	25	<p>A total of 75 Climate Change Adapted (CCA) houses were built in years 1-3. 237 family members benefitted from the CCA houses.</p> <p>This year 23 CCA houses have been established among the 24 new communities. 5 houses have been delivered for marginalized community families.</p> <p>Unfortunately, due to the unfavourable exchange rates from the transfer of funds there was a shortfall of funds to implement all 25 houses.</p> <p>Please see the following attached documents for evidence and more information on this indicator: Case study, Loudov Project dissemination report</p>
3.3		0	300 participants	3 seminars on organic agriculture learning

<p>Number of community members that take part in practical learning festivals</p>			<p>and practice have been delivered to 320 community members from both the 42 communities in years 1-3 and the 24 community members from year 4. Practical information and training was shared on making organic fertilizer, pesticides, gardening, waste management and climate change adaptation techniques. 70% of the participants were female and 30% male. 22 community members from the marginalised communities participated in the seminars.</p> <p>Please see the following attached documents for evidence and more information on this indicator: Case study, Loudov Case study, Darshakhali Case study, East Khejuriya Project dissemination report</p>
<p>OUTPUT 4: Knowledge and learning from the project is disseminated effectively among the target communities, regional NGOs and government and international networks</p>			
<p>4.1 Number of participants completing learning, sharing and project promotion seminar</p>	<p>225 people have participated in seminars in years 1-3</p>	<p>69</p>	<p>A seminar was conducted for 69 community members, teachers, students, NGO representatives, Government officials, media and professionals to share and learn about the impact of the project. The Upazila Government Chief Executive Officer Md. Mariful Alom attended the seminar. 3 other government officers attended including Upazila Vice Chairman Mrs. Suvadra Sarker and Mr. Sarojit Roy and Sudev Roy. BCEC</p>

				<p>Project shared and disseminated achievements and impact of the project over its 4 years.</p> <p>The Upazila Government official and participants commended the project activities and the relevance of them for the target areas where climate change has made life very difficult for the communities.</p>
4.2	Number of case studies produced	0	3	<p>3 community impact case studies have been completed at Darshankhali, Loudov and East Khejuriya. They discussed the socio economic, cultural and environmental changes that have occurred in communities as a result of the BCEC project. The greatest changes they have shown are the increase resilience of the communities and the practical implementation of the project activities that have resulted in increased food production and income generation.</p> <p>Please see the following attached documents for evidence and more information on this indicator: Case study, Loudov Case study, Darshakhali Case study, East Khejuriya Project dissemination report</p>
4.3	Number of exposure visits for community	0	99	<p>4 exposure visits took place during year 4 with 99 participants (84 female and 15 male</p>

	members and other stakeholders.			and 18 from marginalised communities)
B4	<p>Performance Against Programme Level Indicators</p> <p>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.</p> <p>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>
D15 Increased use of environmentally sustainable agricultural practices.	There is a large dependency on chemical fertilisers in the target 24 communities. Community visits by the project staff through this project have revealed that over 80% of farmers have been using chemicals in farming.	Community people are practicing agriculture and producing food using organic production methods including raise bed, diamond bed, seed bed, and hanging gardening for crops diversity and multi cropping in the saline environment. They are also using organic fertilisers and pesticides which do not damage the crops and soil and increase the production on the saline soil.
D 9 Increase in output of existing economic activities, through e.g. expansion or diversification.	Over the last 3 years the project has supported the implementation of 27 small projects to improve production and increase income generation. In year 4, 24 new communities were targeted and they had not received support previously.	In year 4 there was a 23% increase in output of existing economic activities through new agriculture and social entrepreneurship approaches in the 24 new communities. 3 integrated fishery projects, 3 animal husbandry project, 3 organic vegetable garden projects were implemented in year 4. These projects have given the communities the skills, information and capacity to produce organic food which can be sold to increase income. The 2 marketing projects also improve the ability of the community members to market and sell their produce and increase the amount of money they receive from their food production.
D4 Increased promotion of gender equality and the active empowerment of women and other excluded groups in civil society organisations.	Largely Hindu community with religious and social norms e.g. child marriage, dowry, caste that marginalise women from decision making in communities. Other marginalised groups are brothel workers, children of commercial sex workers and Dalits.	88% of all participants in the project activities have been women. The project also engaged marginalised groups such as Dalits, sex workers and other lower caste Hindus. Across the direct training and implementation of activities there were 88

			<p>members of marginalised communities. There were many other marginalised community members attending the seminars and other group events.</p>
<p>B5</p>	<p>Changes to the Logical Framework 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>		
	<p>In year 4 the logframe had a number of changes to it as the project focused on 24 new communities within the target areas. In years 1-3 the project focused on 42 communities who had reached a strong level of maturity by the end of Year 3. Year 4 consisted of a combination of implementing activities with the 24 new communities while continuing to support and strengthen the original 42 communities. The logframe was designed to track the change in the 24 new communities over the year while also observing wider activities such as seminars, meetings & exposure visits that included all 66 communities.</p> <p>At impact level, on request from the Scottish Government, the indicators were designed to observe change closely within the communities rather than a higher impact level. This was done as there was only 1 year to observe change in the communities and it was best to keep the impact change at this level. The indicators observed change in the number of people reporting increased food production and security through sustainable agriculture production and the percentage of the communities reporting a reduction in vulnerability to climate change as a result of increased resilience.</p> <p>Across the outcomes and outputs the indicators focused primarily on capturing impact of the new 24 communities. However, some activities such as the seminars, meetings and exposure visits observed change across all 66 of the communities that have been targeted across all 4 years.</p>		

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	£ 136,885	£ 136,684	Overall underspend of £201 includes a reallocation of £1k from UK staff line to dissemination and an overspend in in-country staff due to inflation and unfavourable currency movement in year 4.
Running Costs in Country	£ 20,210	£ 19,217	Overall underspend of £993 which is mainly due to favourable currency exchange rates in Y1-3.
Travel International	£ 8,400	£ 8,355	Overall underspend of £45.
Travel National	£ 7,803	£ 7,094	Overall underspend of £709 was mainly due to favourable currency exchange rates in Y1-3.
Subsistence	£ 10,970	£ 8,096	Overall underspend of £2,874 is mainly due to favorable currency exchange rates in Y1-3. However, we had an overall saving in UK travel for Y4 of £2520 by combining travel costs

			with other projects.
	Direct Project Costs for Implementation	£ 147,062	£ 152,103
	Capital Costs	£ 5,500	£ 5,280
	TOTAL	£ 336,830	£ 336,830
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>The project budget has been well controlled by the in-country partner BASD allowing all activities to be implemented within the planned budget. Using savings coming mainly from year 1-3 exchange rate gains, the project was able to counter-balance unfavourable fluctuations in year 4 exchange rates, so that activities in that year were unaffected. There were also savings on international travel in year 4 which were then made available to support the project activities.</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>Cost effectiveness and efficiency have been included in all parts of the project to ensure that best value for money is achieved.</p> <p>The project follows CIFAL's strict procurement policy which ensures value for money while making the best choice for the project.</p>		
C3.	Project Under-spend		
	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>Due to favourable exchange rates during year 1 - 3, the project was able carry forward £5,395 into year 4. It was agreed with the Scottish government that the £5,395 would be carried over into year 4 to be utilised for the project extension. In discussions between the project team and the Scottish Government there were 2 ideas for the utilisation of the £5,395: 1. An additional PDC programme 2. Ringfence to cover losses of exchange rate fluctuations. After discussion with the project team in Bangladesh it was decided that an additional PDC would be the best utilisation of the funds. The project extension is working in 24 new communities and it was felt that the additional training was needed in the communities to ensure that they received enough training on sustainable agriculture and management to be able to run the small project funds (fisheries, vegetable gardens, animal husbandry). As the extension is only for one year the additional training and support is crucial to ensure the success of the overall activities.</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>N/A</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). All assets purchased for the project are fully depreciated and are currently used by the in-country partner.</p> <p>Furniture – Fully depreciated over the life of the project and currently being used by in-country partner Computer, printer - Fully depreciated over the life of the project and still being used by in-country partner. 2 motor bikes & 2 bicycles – Considering the road conditions of the villages, we are assuming they are fully depreciated.</p>
	<p>2. Provide details of any capital assets >£1000 and confirm that disposal has been agreed with the Scottish Government.</p>

SECTION D: RISK MANAGEMENT

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

D1.	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>The 2 main risks that were identified and realised during the course of the project were with currency exchange fluctuations and adverse weather.</p> <p>Risk: Currency exchange fluctuations On risk register: Yes Action Taken: In year 4 the project experienced unfavourable exchange rates when sending funds from the UK to Bangladesh. This meant that less funds were received by the in-country team to spend on project activities. Outcome: The project was able to implement almost all planned activities by saving costs on implementation. The only 2 activities that were not fully completed were 1 marketing project and 2 climate change adapted houses.</p> <p>Risk: Adverse weather On risk register: Yes Action taken: Adverse weather and heavy rain meant that activities were delayed and needed to be postponed until the weather improved. The project team rescheduled the activities in order to do this. Outcome: All project activities were implemented by rescheduling some of the activities. Some of the training activities were done during the bad weather as they were not affected by it.</p>
D2.	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>In year 4 there was an unexpected delay from the government in approving the project extension. Despite completing the paperwork ahead of time, the government bureaucracy meant that there was a delay in getting the approval. However, BASD have a good relationship with the government and managed to get the approval. The staff were able to manage the delay by moving some activities and readjusting the yearly plan.</p>

SECTION E: SUSTAINABILITY

E1.	<p>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)?</p>
	<p>The training, knowledge and skills that have been delivered through this project have been designed to build the capacity of the communities and bring sustainable solutions to the challenges of climate change. Throughout the trainings and implementation of activities there have been a great emphasis on sharing information with families, neighbours and other parts of the community. Through this dissemination, the project has moved the communities towards more self-sustained and independent groups that have embraced the focus on ecovillage techniques and they have benefited from the increase in food production and income generation. The communities show a willingness and desire to continue this work and keep receiving the benefits.</p> <p>The project has established a series of self-help groups throughout the target communities. The capacity of these has been developed and they have become independent groups that manage the project activities and continue to disseminate the project information and techniques. The groups will continue to function once the project has ended and keep implementing their activities. The network is also planning to continue having yearly agricultural production gatherings and learning seminars with the communities to continue the work.</p>
E2.	<p>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).</p>
	<p>The project has established a number of partnerships through its lifetime. Firstly, the project has linked the self-help groups from this project with a larger network of self-help groups. The project groups are now engaging with the activities of the wider network which will help the groups to continue operating and implementing their activities.</p> <p>The project has also made strong connections with the local government who have been very supportive of the activities of the project. This includes the municipality network and the Upazila administration. BASD will continue working in the target and surrounding areas on the issues associated with climate and continue working alongside and with the support of the government.</p> <p>Finally, BASD has made partnerships with other local NGOs who have become very interested in the activities of this project as they have proved to be successful and built the resilience of the communities to overcome the challenges associated with climate change. BASD will continue to work with these other organisations in support of the communities.</p>

SECTION F: INCLUSIVITY
F1. Gender and Social Inclusion

Please answer the following questions (max 250 words per question):

A) How have women and girls benefitted from the project?

The project has put a particular focus on building the capacity and training women and girls in all the training programmes and activities. Women and girls in the target communities are usually not allowed to come outside of the household and are very restricted in their ability to make decisions about their own life and family. This project has worked with community leaders to enable women and girls to be a part of the project activities. The project has managed to gain the trust of the community leaders and women and girls have been able to participate. Furthermore, when the community leaders saw the benefits of allowing the women and girls to be involved they have begun to change their behavior towards them and allowed them to become much more involved in decision making.

The project has given priority to the participation of women and girls in forming of self-help groups, organic vegetable cultivation training, climate change awareness training, CCA house development, composting, organic pesticide, and the marketing of produce to sell at market. The women are now mobilized in their communities and are making decision about important issues in their group meetings. Women are now also producing organic vegetables, fish and small animals and increasing the food production and income for their families. Women are also leading the dissemination of information and techniques among the communities including the men.

B). How have other vulnerable groups benefitted from the project (e.g. elderly, disabled, socially excluded)? *Include any challenges experienced in reaching vulnerable people and how these were overcome.*

People from the brothel area and members of the Dalit communities are the most vulnerable in the project target areas. The project has provided capacity building and training to these communities. The communities have received training on organic vegetable cultivation training, climate changes awareness training, composting, preparing and using organic pesticide. The Dalit communities have also started animal husbandry projects. The Dalit communities have also received climate adapted houses.

These communities have greatly benefitted from the project. The communities are usually based on land that is very vulnerable to climate change and the land is usually very small and quality of the soil is poor. The project has built the capacity of the communities to produce crops on limited and salinated land. The communities have also increased their household income.

The project has also enabled the communities to be included in activities with the other communities in the area. This communities are marginalized from mainstream society but the project has provided opportunities for all communities to learn, share and work together. There have been seminars and events with government officials where the communities were able to vocalise their issues and need for support.

F2.	<p>Accountability Describe how the beneficiaries and community participated in decision making during this project (max 250 words).</p>
	<p>The project and its activities have been developed in order to empower and build the capacity of the communities. In the preparation of all activities the community members have been involved in the decision making and inputting how best the activities will benefit them. The project has developed self-help groups as a way of enabling the communities to make decisions that will benefit each member of the communities. The groups are designed to empower, facilitate decision making, and promote a group mentality. The groups make decisions in a democratic way and there are leaders who facilitate the groups and ensure everyone can contribute.</p> <p>The groups have been central to deciding how the project activities have been implemented. Through group meetings they have decide how best and where to implement the organic gardens, horticulture, fisheries, animal husbandry and marketing projects. They have also identified the families most in need of the CCA houses. The groups feed their decision making back to the project staff so they could all discuss together and make suitable plans.</p> <p>The project has also has had a continuous feedback process through which the communities can voice their opinions and alter how processes are implemented. This has given the communities increased decision making power.</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>The target project areas are some of the most vulnerable and climate change affected areas in Bangladesh due to the rising sea level, adverse weather, flooding and salinity of the soil. The communities have become increasingly vulnerable to natural disasters with their homes and livelihoods being destroyed. Agricultural production in the region has also been greatly affected with many farmers having greatly reduced cultivation which has impacted food production and income. There are significant issues with storing and access to sweet water for drinking, cultivation and for the animals. This has also put great pressure on the farmers and households.</p> <p>This project has focused totally on improving the resilience and capacity of the communities against the challenges of climate change to their livelihoods, safety and health. The project training programmes and activities are specially designed to react to the conditions in the target areas, for example the types of plants promoted in the vegetable cultivation are indigenous and tougher species which are better able to resist the effects of climate change. The project has also implemented climate adapted houses which are specially designed to provide greater protection for the families during natural disasters. The CCA house techniques have become very popular among the communities with many households using the techniques.</p> <p>Finally, the awareness and adaptation workshops have provided the communities with practical information and techniques to protect</p>

themselves, their homes, animals, and valuables during natural disasters. The communities are now better mobilised to react during disasters to protect themselves and to work together to help each other.

SECTION G: EVALUATION

G1. Lessons Learned

Please answer the following questions (max 250 words per question):

A) What key lessons have been learned during the project?

This project has worked in 66 communities in Khulna and Bagerhat districts to build resilience to climate change and help them adapt and reduce risk to natural disasters. Through the project more than 3,000 people have become more aware of climate change and how to improve their cultivation and increase income generation through organic food production.

There have been a number of key lessons that have been learned while working with the target communities. Firstly, the project has revealed that the approach of ecovillage design that has been adapted for the target area is a powerful strategy to build the resilience of the communities. The knowledge and techniques have enabled the communities to overcome many of the challenges that they have faced from climate change. It has also helped to protect the community members, their homes and livelihoods in the face of very challenging circumstances.

It has also become clear over the life of the project that the establishment and strengthening the community self-help groups is key to achieving high impact and to ensure sustainability. The groups have become the holders of information and decision making which can impact the whole community. There are also particular leaders within the groups that have become very powerful voices within the communities and they will continue to promote the project activities after it ends.

Finally, it has been revealed that the project activities require a lot of hand holding from the project staff to ensure that the communities fully understand them and to ensure that they are continued. During the early stages of the project the communities required a lot of encouragement to keep implementing as they did not see results immediately. However, once the communities saw the results they became very receptive and have continued implementing very successfully.

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>Throughout the project lessons have been disseminated through many different sources. In Bangladesh the project team have been disseminating information about lessons learned through meeting with the communities, other NGOs, and the government. In the meetings with the communities the project staff have been reviewing lessons with the communities and planning how to learn and overcome them. This has been a process that has been revisited continuously.</p> <p>Information about the project and in particular the lessons and successes have been communicated by CIFAL and Gaia Education through a number of sources including newsletters, social media post, websites and news articles. This has been important for sharing the information with other NGOs and raising awareness about the issues the project has been tackling.</p> <p>Please see the dissemination report that is attached to the project for information about what has been communicated and where.</p>
	<p>C) Considering the lessons learned over the course of the project, what would you do differently?</p> <p>Considering the lessons that have been learned over the course of the project there are 2 primary things that would be done differently.</p> <p>Firstly, as the model for tackling climate change has provided to be very successful there could have been a stronger focus on the capacity building and training of government stakeholders and other NGOs so that they could adopt the techniques and information fully and then implement. The government and NGOs have been involved in the training programmes but there could have been specialised courses focused just on them.</p> <p>Secondly, having realised that the model required long terms hand hold to instil the model perhaps the project could have built in additional small trainings that could have been done at regular intervals across the project. However, it would have been difficult to do this alongside all the other training programmes as the communities and in particular the women only have a certain amount of time to engage with the project as they are also expected to run their households.</p>
G2.	<p>Feedback</p> <p>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>The project has reviewed and taken on board the feedback from the Scottish Government at various times in the project. We have always tried to incorporate the feedback to continue developing and improving the project to benefit the target communities. The process that has been taken to address and incorporate the feedback have usually taken the following format. CIFAL would receive the feedback and then share with Gaia Education and BASD. This would be contextualised and clearly explained. Following this the organisations would discuss the feedback over skype to create a plan. If certain steps were needed to address the feedback they would be managed by CIFAL. CIFAL would then feedback to the Scottish Government about the result of the feedback or if necessary track the change over time.</p>

	<p>One clear example of this process was when the Scottish Government gave feedback about the climate change houses and whether different materials or approaches could be used to strengthen them. Following this CIFAL, Gaia and BASD discussed this and came up with alternative solutions which were presented to the Scottish Government. The process for the CCA houses was then altered and since then there has been a marked improvement in the houses and their resilience.</p>
<p>G3.</p>	<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>Throughout the lifetime of the project we have brought innovation and best practice to tackle the challenges of climate change in the target areas. Two of the most successful examples of innovation and best practice are the implementation of organic food production and the establishment of climate change adapted houses.</p> <p>Through the DSSB and PDC training programmes the communities have learnt innovative techniques to produce organic crops. The project has introduced organic vegetable cultivation, new species of plants, vegetables and trees, different forms of composting, organic pesticides and fertilisers, and a variety of growing techniques. These approaches have helped the communities to overcome the challenges of climate changes, in particular lack of sweet water and salinization, that have created difficulties for the communities. They have now increased food production which has led to increased food for the families and income generation.</p> <p>The project has also implemented climate change adapted houses which protect families and their livelihoods from natural disasters. Over the course of the project 98 CCA houses have been established in the target area. The techniques for reinforcing the houses have become very popular among the wider community and they have used their own initiative to implement CCA house techniques.</p>
<p>G4.</p>	<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>This project has had a wider impact beyond the target communities and the project context. The success of the project has been very influential among the government, other local NGOs and other stakeholders.</p> <p>In the initial stages of the project it was difficult to get the attention of stakeholders to the techniques and approaches of the project. However, over time as the project has begun to show success, these stakeholders have shown great interest. The project has had a number of seminars and a national conference to which many senior government representatives have attended. The events were important opportunities to raise awareness of the issues of the target communities while also galvanising the support of stakeholders such</p>

	<p>as the government. In year 4 this support and influence has become even deeper. The Upazlia chairman, who is a senior government representative in the target area, attend one the project events along with other government members. This was a significant show of support for the project and the communities.</p> <p>The project has also received support through its dissemination activities. There has been a great deal of support and interest through posts on social media, website postings and newsletter articles. The project has also featured in the newspaper through articles written by May East, CEO CIFAL Scotland.</p>
G5.	<p>Further Evaluation 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>No further evaluation will take place after the end of the project.</p> <p>A project wide evaluation took place in year 3 which evaluated the whole project. This was done before permission was granted for the project extension for another year (year 4).</p>

Signed by:



Kevin Groome
Project Manager

Date: 30/04/2017

Name of Grant Holder: CIFAL Scotland

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.
	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.

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.
17	Increased number of tourists.

Education	
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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.