

Completing your Annual Review Narrative Report Guidance

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Introduction

All UK Aid Match grant holders are required to submit an annual report for each project implementation year, in line with the terms of the Accountable Grant Arrangement (AGA). The purpose of the annual report is to assess and evaluate progress over the last year towards project goals. Although the report is retrospective, the purpose is also to look to the future with the intent to provide recommendations and use lessons learned to support decisions about what to do in the next year. It is a critical opportunity to reflect, learn and apply learning in the project cycle.

Performance over the year will be assessed against three key dimensions.

Component	Assessment
Progress against outcomes	On track/getting there/off track
Progress against outputs	A++ to C
Direct beneficiaries reached	On track/getting there/off track

It is an important part of the annual review process to reflect honestly on progress, or lack of, and self-assess against these dimensions. Robust evidence must be provided to support the self-assessment as this will be verified by the performance team reviewing the report.

In addition to project performance, the quality of the report will also be assessed as described in the table below.

Criteria	Explanation
Completeness	All sections have been completed All relevant documents have been updated and annexed
Content	The content is useful and provides the information needed There is a good balance between description and analysis Good quality, credible data and evidence is provided to prove results
Clarity	The report is concise, clear, well written and easy to read The length of the responses is proportionate (word limits are followed where relevant)

Relevance	The responses focus on the main issues The report responds directly to the questions asked
Responsiveness	The report has addressed comments/recommendations for improvement made previously
Accuracy	The report guidance has been adhered to Responses are accurate and the correct templates have been used Consistent data is presented throughout the report
Timeliness	The report is submitted on time.

This guidance is designed to support grant holders to complete the annual report accurately with robust and credible evidence provided to help explain results. In this guidance, key points of the report will be highlighted using the symbol below:



indicates important information that is an essential element of completing the report

Annual report submission

The annual report is due one month after the anniversary of the project start date.

Submit all documentation for the annual report, including supporting documents, to your Performance and Risk Manager copying ukaidmatch@mansiondaniels.com.

All files should be named and shared, following the below convention:

Grant holder name (or abbreviated name)_name of document_reference number_MMYY

Example naming convention: MannionDaniels_Logframe_205210-237_042020

Please conduct a thorough review of all documentation prior to submission to support an efficient and timely review process. Following submission, the performance management team will conduct an initial review of submitted documentation. If there are any missing documents, this must be rectified and will be noted in the review.

Completing the narrative report: a step-by-step guide

This provides a step-by-step guide for completing the annual report, covering each section of the narrative report, with examples where relevant.

1.0 Grant Information

Your Performance and Risk Manager will complete sections **1.1-1.12** prior to sharing the report template. Check that the information is correct. If incorrect, amend the information.

Avoid the use of jargon and acronyms and only using when necessary. If it is necessary, list the acronyms in **1.13**.

2.0 Beneficiary data

The purpose of this section is to assess whether the project has reached the right people in the right numbers over the past year and that those people have benefitted from the project.

Before completing this section of the narrative report, please review your Beneficiary Data Summary. This is a separate excel document, which your PRM has shared with you. It contains the total beneficiary reach and data disaggregated by gender, age, disability and other key population characteristics, that you have shared with us in the past year.

Please review and correct the data in this template if it is wrong. Refer to the guidance tab within the excel document for further information. Please note, the template available on the UK Aid Match website is a blank template for new grant holders and should not be used for reporting.

Explanations of the difference between key terms such as direct and indirect beneficiaries can be found within the excel Beneficiary Data Summary.

2.2. In the narrative report, assess overall progress made during the year in reaching the right people in the right numbers. If you have an annual target for beneficiaries assess progress based on that. If you do not, use the following:

Year one annual review

- On track: If you have reached 30% or more of target beneficiaries
- Getting there: If you have reached between 15% and 30% of target beneficiaries
- Off track: if you have reached less than 15% of target beneficiaries.

Year two annual review

- On track: If you have reached 65% or more of target beneficiaries
- Getting there: If you have reached between 50% and 65% of target beneficiaries
- Off track: if you have reached less than 50% of target beneficiaries.



Before continuing complete your logical framework by including **actual results** for the reporting year. Make sure to use the last approved logical framework and annex this with the annual report

3.0 Performance against outcomes

This section requires reflection and evaluation on progress towards achieving end of project outcomes (results) in the past year by assessing the extent to which annual outcome milestones have been achieved.

Complete one graph for **each** outcome indicator to illustrate progress made during the year. The blue line should illustrate the planned target for the indicator (extracted directly from the logical framework) and the red reflects achievement to date. Remember to accurately title the graph and axes.

For each output indicator, assess progress using the following criteria:

Indicators that are	Criteria
On track	Within a 5% variance of the milestone (plus or minus)
Getting there	Within a 6% to 10% range of the milestone (plus or minus)
Off track / no evidence	More than 10% outside the milestone (plus or minus)

If there are differences between targets and actual achievement, it is important to reflect and explain why. This is applicable for both over and under achievements. An example is provided below.

Example

By the end of year one, 30 of 100 girls will pass the school leaving certificate exam and gain admission to government secondary schools. Within the year 28 girls passed the school leaving certificate exam and gained admission and are due to start secondary school in September 2019. The variance of -2 (-7%) shows an underachievement against this outcome target. This is because one of the girls has passed the exam but is yet to be enrolled into secondary school due to registration delay in the school. We have confidence this will be rectified by October.

The second girl was actively participating in our programme but decided to leave due to a family emergency. For next year, where we aim to target 35 girls, we will increase our outreach target from 40 to 45 to increase our likelihood of meeting our target for the reporting period.

Results must be supported by high quality and credible evidence. If the evidence provided is considered insufficient to verify results, scores will be revised. Consider sharing:

- Sample questions used to measure results in the reporting year
- Methodologies or instruments used to measure results e.g. using score cards in the reporting year
- Descriptions and explanations of sample sizes used.



Note that annual performance against outcomes should be evaluated prior to completing the report. It is not acceptable to use evidence of progress towards outputs as evidence of progress against outcomes alone. This assumes that the outputs achieve the outcomes, and this is not automatically the case. It is important to test whether the theory of change and underlying assumptions and evidence holds true. All grant holders are expected to provide evidence of progress towards outcomes.

If the assessment indicates that the project is either 'getting there' or 'off track' it is important to consider and explain what actions will be taken to get back on track. If the assessment is 'on track', explain how the project will deliver intended outcomes in the time remaining and provide the reasoning and evidence available.

3.16 An overall outcome assessment is required based on the outcome indicator assessments. Reflect on the progress made for each outcome indicator and assess overall progress to achieving the project outcome as on track, getting there or off track. This should be a balanced judgement based on findings reported above.

Example

The project outcome is looking to support unemployed young disabled people to secure and sustain formal or self-employment for at least 12 months, and indicators measure the number of people entering employment, the number of employers who sign up to a disability awareness employment scheme and changes to the government labour policies to support inclusion of people with disabilities. If during the reporting year the number of people entering employment significantly exceeded targets (on track), the number of employers signing up to the scheme marginally missed the target (getting there), the governments' engagement was significantly off track due to changes in personnel, the overall outcome may be assessed as on track as the project may have planned to increase government engagement during the second

and third years through demonstrating the successful impact of increasing the number of people with disabilities in employment and successfully engaging employers. It is important to explain this rationale and justification of the assessment in the narrative report.

4.0 Performance against outputs

This section requires reflection on progress made towards achieving outputs during the year by assessing the extent to which annual output milestones have been achieved. First assess progress made against each output.

Write the output statement for output one using the same language as the latest approved logical framework.

Write each indicator under output one and input the target and actual performance. Self-assess performance using the following criteria:

Score	Standard
A++	if you have exceeded your annual milestone by more than 20%
A+	if you have exceeded your annual milestone by more than 10% but less than 20%
A	if you have achieved your annual milestone by plus or minus 10%
B	if you have not met your expectations by more than 10% but less than 20%
C	if you have not met your expectation by more than 20%

All results must be supported by high quality and credible evidence. Use this section to present evidence against each indicator and outline how it has been collected. Scores will be changed if evidence is insufficient.



The best performing projects are those that score A. Scores above or below may be indicative of poor planning and management in that milestones were either not ambitious enough or were too ambitious. Scores may also reflect unforeseen events or circumstances, and it is important to explain this in the narrative report.

For those indicators where there is a difference between the target and achieved data, explain why. This is applicable for both over and under achievements.

Once complete for each output indicator within output one, assess overall performance against output one. Reflect on the progress made for each output indicator and assess overall progress to achieving the output. This should be a balanced judgement based on findings reported above.

Example

The project output looks to improve practical skills to reinforce maternal and child health practises, and indicators measure the number of breastfeeding mothers consuming additional meals alongside the number of children with diarrhoea instances in the last two weeks. If during the reporting year first indicator – breastfeeding mothers consuming additional meals – is assessed to be an A+, whilst the second indicator – children with diarrhoea instances – is assessed to be a B, the overall output score should be an A.

Top tips for assessing output performance

- When completing the table, copy directly from the approved logframe for each output and output indicator and ensure accuracy of wording
- Milestones in the approved logframe should be cumulative, unless otherwise specified, so make clear what is cumulative, and what is unique within the reporting period
- Analyse how robust the data is. Reflect on who collected the data, how frequently, and what methodology/tools were used. If samples have been used, consider the levels of confidence and how representative the samples have been. Consider the appropriateness of external sources.
- Consider factors contributing to the results. Reflect on the disaggregation within milestones and whether an under/overachievement is represented as expected. Refer to the completed beneficiary data summary and reflect on how findings relate
- Outline what actions will be taken as a result of the findings. Reflect on whether future targets remain realistic and consider how relevant the disaggregation is. Consider if the means of verifying data has been robust and consider if any tools or approaches could be strengthened based on the experience of this reporting period.

Once each output has been scored, input this data into the output scoring table which your PRM has shared with you. This is pre-populated, so if any information is missing or incorrect, contact your Performance and Risk Manager as soon as possible. The template available on

the UK Aid Match website is a blank template for new grant holders and should not be used for reporting.

In the output scoring table, add the output scores, impact weighting and risk rating for each output. Once populated, the template will calculate the overall self-assessed output score (in cell C36). Refer to the guidance tab within the excel document for further information.

5.0 Approach

The purpose of this section is to reflect on and evaluate the technical approach methods – interventions, activities and targeting strategies – used to deliver the results reported, with a view to understanding what has worked and what has not, and what should be adapted and how.

5.1 Work plan: Complete and submit the project work plan outlining what was delivered in the past year. Copy and paste column two from each of the quarterly work plans submitted in the past year.

Use the **template** provided.

Estimate a completion percentage. Compare what was originally planned for the year versus what has been completed using the below guidance:

- 90%+ of planned activities have been completed and the project is on track
- 70%+ of planned activities have been completed and the project is getting there
- Less than 70%: the status is off track.

5.2. Adaptive programming: The Fund Manager supports adaptive programming and understands that plans change. However, it is important to understand why changes are proposed. Describe any variances in what was planned and achieved. This could be changes to the:

- Nature of the activities or approaches used
- Timing of the activities
- Number of people involved.

Explain why the changes were made. For example, it could be a result of:

- Changes in the country context or the political economy that prompt shifts in programming (e.g. policy change, natural disasters, security issues)

- Recommended changes revealed through monitoring, evaluation and/or learning processes (including beneficiary feedback) during implementation, described in section 6.1

5.3. Theory of change: In this section reflect on the development hypothesis and theory of change (TOC) that underpins the project. It is important to remember that the TOC sets out the ‘best guess’ about the most likely path to change and is based on understanding the problem and its context at that time. The TOC is likely to develop over time as relationships are built, new information gathered, methodologies trialled, and, most importantly, reflection on what is working and what is not. The TOC is not a static document and will continue to evolve as knowledge and understanding of the problem grows.

Based on the results presented reflect on whether the theory of change is holding true (was the initial logic correct). Consider the links between the results in **each** chain (causal pathways) and how **consistent** they are.

- For example, if 60% of the workplan has been implemented achieving a B at output level and the outcome level is on track, this suggests that there is some disconnect in the theory of change
- Alternatively, if 90% of the work plan has been implemented and output level achieved an A, but the outcome is off track, there may be something missing in the causal pathway
- If 90% of the work plan has been implemented, output level achieved an A and the outcome is on track, this indicates that the theory of change remains still sound.

Inconsistent patterns indicate that some **assumptions** are not holding true and causal links in the chain are threatened, either entirely or partly and reflected in the underperformance in a subset of the outcomes. In this section acknowledge where this is happening and conduct a risk analysis to understand the possible dangers and how to address these. These should then be included in the risk register.

5.4. Based on analysis in 5.3, the theory of change may require adjustment for the next year. To support this analysis and reflection, consider the following questions:

	Since last working with your Theory of change
Problem	What more have you learned about the nature or extent of the problem you are addressing?
Context	Consider what changes have taken place in the operating context during the reporting period and reflect on whether the theory of change remains

	valid. For instance, consider whether any political, economic, social, and institutional factors have changed
Key actors	Who are the key actors now, and how have their relationships, interests, and/or incentives changed?
Interventions – this is also linked to section 6.1	Given the changes in the context or your understanding of the problem, do you need to change approaches? Is there new information or recent changes in key dynamics that impact the sequencing of strategies?
Outputs	Given the changes to the context or to the strategies, are any changes to the outputs (pre-conditions for achieving the outcome) needed.

If proposing changes to the theory of change, please submit a revised theory of change.

More information about a theory of change can be found [here](#)

5.4. Logical framework: The logical framework is linked to the theory of change. The theory of change illustrates what results are expected at the different stages of the project, whilst the logical framework shows how the metrics used to measure whether results are achieved. Take this opportunity to reflect on the logical framework and consider appropriate changes for the subsequent year. To do that, consider the following questions:

- Is there a clear link between the logical framework and theory of change? Does the logical framework measure all results indicated in the theory of change?
- If changes to the theory of change are proposed, have these been reflected in the logical framework?
- Are output and outcome statements and indicators results-orientated? They should not reflect inputs or activities, but what will happen as a result of inputs and activities.
- Do indicators reflect the results that you are trying to achieve?
- Are milestones for the next year and end of the project realistic and achievable considering the results presented in this report?

More information on logical frameworks can be found [here](#)



In this report, proposed changes to the logical framework can be made for the next year. However, these must be discussed and agreed with your Performance and Risk Manager following a review of the report. In accordance with the principles of adaptive programming, see **section 5.2**, changes to the outcome statements, indicators or milestones are not acceptable. These should accurately reflect the goal of the project, and this goal should remain

unchanged. However, the output statements, indicators and milestones can be reviewed and amended if necessary, as these reflect how you plan to achieve the outcome.

5.6 The Beneficiary Data Summary provides information on the number and type of beneficiaries reached during the past year. In this section, outline the strategies used to identify and work with specific types of beneficiaries. In this section, explain the specific strategies used, if any, to ensure that people with disabilities could participate in and benefit from the project. Provide examples and reflect on how well these strategies have been working and what changes need to be made to improve performance.

Example

To ensure that people with disabilities were able to participate in community discussions, we hired a venue that was on the ground floor and therefore, accessible for people with mobility issues. We also ensured that all the advocacy materials were in large print for any person with visual impairments. Despite these efforts, few people with disabilities attended the meeting, less than 1%, and none of those that did actively participated. In reflecting and evaluating on the success of this activity, we realised that we did not do enough prior to the meeting to address any of the attitudinal barriers that exist in the community and families that hamper participation of people with disabilities. We are now working closely with a local disabled persons organisation to understand the best way to proceed in changing attitudes.

More information on working with people with disabilities can be found [here](#)

5.7 In this section explain the gender specific strategies used, if any, to ensure that both males and females have been able to equally participate in and benefit from the project. Provide examples and reflect on how well these strategies have been working and whether any changes are required.

More information on gender equality can be found [here](#)

5.8 In addition to gender equality and disability inclusion, the project will be benefitting other marginalised and vulnerable groups, such as orphans and vulnerable children, commercial sex workers and people living with HIV/AIDs. Refer to the Beneficiary Data Summary for a list of population characteristics. In this section, explain the specific strategies used to ensure different groups could participate in the project and reflect on how successful this has been and what, if any, changes are required.

6.0 Learning

Constant reflection and learning are important to establish how well the project is performing. The annual review is a good time to reflect on what has been learned and how it can be used

to improve performance in the next year. This section requires reflection on what has been learned from three different types of learning activity in the past year.

6.1 Learning from implementation: In this section, explain what has been learned from what has been implemented and experienced in the past year. Reflect on what worked well and why. It is also important to reflect on what didn't work well. For activities that did not work well explain what will be done. Use monitoring data to support analysis and reflection.

The focus of this section should be on looking at the specific strategies, interventions and activities used during implementation which led to the results presented in previous sections. Consider the operational processes and procedures involving delivery of outputs, such as budget forecasts, and working with certain downstream partners, project team or other stakeholders.

It is not just a case of lessons learned but lessons used. Explain how learning has worked to improve project performance.

Example

Over the year we trained 100 teachers from 10 schools to use the 'teaching at the right level' approach to improve student learning. After the training, we mentored and monitored teachers in the classroom to find out how they were doing. We found that only 10 of the teachers were regularly using the new approach and the remaining 90 were still just using the old approach of 'chalk, talk and a textbook'. In discussing with the teachers, they informed us that the principals of their schools had told them they could not use the new approach. The project strategy of training the teachers but not the school principal had not worked well because they felt threatened and alienated from their staff. Once we learned this, we organised and implemented a special workshop for the ten school principals and trained them on the new approach. This worked well and most became enthusiastic. For the second year and the next cohort of teachers that are due for training, we will invite the school principals to attend the training with their teachers so they understand what the teachers are expected to do in the classrooms and can support them.

6.3. Learning from beneficiaries: Consistent interaction and feedback with beneficiaries is an important part of the project to assure relevance and accountability to the beneficiaries. In this section:

- Describe the mechanisms/tools used to collect feedback from beneficiaries in the past year
- Give specific examples of the feedback received
- Explain how that feedback has been used
- Explain how beneficiaries were informed that their feedback had been used.

Example:

One of the most frequent comments written anonymously in the suggestion box stationed outside our office was a preference for female social workers rather than men during the needs assessment sessions with female beneficiaries. Although we took this comment on board, it was difficult to implement as female social workers were scarcer. As a result, we added the question about preference of the social worker gender at the first engagement with both male and female beneficiaries. Thus, prioritising the girls who specified female and giving them female social workers, while those who did not specify anything worked with a male social worker. We let all our beneficiaries know that we were addressing this feedback and how through the project quarterly newsletter, which was distributed in August.

More information of Beneficiary Feedback Mechanisms can be found [here](#) with some interesting examples from UK Aid Match projects [here](#) and [here](#).

6.4. Learning from research and evaluations: This section focuses on more structured and formal of learning activity that may have been carried out during the year, which can include any of the following:

- Baseline surveys. Only applicable for year one reports.
- Annual evaluations
- Mid-term surveys. Only applicable for year two reports.
- Responsive evaluations and research conducted as a reaction to learning generated through monitoring and evaluation
- Planned research.

Explain the headline findings from the research and outline what actions were taken (or will be taken) to improve or adapt the project:

Example

We conducted research on why there was an average of 70% improvement in school attendance of girls, but this was not being manifested in improved learning outcomes. The research found that although these girls were active in class, they often failed simple tests and homework. A major reason given for this was the difficulty in finding time to study after school when the girls returned home. As a result, we are in discussions with the school authorities to have set up optional study periods for two hours after school. We will have one of our facilitators available to help the girls with homework as required. We are hoping this extra assistance will result in more opportunities to improve learning thus enabling the project to reach its goal

7.0 Risks and Challenges

7.1 In this section, describe the main challenges faced during the year – contextual, project delivery, safeguarding, operational, fiduciary or reputational – and how these have been dealt with. Report on whether these challenges were anticipated, and how they will be addressed in the coming year if they occur again. For the purpose of this report:

- A challenge is defined as something that has already happened, a risk that materialised, and has impacted or is currently impacting the project objectives.
- A risk is something that has not yet happened but potentially still could, and if it occurs, will impact the project.

7.2 This section looks to understand how the project has understood, reported and mitigated against risk during the reporting period. This should be written in conjunction with a review and update of both the project risk register and delivery chain risk map. Describe any new risks or changed ratings, provide justifications and describe mitigation actions.

What's the difference between the risk register and delivery chain risk map?

The risk register should capture all risks facing the project across the six DFID risk categories: context, fiduciary, reputational, safeguarding, operational, delivery. These are risks that, if materialised, would impact on project implementation.

The delivery chain risk map captures the structure of the delivery chain. For example, the lead grant holder and any downstream partners delivering project activities. Any risks associated with working with and delivering with these downstream partners need to be captured in the delivery chain map diagram. These risks may not impact on the overall delivery of the project, like project level risks would, but are risks within the delivery structure that must be mitigated against to ensure strong delivery of the project.

When reviewing the risk register, ensure the 'what's changed' column is fully updated with dates included and review the risk ratings to ensure they remain appropriate in the current context.

This will be the same document used for quarterly reporting.

More information on Risk Reporting and Management can be found [here](#).

8.0 Sustainability

Sustainability is about how a project will achieve impacts that will continue beyond DFID funding. Sustainability should underpin the project design and be reflected upon regularly through the project cycle. This section of the narrative is an opportunity to reflect on and assess whether the plan for sustainability has been working in the reporting period. Reflect on what

has been done to promote sustainability and provide evidence of how well these strategies have, or have not, worked.

In this section, reflect on what has been done in the reporting year to promote sustainability and provide evidence of how well strategies are working and not. Do not only comment on how sustainability will be achieved, but also reflect on how successful this has been and what the evidence is.

It is important to specifically consider what has been done and the evidence for the below approaches to sustainability:

- Economic sustainability: how will the project lead to greater economic empowerment and reduce poverty?
- Environmental sustainability: how does the project assess its environmental impact? What measures have been undertaken to reduce climate impact? What is the impact of the project on the environment?
- Social sustainability: how has the project worked to optimise quality of life? How has the project affected cultural behaviour change?

Example

We are trying to ensure sustainability of the project by integrating the methodologies and tools developed by the project into the government system. To achieve this the project has trained 100 civil servants on how to use the methods and tools. To date only two people (2%) trained have used them in their day to day work outside the project, which indicates that progress is slow. To increase the chance for sustainability, we will conduct some feedback sessions with the civil servants to identify what the pain points are and work to address these early in year two.

More information and guidance on sustainability can be found [here](#)

9.0 Value for Money

Value for Money (VfM) is about maximising the impact of each pound spent to improve the lives and livelihoods of the world's poorest people. The purpose of addressing VfM is to be clear about costs and results achieved so that more informed, evidence-based choices can be made.

Conduct a value for money assessment of the period during the reporting period against the '4 E's' detailed below. It is important to consider project impact, relevance and validity, and provide examples in the response. Reflect on whether the overall benefits outweigh the costs.

- Economy: Spending reasonably
- Efficiency: Spending well

- Effectiveness: Spending wisely
- Equity: Spending fairly.

For each, give examples of the specific actions that have taken in the past year to achieve greater value for money. Assess whether there will be a need to change the strategy, or to place emphasis on specific components in the coming year.

More information on Value for Money, how to achieve it and how to assess it can be found [here](#) and [here](#)

10.0 Safeguarding

10.1 Detail activities conducted in the past year to support compliance with the enhanced safeguarding standards. These include:

- Whistleblowing
- Risk management
- Human Resource
- Code of Conduct
- Governance and accountability.

For example, policies may have been updated or capacity building support or inductions for new staff delivered. This should also include activities with field workers, beneficiaries and other community members.

10.2 Provide comments on whether safeguarding policies and strategies are working, or not, and why.

10.3 If any updates to the policy have been made during the reporting period, submit this with the report and outline the key changes that have been made.



This report is not to be used as a mechanism to alert us to any fraud/safeguarding issue. If a safeguarding incident occurs you must report this to MannionDaniels immediately via ukaid safeguarding@manniondaniels.com.

Guidance and information on enhanced safeguarding can be found [here](#)

11.0 Staff Development

In this section, describe any relevant activities carried out to strengthen staff capacity during the year to ensure the effective and efficient implementation of the project. This includes your staff, staff from downstream partners and volunteers and can cover a variety of project areas such as operational, managerial, governance. Reflect on the impact of the activities.

This section should not be used to describe capacity building activities for beneficiaries. This should be covered in sections **3, 4 and 5**.

12.0 Case studies

Use this section to share project-specific case studies that exemplify what your project is trying to achieve. Ensure that the case study is clearly structured, briefly outlining:

- What the problem was
- How it was addressed
- The results, including any problems encountered and how they were overcome.

If you have any images or videos to accompany the case study, submit these with your annual report.

13.0 Other

Use this section to provide any further information or upload any other documents that have not been covered elsewhere in the report. For instance, write about any of the following where relevant:

- Stakeholder coordination. For example, meetings, round tables, steering committees and stock takes.
- Advocacy or lobbying activities
- Monitoring, evaluation and learning activities. For example, data collection, baseline report and learning events.
- Wider engagement that the programme has undertaken; for example with other CSOs or programmes in the region
- Unexpected activities or benefits outside the project plan or expectations
- Coordination or knowledge sharing with other UK Aid Match projects.

14.0 Feedback to the Fund Manager

Use this space to provide feedback, suggestions or requests to the fund management team

Annual Review Checklist

Below provides a full list of all documentation required for submission with the annual report. Please conduct a thorough review of all documentation prior to submission to support an efficient and timely review process.

Document	Tick
Completed Output Scoring Table	
Completed Beneficiary Data Summary	
Reporting logical framework*	
Updated work plan*	
Indicative next year work plan*	
Theory of Change (if updated)	
Research and evaluations (if applicable)	
Updated Risk Register*	
Updated Delivery Chain Risk Map*	
Safeguarding policy (if updated during the reporting period)	
Photos or videos connected to your case studies	
Updated asset register*	
Other (please specify)	