

# Project Completion Guidance

## UK Aid Match

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## Introduction

UK Aid Match grant holders are required to complete and submit a project completion report (PCR) with supporting documents within three months of the project end date. However, the full project completion process starts six months prior to the project end date and can take up to six months after the project end date to be finalised.

The project completion report (PCR) narrative template enables grant holders to evaluate technical performance against objectives, draw conclusions on how interventions have worked, reflect on lessons learned, and consider recommendations for future programming.

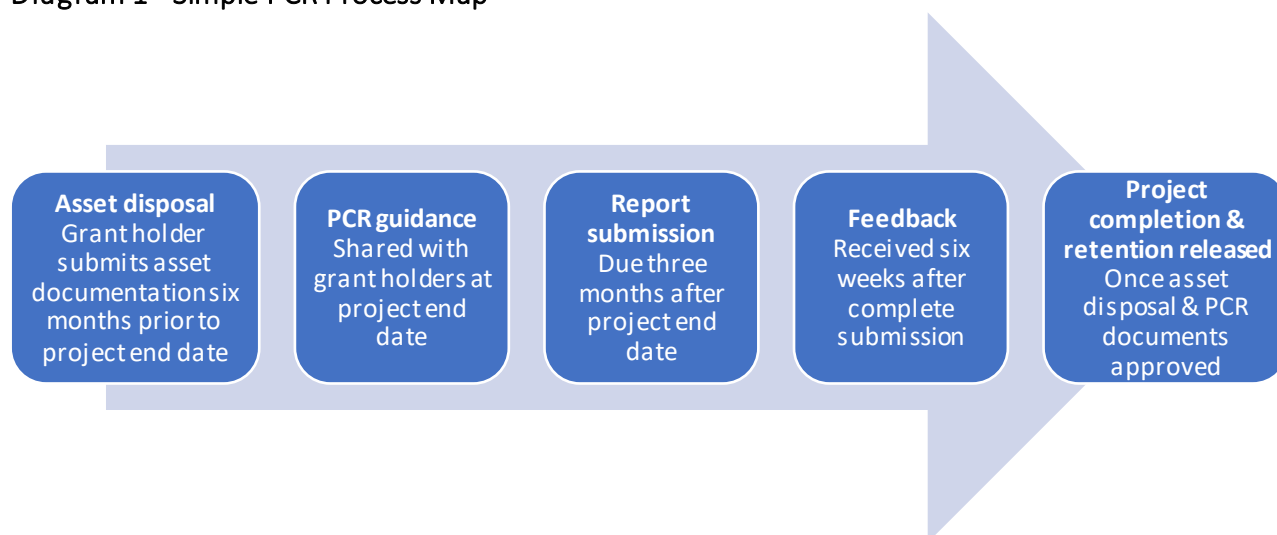
The reporting process is designed to support grant holders to:

- Communicate to the Foreign, Commonwealth & Development Office (FCDO) what UK Aid Match funding has achieved
- Establish a record of project achievement
- Draw conclusions and lessons learnt to inform future work
- Contribute to learning on emerging results
- Inform a wider analysis of all UK Aid Match projects
- Check compliance with the terms and conditions of the grant arrangement

There are many elements to the project completion process under UK Aid Match and this document outlines what the process involves, the key requirements and expectations, and estimated timeframes. The document also follows the structure of the PCR narrative report template providing guidance on what is expected and required against each section of report. There are signposts to where additional guidance can be found as well as a simple checklist for completing the project completion report.

## PCR process

Diagram 1 - Simple PCR Process Map



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The PCR process starts with the disposal of project assets through completion and submission of the project asset register. This asset disposal process begins six months prior to the project end date to allow adequate time for all asset disposal requests to be reviewed by FCDO. Refer to the [UK Aid Match Asset Guidebook \(opens in new window\)](#) for the full set of guidance on the process and requirements around standard asset disposal and transfer.

While the asset disposal review and approval process start early, the majority of the process occurs after the project end date. The fund management team will provide guidance and support at various stages in the process and will clearly outline the final deadline for the project completion report template and supporting documents, which is three months after the project end date.

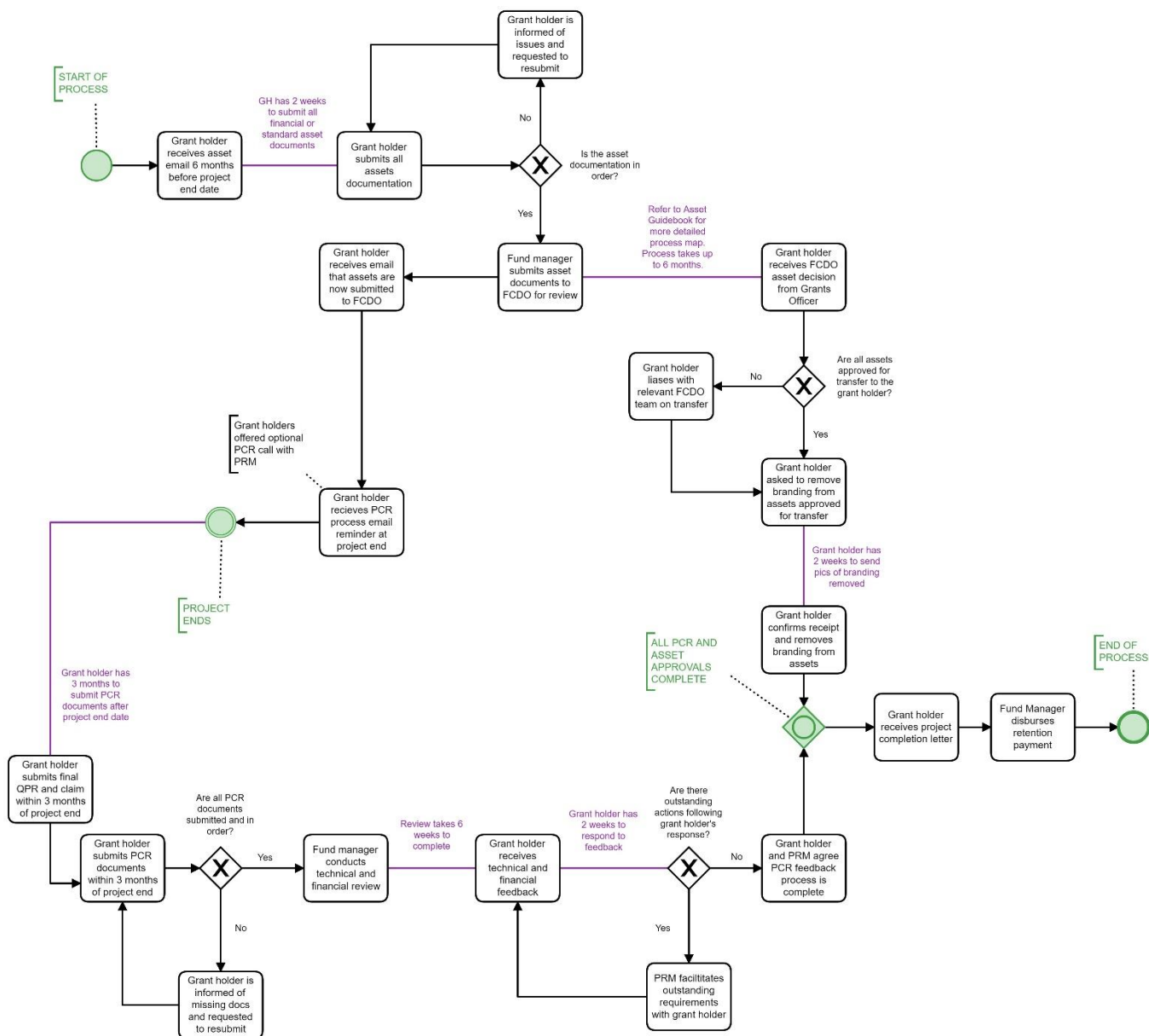
The final claim and quarterly progress report (QPR) must be submitted within three months of the project end date. This is separate from the PCR submission and occurs through SMILE like all previous quarterly report submissions. The final claim captures any spend that occurred in the final quarter of implementation and likewise the quarterly narrative report should cover any final activities conducted. It is important that quarterly reports are submitted for all project quarters. The beneficiary data summary, activity log, and risk register should be updated with the final data and uploaded to SMILE through the QPR. These will be reviewed alongside the PCR submission.

Following submission of the PCR, a review is conducted and feedback on both the technical and financial elements will be shared with the grant holder in a detailed feedback letter, usually six weeks after the PCR submission. Beyond the final claim, no further financial information is required at PCR submission. This feedback report may in some cases include key recommendations as well as required actions, with timelines for follow up. Grant holders have two weeks to respond to the required actions and the fund management team are available for a debrief call if required within this timeframe.

Once the feedback process and asset disposal process are complete, the final project completion letter will be issued, and the retention payment released.

### Diagram 2 – Detailed PCR Process Map for grant holders

The diagram below illustrates the full project completion process. Use the zoom function to view process stages more clearly.



## PCR templates and guidance

All information and guidance related to the PCR is available on the [UK Aid Match website \(opens in new window\)](#), under the grant holder guidance section. Beyond this guidance, links to useful guides and resources can be found embedded in this document.

## PCR submission

Submit all documentation for the PCR (including supporting documents) to your Performance and Risk Manager and Grants Officer, copying in [ukaidmatch@mansiondaniels.com](mailto:ukaidmatch@mansiondaniels.com), **three months after the project end date**. Do not upload these documents to SMILE.

A full checklist of the required supporting documents for the PCR submission is available at the end of the PCR narrative template. At the end of this guidance document there is the checklist with additional information and guidance.

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

Grant holder name (or abbreviated name)\_name of document\_reference number\_MMYYYY  
*Example: EducateAction\_Logframe\_205210-211\_042020*

Do not PDF any submitted documents. It is important that files are submitted in the same format that they originally are shared.

Following submission, the performance management team will conduct an initial review of submitted documentation to ensure completeness, and if there are any missing documents, a member of the team will be in touch to rectify this. conduct a thorough review of all documentation prior to submission to support an efficient and timely review process. any delays to submission, or incomplete submissions will impact this review and feedback process.

## PCR review

The performance management team will conduct a review and assessment of all documentation submitted, with the support of a technical advisor who has expert knowledge of the technical sector and/or geographic context.

Simultaneously, a project completion financial review (PCFR) will be completed by the fiduciary risk team following the submission of the final quarterly claim. No additional financial information is required to be submitted by grant holders. A review of the project's financial performance will be undertaken, in addition to ensuring compliance with fiduciary requirements. The PCFR will be shared, with supporting graphs and feedback (which may include action points) within the PCR feedback report.

The review process usually takes up to six weeks after all project completion documents have been received in full.

Following review, a feedback report will be shared which provides a comprehensive technical and financial assessment of project progress, outlining both recommendations and actions for the grant holder. The grant holder will be given two weeks to respond to required actions and recommendations are intended to inform future programming. The fund management team will be available during this time for further clarification as needed.

This step by step guide to completing the PCR narrative template details the assessment criteria for elements contained within the report. Alongside this, the report will be reviewed against the report quality criteria (outlined below). The report quality assessment will not change the outcome scoring (and project completion review score), however report quality will be shared with the FCDO and feedback provided to grant holders.

Criteria	Quality description
Completeness	All documents have been completed or updated in full
Content	Good quality, credible data and evidence is provided to prove results and a good balance of description and analysis provided
Clarity	The report is concise, clear, well written and easy to read, and word limits have been adhered to
Relevance	The responses focus on the main issues and answer the questions asked directly
Responsiveness	The report has addressed comments / recommendations for improvements made previously
Accuracy	Correct templates have been used following the guidance and answers are consistent throughout the report
Timeliness	The report is submitted on time

#### Some key tips for submitting a good quality report:

- Adhere to word limits
- Focus on critical analysis of the project's achievements rather than descriptions of activities
- Reflect on the full project duration
- Clearly demonstrate how you have responded to feedback previously shared
- Provide robust data and evidence

#### What we do not want to see:

- Provide a descriptive review only
- List activities without critique or reflection
- Late submissions
- Missing documentation
- Unclear data and evidence

## Completing the PCR narrative template – a step by step guide

This section covers all elements of the narrative report template, following the structure of the sections and with examples where relevant. The report is an important record of the project achievements, challenges, and learnings, and will be assessed on the quality of content and reporting. There are estimated maximum word counts against all narrative sections of the template. Use these as an indicative (not mandatory) guide while also ensuring to keep the report responses concise and focussed.

### 1. Grant Information

This section covers the grant overview and must be completed accurately and in full.

Note that the 'Project summary' section should be written after completing the rest of the report to allow for thorough and holistic reflection of the project, reflecting on the original project proposal and adaptations throughout the lifetime of the project. This should include reflections on the context, beneficiaries reached over the lifetime of the grant, impact of interventions delivered, and if the project was able to achieve overall outcomes.

A standard summary of the project should use the following structure:

- A sentence to explain the aim of the project and the resources used (budget and timeframe)
- The strategies that were used to achieve the aim with some example activities. These should reflect the project outputs/inputs and include numbers if possible.
- The end of project outcomes that were achieved.

**Project summary example:** The goal of this 3-year project was to support 12,000 households in three drought affected counties in Eastern Kenya to become more resilient to climate change through adapting their livelihoods and increasing incomes. To achieve this, the project focussed on three key areas; improving (1) household economic security, (2) household food security and (3) community capacity to manage disaster risk. The project worked to increase household economic security by supporting the adoption of new

livelihood options and marketing, which resulted in 4,800 (3,120 FHH 1,680 MHH) vulnerable households in three drought affected semi-arid counties improving their household economic security, by increasing income through improved market access. Whilst the project had initially focused on diversifying income generating activities, it was identified that a major barrier faced particularly by women in improving economic security was their access to markets. By adapting the activities, to support the development of cooperative these barriers were reduced and existing income generating activities, such as goat rearing were scaled up to support improved household economic security.

Alongside this, the levels of household food security were improved by training women on nutrient sensitive food practices, establishing school kitchen gardens for school meals, and establishing permaculture approaches to distribute nutritious seeds. Through these initiatives, 7,200 vulnerable households improved levels of food security, accessing more than two nutritious meals a day, and enhancing dietary diversity. Before the project, vulnerable households reported having access to less than one nutritious meal per day and during the drought seasons this often reduced. The project delivered training on nutrient sensitive food practises through monthly community dialogue sessions, which the community have agreed to continue (without project facilitation) to support members of the community to continue the dialogue on nutritious eating habits and support those experiencing hardship.

Lastly, the project improved the community (3,985 households) capacity to protect and manage natural resources in a climate sensitive manner by establishing and training natural resources management groups (NRM). The community were also supported to respond to and cope with shocks and stresses related to climate change by establishing and supporting community managed disaster risk reduction groups, training and supporting 12,000 households to monitor and manage risks such as disease, drought and food. These disaster risk reduction groups will continue to meet regularly to discuss approaches to climate resilience, and in the last six-months of the project supported 121 households to maintain income levels following a low harvest due to drought.

The final total project budget (including match funding) and the final project budget funded by FCDO (formerly DFID) should be reflected in the budget section of the template.

A link to the published IATI data must be provided in the grant information section of the template. The final set of financial/transaction data should be published, and the status of the activity file changed from 'implementation' to 'completion' as part of the project completion process. It is requested that the link to the data on [D-portal \(opens in new window\)](#) is provided as it provides a user-friendly representation of the raw IATI data. The



search function on the platform's homepage can be used to locate the project data on this repository by searching for the publishing organisation name.

### Beneficiary Data Summary

The Beneficiary Data Summary (BDS) is a separate excel document containing total beneficiary reach and data disaggregated by gender, age, disability, and other key population characteristics. The BDS would have been updated by the project and submitted alongside the final quarterly report through SMILE and therefore does not need to be submitted as an annex to this report. This document will be downloaded by the review team and used to crosscheck and verify the following outcome and output sections of the report.

## 2. Performance against outcomes

The section encourages reflection on the achievement of outcomes by reviewing actual performance against the final target for each outcome indicator. Graphs are used to support this review, by plotting the cumulative data to assess whether the project achieved the targets and overall outcomes. For each indicator, grant holders must provide a self-assessed score, provide evidence of data verification, and analyse the findings.

Plot actual performance against the intended targets for each outcome indicator in the logframe into the graphs provided. There are four graphs embedded in the template (for four outcome indicators). When completing, add or delete additional graphs or tables as necessary to ensure all outcome indicators in the approved logframe are reported against.

The graphs can be modified within this template by right clicking the relevant parts of the graph. To amend data, click on the element and choose the 'chart design' ribbon in the toolbar, choose 'edit data' and the data range should open in an excel pop-out. Remember to modify all elements including:

- Y axis title
- X axis and Y axis range
- Data entry per quarter

### Scoring at the outcome level

Refer to the self-assessment scoring criteria and questions below to provide the most appropriate score per outcome indicator.

Self-assessment scoring criteria	
Score	Outcome description
A++	Outcome substantially exceeded expectation (exceeded by a range of 20%+)
A+	Outcomes moderately exceeded expectation (exceeded by a range of 10-20%)
A	Outcomes met expectation (exceeded by a range of 0-10%)
B	Outcomes moderately did not meet expectation (underachieved by between 0 and 10%)
C	Outcomes substantially did not meet expectation (underachieved by 11%+)

It is important to verify and provide evidence of the self-assessed scores which will be reviewed and assessed by the fund manager. It is essential that achievements are supported by robust and credible data. For each outcome indicator, outline the data sources used to verify the results presented.

### Top tips for data verification

- Consider how the means of verification have changed over the course of the project
- Consider how the means of verification aligns with the approach from the baseline
- Reflect on whether sources have been sensitive to disaggregation
- Consider if data has been triangulated
- Analyse what sampling has been used and to what level of confidence
- Consider the ethics of the data.

Alongside this, reflect on outcome performance and explain if results achieved were expected. The figures provided in the narrative report against outcomes must be reflected in the beneficiary data summary.

It is important to note that the high 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.

**Scoring example:** An outcome may relate to the number of target beneficiaries benefitting from increased household incomes by at least 50% the baseline, disaggregated by sex and disability. The end of project target may have been 30,000 target beneficiaries (20,000 female/10,000 male; 3,000 people with disabilities). The achieved results may be 25,000 (15,000 female/10,000 male; 1,000 people with disabilities). This indicates that the overall target was underachieved by 17%, therefore indicating a score of C. Within this example it is notable that less women were supported than intended and significantly less people with disabilities benefitted from increased household income. It is expected that the grant

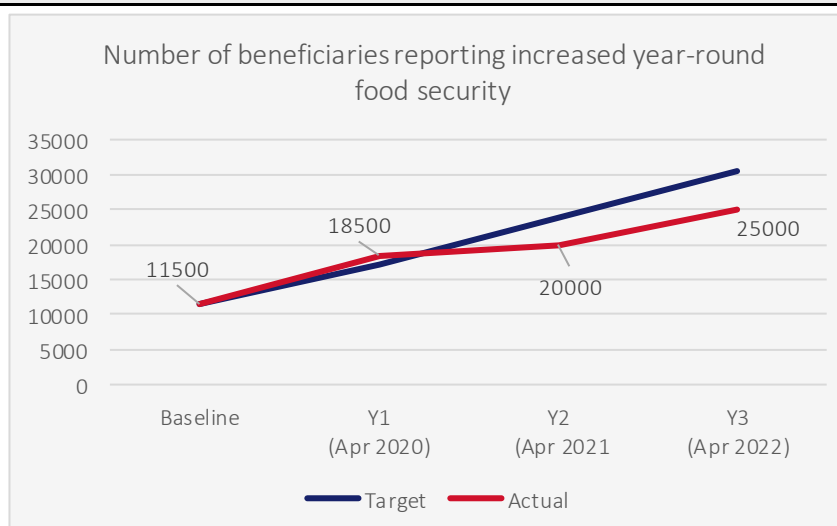
holder analyses these findings to share reflections and learnings to explain this disparity within this section of the report.

### Top tips for assessing outcome performance

- When completing the table, copy indicator wording directly from the approved logframe for each outcome and ensure accuracy of wording. This includes the indicator title, final milestone target, and achieved figures.
- Milestones in the approved logframe should be cumulative so make clear what the cumulative total is in the final submission. It is useful to also outline the unique figures.
- 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 (see additional tips on means of verification below).
- 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.
- Reflect on the learnings from the data, provide an analysis of the findings, teasing out of the variances, the factors influencing any differences, and what learnings have been extracted as a result.
- Outline if actions will be taken as a result of the findings, especially in any future programming.

### Outcome indicator example

#### Outcome Indicator One: Number of beneficiaries reporting increased year-round food security



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<b>Self-assess progress for this outcome indicator</b>	A - Outcomes met expectation (exceeded by a range of 0-10%)
<b>Explain how you verified the result. Describe what data you used and how it was collected [150 words]</b>	
<p>Year-round food security is defined by eating at least two meals per day all year round. This indicator was assessed from surveys conducted monthly during home visits to beneficiaries, where beneficiaries were asked the number of meals taken per day and details of the nutritional intake over the last month. This was triangulated with external evaluation findings which indicate lower levels of child stunting within the beneficiary group, alongside focus group discussions on dietary diversity.</p>	
<b>Explain and provide an analysis for any major differences between what you planned to achieve, and what has been accomplished. Outline what learnings have been drawn from the differences. [200 words]</b>	
<p>As the chart illustrates, although in Y1 18,500 beneficiaries reported increased year-round food security (9% overachieved) this declined in Y2 (17% underachieved) and Y3 (18% underachieved) due to severe droughts in both years. In Y2 a severe drought in Kambil region, meant that the harvest was significantly impacted, influencing both beneficiaries' access to diverse foods and income levels. Given the severity (and lengthen) of the drought, which was significantly longer than previous years, this continued to impact in Y3, where although food supplies were available the prices significantly increased and beneficiaries were not always able to purchase required supplies.</p>	
<p>At the start of Y3 the project was adapted to mitigate the impacts of the drought by facilitating village savings and loans groups (VSLAs) and supporting community members to diversify income generating activities. For instance, 35 VSLAs were established supporting 1,417 beneficiaries to access loans and invest in diversified income generating activities such as soap making. Following discussions with community members on suitable income generating activities, training was provided to 50 apprentices in a variety of trades to support market diversification. These activities supported over 5,424 beneficiaries to increase household income, which supplemented with the nutrient sensitive food practices training resulted in increased year-round food security.</p>	
<p>This has taught us the importance of considering climate resilience when designing food security programmes and also the importance of adaptive management. Although droughts are common in Kambil region, the impact had not been fully anticipated during project design and, on reflection, it would have been valuable to incorporate elements of disaster risk reduction and coping mechanisms within the project design and scope from the outset. Despite this, we were able to adapt by incorporating VSLAs and training apprentices which was not originally planned but supported the achievement of the project outcome. This was possible through regular dialogue with community members</p>	

and having the flexibility to make changes to budget lines (in discussion with the fund manager).

### Overall Outcome Assessment

Grant holders are asked to provide an overall assessment score at outcome level. This should be a balanced judgement based on findings reported in the graphs, narrative analysis, and the overall impact statement.

**Overall outcome scoring example:** The project outcome 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 the first indicator (breastfeeding mothers consuming additional meals) is assessed to have achieved an A+, whilst the second indicator (children with diarrhoea instances) is assessed to be a B, the overall output score should be an A.

### 3. Performance against outputs

In this section, grant holders are required to reflect on the achievement of outputs. This should be completed alongside the output scoring table (separate excel template) and it is recommended that the output scoring table is completed first. The high-level findings and score for each output statement should be summarised in the narrative reporting template.

The same self-assessment scoring criteria should be used to provide the most appropriate score per output.

Self-assessment scoring criteria	
Score	Output description
A++	Output substantially exceeded expectation (exceeded by a range of 20%+)
A+	Output moderately exceeded expectation (exceeded by a range of 10-20%)
A	Output met expectation (exceeded by a range of 0-10%)
B	Output moderately did not meet expectation (underachieved by between 0 and 10%)
C	Output substantially did not meet expectation (underachieved by 11%+)

For a project completion report, the output level score represents the cumulative output achievement during the project lifetime and will feed into the project achievements at the outcome level.

In the tables provided, insert the output statement wording from the approved logframe, select a score based on the scoring criteria, and provide a brief analysis and reflection of any under or over achievement against indicator targets. Ensure that all indicators within each output statement are referenced and covered in the analysis. It is important to note that the figures provided in the narrative template must align with this submitted in the updated and final logframe.

Once again, add or delete additional tables as necessary to ensure all output statements in the approved project logframe are reported against.

<b>3: Performance against outputs</b>			
Complete the below alongside the Output Scoring Table (excel), which will be available on SMILE (pre-populated with historical data, if appropriate).			
<b>Output 1</b>	Women have increased knowledge in birth preparedness, complication readiness and safer birth practices.	<b>Overall output score (Self-assessed)</b>	A - Outputs met expectation (exceeded by a range of 0-10%)
<b>Provide a brief analysis and reflection of any under or over achievement against indicator targets for this output. Ensure all indicators are covered. [200 words]</b>			
<p>The project was not able to train as many women as expected in birth preparedness primarily due to challenging in identifying appropriately trained staff to deliver the training; however delays did not significantly impact the overall results as the quality of the training meant that more women demonstrated improved knowledge than originally anticipated. This was largely due to the participatory nature of the training and the engaging nature of the identified trainers. The results were also impacted by COVID-19, whereby planned face-to-face training was not conducted in the final quarter of the project. Overall, 1,800 women were trained in birth preparedness practices, rather than the originally targeted 2,000.</p> <p><b>Output indicator 1.1</b> (number of women able to accurately identify life-saving actions) This indicator was overachieved (by 14%) due to the dramatized and participatory nature of the training. Although it took some time to identify appropriate trainers within the region to deliver the training, which delayed the delivery of the training, this was made up by the fact that the trainers identified had significant experience in engaging local women on birth preparedness and complication. The trainers were able to explain in the local dialect the challenges faced and encouraged women to role play different scenarios to understand how to identify complications and learn the life-saving actions. This meant that the women that attended the training had better knowledge than anticipated and were able to share this with other community members who had not attended the training.</p> <p>Alongside this, having recognised that no further face-to-face training could proceed with new beneficiaries (due to COVID-19), the team focussed on enhancing knowledge retention for</p>			

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those already trained by sharing digital learning materials with all prior trainees. This led to improved knowledge retention in the final survey.

**Output indicator 1.2** (number of women able to identify birth preparedness actions and signs and symptoms of complication)

This indicator was also marginally exceeded (by 5%) for similar reasons to indicator 1.1. This indicator was not overachieved as much as indicator 1.1 as the survey for birth preparedness was more complicated than the survey on life saving skills, and therefore led to slightly lower pass rates. The survey on life saving skills was more pictorial-based and this learning will be used to inform future monitoring on programmes.

**Output Indicator 1.3** (number of women breastfeeding within the first hour after delivery)

This indicator was slightly underachieved (-11%) which highlights that although those trained were able to demonstrate knowledge, these practises were not consistently implemented. The evaluation indicates that this is due to age of those women trained, whereby the majority of women attending the training were 45 years+ whilst the average age of pregnancy in the region is between 20-35 years. Although the women attending the training shared their knowledge and understanding, this was not always applied by those giving births. It was anticipated during project design and targeting that older women would be able to share the knowledge with younger women, however findings indicate that this is not consistently the case and future programming will therefore involve a mixture of younger and older women in the training sessions and explore alternative ways to ensure those ages 20-35 years develop knowledge of birth preparedness, complication readiness and safer birth practices.

Refer to the guidance tab within the excel document for further information. Alongside this, a webinar on 'How to complete the Output Scoring Table' is available on the [UK Aid Match website \(opens in new window\)](#)

#### 4. Theory of change and logframe

This section encourages reflection on the impacts, outcomes, and outputs in relation to the project theory of change and logframe.

##### 4.1 Theory of change

This section requires reflection of the key assumptions and logical pathway within the theory of change. It is a critical reflection on whether project assumptions held true and the theory of change must be submitted. In the narrative report analyse and reflect on whether the assumptions underpinning the theory of change came under challenge or changed during the project lifecycle.

For instance, consider the links between the results in each chain and how consistent they are. If an output underperformed against targets scoring a 'B', reflect on how this has impacted outcome level results. If the outcome has been unaffected, this implies that the assumptions in the logical chain did not hold true. Alternatively, if the project achieved outputs, but outcome level achievements are not as expected, this implies that the assumptions and casual pathways were not as anticipated.

Inconsistent patterns indicate that assumptions are not holding true and that causal links are threatened, either entirely or partly. In this section, identify where this may have happened and reflect on learnings from this. During the project adaptations may have been made to the theory of change based on learnings, reflect on the reasoning for these adaptations and the extent to which they were effective.

### Top tips for reviewing the theory of change

- **Context:** consider what changes took place in the operating context during the project and reflect on whether the theory of change remained valid
- **Casual pathways:** make sure the casual pathways are clearly indicated and consider if changes to context impacted any pathways
- **Assumptions:** hypotheses of change should be clear and consider if assumptions held true
- **Evidence:** consider if there have been any changes in the evidence supporting the theory of change during the project period
- **Consistency with logframe:** consider how changes in the theory of change or achievements in the logframe interrelate and ensure consistency between the theory of change and logframe.

## 4.2 Logframe

In the approved logframe, available on SMILE, update the 'achieved' sections completed against each output and outcome indicator in the final column. If it is not clear which version should be used, contact your Performance and Risk Manager (PRM). This should reflect the data submitted under the 'performance against outcomes' and 'performance against outputs' sections in the narrative report alongside the beneficiary data submitted in the 'beneficiary data summary'.

### CHECK:

Ensure all 'achieved' data submitted in the logframe, narrative report and beneficiary data summary aligns. The report will not be reviewed if data is unclear.



In this section of the narrative report, reflect on any logframe changes over the course of the project and analyse the results of the changes (refer to the change tab for reference). For instance, if an output indicator was significantly overachieved provide the data and evidence and explain why this occurred in the narrative report and outline the result of any changes.

### 4.3 Impact indicators

Reflect on the extent to which the project has contributed to the impact level indicators outlined in the logframe. It is important to provide evidence and reflect on how the project has contributed to expected impact level results.

## 5. Learning

Reflection and learning are essential elements of the project completion process and are important to establish how well a project is performed. The PCR reporting encourages grant holders to take time to look back, analyse and reflect, which is important to be able to adapt and inform future projects to ensure relevance and effectiveness.

This section is about identifying what has and has not worked, and what has been learned throughout the project. Project learnings should be captured throughout all sections of the narrative template; however, in this section overall project learnings are to be grouped by the four areas in the template:

- **Programmatic approach and project implementation learnings:** reflect on project implementation and the operational/logistical delivery of activities in the workplan. For instance, consider this might cover operational elements such as staff recruitment or procurement, and may also cover programmatic learning such as the delivery of training in the morning rather than afternoon to support greater attendance by women.
- **Technical and sector learnings:** reflect on the technical approach used. For instance, perhaps the project identified that the use of a community-led total sanitation (CLTS) approach helped improve hygiene practises significantly more than WASH training from the local Government.
- **Institutional and policy learnings:** reflect on institutional and policy engagement and alignment in the context of the project. For instance, the project may have learnt that through supporting field visits for local government stakeholders to witness the project benefits and talk to community members, government engagement and support for the project significantly improved which led to policy changes and greater commitment to support sustainability.
- **Monitoring and evaluation learnings:** reflect on how change was measured in the project and the tools or methods used. For instance, the project may have identified that women did not feel able to speak openly in the planned focus group discussions

with men, which meant that monitoring data was not robust or verifiable with other sources. It may therefore mean that for future programming, the project team will plan for one-to-one monitoring visits to source more robust data.

Within this section, it is recommended that the project team reflect on both what has worked well and what has not worked so well, continuously asking 'so what?'. Do not list activities but include an analysis ('so what?') on the key achievements and challenges and consider what factors contributed to these. Focus on analysing the specific strategies, interventions and activities delivered to achieve the results presented. It is important to consider:

- Whether activities had the intended outcomes and reflect on any unintended outcomes there might have been
- Operational processes and procedures involving delivery of outputs
- Working with certain downstream partners, project teams or other stakeholders
- How challenges were mitigated and what has been learnt about how to address or mitigate these types of challenges in the future.

Detail any actions taken during the project lifecycle to respond to the learnings and/or any changes planned for future project implementation.

#### **Learning example: programmatic approach**

Absconding of beehives was key challenge to the project, especially in Embu, where most of the colonies left the hives in less than three months. Most of the modern hives were colonised soon after setting them up in 2017, however the rate of hive colonisation was observed to be low. This resulted in lower honey production (and therefore income), which was exasperated in Y2 by a drought.

During our team monitoring discussions, it was realised that there was poor management of the apiaries by the community groups. There were no regular inspections undertaken by the members as required in the early period of colonisation. This resulted in attack of the hives by pests such as wax moth and ants. In discussion with the members, a solution was identified that each member of the group would be responsible for one hive which they set up in their individual farms. Following this, eight hives were colonised, and the bees remain.

The environment was identified as another critical factor contributing to the performance of the apiculture project. Most of the areas have poor soil cover and scarce trees leading to soil erosion over a long period of time. The loss of plant cover resulted in a decrease in the bee forage and bee population. As a solution to this environmental degradation the community were trained and supported to establish permaculture farms. As a result, most

households planted trees in the farms which may positively impact the environment in the coming years and the bee population.

### 5.5 Beneficiary accountability

All projects should be working to strengthen beneficiary choice and control over their own development through enhanced accountability. It is important to reflect on this process and learn from beneficiary feedback. In this section, reflect on the effectiveness of different beneficiary feedback mechanisms used throughout the project and analyse the impact of this on beneficiaries' choice and control. This could relate specifically to project accountability but may also refer to accountability with local institutions such as local government.

#### Beneficiary accountability example:

In the first year of delivery community members suggested (in monthly dialogue sessions) that the project distribute a new breed of goats (galla goats) rather than local breeds. Following consultation with technical experts, we were advised that galla goats perform well in hot and drought-ridden areas and have higher milk potential over the local breed. The project was therefore adapted to offer galla goats and as a result kid mortality was reduced from four kids reported in the first three months to none. Beneficiaries also enjoyed higher milk production from one litre per day to three litres per day per goat.

When these project adaptations were fed back to community members through the monthly dialogue sessions, it was highlighted that community members felt more able to express their preferences and ideas as a result of this adaptive management (based on their feedback). From this, the project team supported community members to engage local government livestock officers in similar discussions on a quarterly basis. The project supported community members to document and record key ideas and suggestions for the local livestock officers and supported an elected community representative to visit the local government office on a quarterly basis to share this feedback. As a result, local government have included anthrax as a vaccine subsidised by the government and the community are now engaging with other villages to expand the dialogue with local government.

### 5.6 Research

Any research or evaluations conducted since the last annual review should be detailed in this section. This could include:

- Annual evaluations
- Mid-term surveys
- Responsive evaluations and research conducted in response to learning generated through monitoring and evaluation.

Provide a reference and link to the resources (where possible) including dates and key learnings. The key learnings should be succinctly summarised and full research or evaluation reports should be submitted as an annex.

#### Research example:

Educate4Change, School Attendance Research Study (September 2019)

The research found that although 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 due to care responsibilities. As a result, discussions were held with school authorities to set up optional study periods for two hours after school which resulted in improved grades for those girls attending the after-school clubs.

### 5.7 External evaluation

The full independent and external evaluation should be submitted as an annex to the narrative report.

The external project evaluation should provide an independent verification of the extent to which the project met its objectives including why they were or were not achieved, analysis of unintended consequences, and an overall value for money assessment of the project.

#### Top tips for the external evaluation

- A terms of reference should be developed by the project team and agreed with an independent evaluation team
- The procurement process should follow the appropriate policies
- Mixed-methods approaches are recommended, and it is important that the methodology is discussed in detail and agreed with the evaluation team prior to conducting the evaluation
- It is important to consider the contextual factors such as the type and reliability of the available data, the type of the project intervention, the intended beneficiaries, and budget.
- The evaluation report should be a rigorous piece of research, and a clear plan to disseminate findings should be developed by the project team

The following resources are useful to review when commissioning and defining the scope of the evaluation:

- [The Organisation for Economic Co-operation and Development \(OECD\) criteria for evaluation: revised evaluation criteria, definitions, and principles for use from December 2019 \(opens in a new window\)](#)
- [3ie Principles for impact evaluations \(opens in a new window\)](#)

- [Better Evaluation's Manager Guide to Evaluation \(opens in a new window\)](#)

The response to this section should outline the high-level summary of key findings from the independent evaluation. It is useful to focus on those findings that are most relevant to the content covered in the other sections of the narrative report template.

## 6. Sustainability

Sustainability is about how a project will achieve impacts that will continue beyond the grant funding. Sustainability should underpin the project design and be reflected upon regularly through the project cycle.

The approach to sustainability should be reflected throughout the project completion report responses. However, this section provides the opportunity to reflect on and assess the extent to which the plan for sustainability has worked across the three pillars of sustainability. It is important to specifically consider what has been done and the evidence for the below approaches to sustainability:

- **Economic sustainability:** how the project supported beneficiaries in reducing poverty sustainably.
- **Environmental sustainability:** actions taken to mitigate against the impacts of climate change, build climate and environmental resilience, or improve environmental management.
- **Social-political sustainability:** the extent to which the project influenced policy changes or affected attitude and behaviour change across stakeholders.

Reflect on whether the approach to sustainability has changed since initial project design and comment on effective this has been. Grant holders are encouraged reflect honestly about the depth of engagement with sustainability across all domains. It is useful to reflect upon the original exit strategy outlined and how the context developed over the duration of the project.

### Sustainability example: Environmental

Health education and promotion was a strong component of the project and contributed to improving the community environment. The integration of other projects such as the clean improved cookstoves initiative and the Community Led Total Sanitation (CLTS) significantly improved the environment. The improvement to the community was noticeable on different levels:

- (a) Individuals in the communities received improved cookstoves which provide cleaner, safer methods of cooking energy thereby reducing pollution. The community town hall meetings on CLTS, health education on water, sanitation and

hygiene were all targeted at improving the condition of the environment by addressing factors responsible for environmental pollution, reduction of open defecation and improvement in WASH related issues. The messages were tailored to cultural beliefs and simplified for understanding to ensure comprehension and acceptability. It was also agreed with traditional leaders that the town hall meetings will continue beyond the project life.

- (b) At community level using participatory vulnerability and capacity assessment to identify community development needs, develop community action plans and engage duty bearers to address community development needs. Town hall meetings were used for health education and promotion. We triggered CLTS in 62 project communities during the life of the project which led to improvement in community sanitation, increased the number of latrines, reduced open defecation and improved waste management.

Although the town hall meetings will continue beyond the project, the mass media awareness campaigns require sponsorship which has not been secured. The town hall meetings and community interventions were developed and implemented in collaboration with the community to promote ownership which has supported sustainability. The mass media meetings were developed with a private organisation who have not committed to continue the campaigns. This may impact on the environmental sustainability as the above achievements and behaviour change require regular reminders of key messages. It has been agreed with traditional leaders that the community leaders will look at alternative mechanisms to continue this message.

**Additional guidance:** Refer to the [Sustainability Guidance on the UK Aid Match website \(opens in new window\)](#).

## 7. Social Inclusion

This section requires analysis of how the project has identified and worked with the most marginalised and vulnerable groups throughout the project, with emphasis on disability inclusion and gender equality. It is important to consider:

- How the project has consulted the most marginalised and vulnerable groups to ensure equal access to project activities
- How the project has promoted greater gender equality across the project duration
- How people with disabilities have engaged in the project and accessed project benefits (access does not only refer to physical access)
- How the project has adapted activities or interventions to ensure equal access and opportunity for the most vulnerable and marginalised populations.

Provide practical examples and reflect on the impact of these strategies to consider how well they have worked and any unintended outcomes.

### 7.1 Reaching the most vulnerable and marginalised

This section should analyse how the project identified and worked with the most marginalised and vulnerable beneficiaries over the project lifetime, from the initial planning phase and project implementation to the monitoring and evaluation approach. It is important to consider:

- How the project consulted the most marginalised and vulnerable groups to ensure equal access to project activities at the beginning as well as through-out the project. Note that access does not only refer to physical access for individuals with mobility challenges; it is important to consider all forms of marginalisation.
- How the project has promoted greater gender equality
- How the project has adapted activities or interventions to ensure equal access and opportunity for the most vulnerable and marginalised populations
- How the project measured and verified that the most vulnerable and marginalised were reached
- What did or did not work well and which of the learnings from this will be used in future programming

Provide practical examples and reflect on the impact of these strategies to consider how well they have worked and any unintended outcomes.

**Example:** The project was designed to challenge harmful attitudes and behaviours related to early and forced marriage (EFM) by working with traditional leaders, such as men and religious leaders and supporting girls education. To identify 'at risk' girls, we consulted with local women's groups and teachers, and triangulated this with a transect walk mapping of the community. This meant that we had a good information about the local population in terms of the number of young girls living in the community and the economic situation of the household. During the early stages of the project, we did not collect any information on disability or school attendance.

Although the initial consultation process identified the majority of 'at risk' girls, we soon became aware that girls with a disabilities were at greater risk of EFM and at the start of Y2 we used the Washington Group questions to conduct household surveys to further triangulate our data. This then meant that we were able to adapt the education elements of the project to support girls with disabilities stay in school, which had previously been challenging given the crowded classrooms and lack of sanitary facilities.

To effectively challenge harmful attitudes and behaviours, we conducted a social power analysis to identify key power structures that maintain marginalisation of the most vulnerable. Examples of this included the dominance of the male voice in public meetings, and the need to carve out spaces for girls to feel safe sharing views and to challenge this barrier especially with gatekeepers within the project, to drive this change at a community level. This was addressed by facilitating girls' clubs to discuss power relations and traditional roles.

## 7.2 Disability inclusion

This section should analyse lessons learned in delivering a disability inclusive programme. All projects are expected to ensuring projects are disability inclusive and this section should reflect on the effectiveness of this approach. Practical examples of approaches taken and decisions made at the project level as well as at the organisational level should be used to illustrate how people with disabilities have had equal access to project benefits. The following questions can be considered when framing the response:

- How were people with disabilities identified within the project context and consulted during design? What have you learnt from this process and what would you do differently in a future programme?
- What processes were used to consult, assess, and include people with disabilities? Which were most or least effective?
- How did you facilitate and measure that people with disabilities had equal access to project benefits? What was learnt from this?

**Disability inclusion example:** During the initial project design stages people with disabilities were not consulted which was a significant gap in the process, for instance no data on disability prevalence or types of disabilities was collected during the baseline study which led to challenges in reporting how disability inclusive the programme has been. This was rectified at the end of Y1 when a study was conducted to understand the prevalence of disability in the communities and explore how different types of disabilities impact individuals' ability to engage with the project. For instance, through this study it was identified that women with hearing impairments found the town hall meetings particularly challenging and preferred smaller focus group discussions to share feedback. As a result, the project integrated a mixture of large and small group dialogue sessions to support inclusion.

Not only did the study support project adaptations and enhance our team's awareness of how different disabilities impact project engagement in different ways, it also helped to raise awareness at a community level. For instance, community members queried why some project materials were developed in larger fonts and with different colours and our project



team were able to explain that these were developed to support those with visual impairments to engage with the materials. Furthermore, as a result of the study, the consultant delivered a disability inclusion training session with project staff which has supported our organisation to develop an equality and diversify policy and encourage dialogue between staff on disability inclusion.

**Additional guidance:**

- See FCDO's [disability inclusion strategy \(opens in new window\)](#)
- There is further [Disability Inclusion guidance on the UK Aid Match website \(opens in new window\)](#)

### 7.3 Gender equality

This section should analyse the approach to gender equality, which should have been built into all aspects of the project's design. In this section analyse and reflect how the project has contributed to achieving gender equality, both within the context of the project, and at an organisational level.

The following questions can be considered when framing the response:

- How were women and girls' voices heard and represented?
- How were boys and men engaged in the dialogue on gender equality?
- Were unequal power relations challenged and changed as a result of the project?
- Did women and girls have equitable access to resources, services, knowledge and/or skills?
- Were women and girls involved in decision making across different levels of the project?
- Did the project contribute to sustainable attitudinal change towards achieving gender equality?

**Gender equality example:**

Gender equality has been at the heart of the project since design and formed a key part of the design consultation process, whereby specific analysis on gendered social norms was conducted to understand the barriers women face in accessing sexual and reproductive health services. Although women and girls were thoroughly engaged in the project design and implementation, a key learning has been the importance of engaging men and boys to enable dialogue on social norms. At the initial stages of the project, we focused on working with women to encourage improved access to SRH services, and although more women accessed services the scale of these increases were not as originally anticipated. It was not until we held dialogue sessions with local men to discuss the use of contraception and discuss traditional myths about SRH, that we started to identify changes in attitudes over

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time. This has taught us the importance of engaging both women and men in discussions on gender equality, which will be used to inform the design of future programmes we deliver.

#### Additional guidance:

- See FCDO's [gender equality strategy](#) (opens in a new window)

## 8. Risk Management

This section looks to understand how the project has understood, reported, and mitigated against risk during the project life. This should be written in conjunction with a review and update of both the project's risk register and delivery chain risk map.

Watch the [webinar on risk reporting \(opens in a new window\)](#)

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

The risk register captured all risks facing the project across the six FCDO risk categories: context, fiduciary, reputational, safeguarding, operational, delivery. These were risks that, if materialised, would impact on project implementation. The delivery chain risk map captured the structure of the delivery chain. For example, the lead grant holder and any downstream partners or key suppliers delivering project activities. Any risks associated with working with and delivering with these downstream partners must be captured in the delivery chain map diagram. These risks may not have impacted on the overall delivery of the project, like project level risks would, but are risks within the delivery structure that needed to be mitigated against to ensure strong delivery of the project.

Top tips for updating the final submission of risk register and responding to the risk section in the narrative report:

- Download the latest version of the delivery chain risk map from SMILE, update with any relevant risks or controls/mitigations since the last submission, and submit as annex to this report
- Download the latest version of the risk register from SMILE, update and submit alongside the final quarterly progress report and submit as an annex to this report
- Change the status of all risks in the register to closed with date of risk closure
- Provide a final update in the 'What's changed' column for all risks in the register. Do not only state that the risk is now closed but reflect on any resolutions or ongoing risk management by partners or beneficiaries in the project context
- Within the narrative report, reflect on the mitigation strategies and how well these have worked (or not). Consider what learnings you will incorporate into future programming.

- Consider how the team worked together to manage and report on risk and what worked well or what would be changed in future.

## 9. Safeguarding

In this section, reflect on the approach to safeguarding, including an assessment on the overall effectiveness of the safeguarding measures the project had in place, and how these were strengthened throughout the project lifecycle. It is important to focus on the safeguarding measures implemented at project level and not reflect on organisational policies; only reflect changes in safeguarding policies and procedures if these resulted in a direct change at project level, for example updates to policies to require focal persons at each field office which resulted in more dialogue with communities and increased reporting.

Key areas for consideration could include:

- Safeguarding risks which were identified during the project lifecycle and how these were mitigated against.
- Approaches to ensure that beneficiaries understood what safeguarding was, the project approach to safeguarding and what the reporting mechanisms were.
- Development and roll out of safeguarding training or awareness materials for project staff and/or beneficiaries.
- Establishment of new reporting mechanisms during the project and how these were rolled out.
- Lessons learned following the occurrence of a safeguarding incident, and what was subsequently implemented.

### Note:

This report should not be used as a mechanism to alert us to any fraud/safeguarding issue. If a safeguarding incident occurs report this to MannionDaniels immediately via [ukaid safeguarding@mansiondaniels.com](mailto:ukaid safeguarding@mansiondaniels.com).

### 9.1 Activities to strengthen safeguarding

Outline what safeguarding activities were implemented during the project lifecycle to help prevent incidents from occurring and to strengthen the overall approach to safeguarding. Reflect on why these activities were implemented and how effective they were in protecting beneficiaries and staff from harm. For instance, the project team may have initially used an anonymous community feedback box to encourage safeguarding reporting however identified that due to low literacy levels this was not used. This may have then been adapted to have a toll-free hotline which initially was not used, however after several awareness raising sessions within beneficiary communities an increase in reporting may have been experienced.

## 9.2 Safeguarding and beneficiary engagement

Reflect on how beneficiaries and stakeholders were engaged on the approach to safeguarding, and how the project team approached ensuring their rights were fully understood. For instance, safeguarding is understood in different ways depending on the context and it is important to reflect on how effective dialogue on individuals' rights has been. This might relate to the mechanisms used to raise such issues or reflection on how the information was interpreted, which may inform future programming.

## 9.3 Safeguarding and downstream partners

Where applicable, reflect on the effectiveness of the mechanisms used to build the safeguarding capacity of downstream partners to ensure approaches to safeguarding at project level were aligned. This may include capacity gaps identified and how these were addressed.

## 9.4 Lessons learned

In this section, reflect on wider lessons learnt around safeguarding through implementing this project. Consider if there are any aspects to the safeguarding approach that would change when delivering future projects.

### Safeguarding example: Beneficiary engagement

During project design, no discussions on safeguarding were had with community members or during community design consultation. Although we had organisational policies in place, staff were trained during the project inception and different reporting mechanisms were put in place, no reports were received. This was surprising given the focus of the project, working to eliminate child trafficking and forced labour. Beneficiaries had been told about the reporting mechanisms put in place and regularly reminded to report incidents however no reports were received.

In Y1Q3, we consulted with individual project members to clarify their understanding of safeguarding and how to report. Through this process it was identified that the term safeguarding was not widely understood by community members and the mechanisms in place were not tailored to community needs. For instance, the term 'child protection' was more widely understood and verbal reporting mechanisms to individual project team members were preferred to the hotline in place. As such the reporting mechanisms were revised and sessions delivered to community members using the 'child protection' terminology. This resulted in an increase in reported incidents and the project was better able to both respond to these incidents and develop wide mitigation approaches to prevent future incidents occurring. For instance, several cases reportedly occurred late at night after

factory shifts ended; as a result the project team discussed having increased lighting and security on the premises with factory managers to help mitigate future incidents.

### Additional guidance

- Watch our [safeguarding webinar \(opens new window\)](#)
- Read [FCDO's safeguarding guidance \(opens new window\)](#)
- Read the [UK Aid Match safeguarding page \(opens new window\)](#)

## 10. Capacity building

This section focuses on how organisational capacity (both the grant holder and downstream partners) has developed or changed over the project life. The following definition can be useful in identifying capacity building activities undertaken by the grant holder or downstream partner organisations:

Capacity building is the process by which individuals, groups, organisations, and communities increase their abilities to:

1. Perform core functions, solve problems, define, and achieve objectives; and
2. Understand and deal with their development needs in a broad context and in a sustainable manner.<sup>1</sup>

It is important to go beyond a description of the capacity building activities delivered and to consider:

- How the effectiveness of the capacity building was measured
- How the impact from the capacity building interventions can be demonstrated
- What changes happened as a result of the capacity building

Also consider how receiving and managing the grant has impacted the organisation's capacity.

### 10.1 Capacity building activities

This section requests information on the capacity building activities undertaken or received by the lead grant holder. This may be informal or formal capacity building, support, or training delivered by internal teams within the organisation or external providers such as Bond, the fund manager, or publicly available online resources. Describe who was involved in the activities, the results of these activities, and how it impacted the organisation and delivery of the project.

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<sup>1</sup> UNDP. (1998). Capacity Assessment and Development: In a Systems and Strategic Management Context. Technical Advisory Paper No.3. Management Development and Governance Division, Bureau for Development Policy: New York, NY.

**Capacity building example:** During the project we carried out various trainings for staff on gender and disability inclusion. An expert consultant was hired to deliver the training to our project managers over eight weeks. This was a new training topic for staff members, and it was interesting to hear their different experiences with gender inequality and disability inclusion. The team felt able to share their experience and this led to enhanced understanding and collaboration, both within the team and when working with community members. Some project resources were redesigned to ensure they were more gender sensitive and accessible for people with disabilities. All learning and guidance resources are now being reviewed across the organisation, to ensure all projects are more inclusive.

## 10.2 Downstream partners capacity building

In this section reflect on the capacity building of downstream partners and how this has changed over the reporting period. For instance, note any trainings that have taken place or resources that have been shared and explain the impact and results of these activities. Analyse and reflect on how this has influenced project performance and ensure that reflection is given on the impact, and not just the activities.

This section is different to the first question in the section on capacity building undertaken within the lead grant holder organisation. This section can be left blank if the project does not have downstream partners.

## 11: Knowledge sharing

This section requests for information on any networking and knowledge sharing that took place during the project. Grant holder connections, collaborations and dissemination of learnings are a great way to magnify the reach and learning within the projects.

### 11.1 Connections with other grant holders

In this section, select the correct answer to the question by marking an 'x' in the 'Yes' or 'No' boxes. If yes, continue to answer the questions below.

Provide details of any connections made, outlining which organisations you connected with, how that connection was made and the impact of the connection. For example, you may have connected with another grant holder operating in a similar region during a grant holder reference group, which has now resulted in initial discussions of future partnerships or introduction to local stakeholders and partners. It is especially interesting to know what value this has added to the project and/or organisation and the work you do. If you plan to continue to liaise with the other grant holder beyond the end of this specific project, please include details.

## 11.2 Collaboration

In this section provide details of any collaboration and/or engagement with other actors on work related to this project. Similar to the question above, provide details of the nature, extent, depth and impact of any collaboration/engagement. It would be interesting to know at what stage in the project the collaboration started, and if you plan to continue to engage with the external actor/s beyond the end of the project.

The external actors are divided as follows:

- **Government:** this could be with government agencies, departments, offices, individuals, or any type of government affiliated body
- **NGOs:** this would include any non-governmental organization which is not for profit, organised on a local, national, or international level
- **Private Sector:** any private sector entity, such as consultancy firms or service providers
- **Other:** in this section detail any other type of actor which does not fall within the categories above.

## 11.3 Dissemination

In this section select the correct answer to the question by marking an 'x' in the 'Yes' or 'No' boxes. If yes, continue to answer the questions below. Note that that all projects are expected to share learning and disseminate findings to contribute to wider learning.

### What platform did you use? E.g. Skype / Phone or email etc.

In this section outline which platform was used to disseminate information, and the rationale behind choosing said platform. For instance, a sector conference may have been selected based on the audience and subsequent publications.

### What type of knowledge did you exchange?

Outline what the content and type of knowledge was shared and in what format. If possible, provide a link or an attachment of the information shared. For instance, an infographic highlighting key project findings may have been developed and shared with a sector working group.

### Have there been any outcomes as a result of disseminating this information?

Describe the engagement that the knowledge sharing had and what the outcomes of the dissemination have been. For instance another NGO may have attended the event you shared project information at and subsequently reached out to understand more about certain elements of the project to inform their project delivery; please provide details on the type of information shared and connections made.

## 12. Value for Money (VfM)

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 full project duration 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 across all VfM sections in the template.

- Total budget represents money well-spent and the benefits outweighed the costs
- Economy: Spending reasonably
- Efficiency: Spending well
- Effectiveness: Spending wisely
- Equity: Spending fairly.

### Additional guidance

- [UK Aid Match guidance on VfM \(opens in new window\)](#)

#### Value for money example:

Overall, the project has supported 40,561 marginalised minority and/or indigenous women and girls in Myanmar and Cambodia to access and use improved, culturally appropriate, sensitive, and accessible sexual reproductive health (SRH) services and information, including women/girls facing multiple intersecting forms of discrimination (disability, HIV and mental illness). The project was delivered marginally under budget, spending £980,280 (of which £880,280 was funded by the FCDO) across four years. Prior to the project, contraceptive prevalence rate was on average 14% and only 42% of births were delivered with the assistance of trained health professionals, which resulted in high infant and mother mortality, and young mothers were often cast out from families due to pregnancy. By working closely with Government service providers to enhance service quality; establishing the evidence base to advocate for duty bearers to review service provision for minority and/or indigenous women and girls; and working with local civil society to raise awareness on SRH rights, the project has contributed to improved SRH of marginalised ethnic groups in support of SDG3 on healthy lives.

Specifically, staff and training costs have been the key cost drivers on this project given the high levels of advocacy and training (equating to approximately 31% of overall costs).



These have been critical to establish the evidence base to advocate for duty bearers to review service provision, where we have worked with seven communities to increase the capacity of local health centres. We recruited staff from different indigenous groups which significantly influenced our ability to engage with local leaders and duty bearers. This also supported equity by enabling the project to engage marginalised women in dialogue of SRH rights and challenging harmful myths about SRH.

### 13. Feedback to fund manager

It is useful for the fund manager to receive grant holder feedback to strengthen the support and guidance provided. Please be honest and provide feedback, suggestions, examples, or requests to the fund management team.

### 14. PRC submission check list

There is a checklist table at the end of the narrative template report, also available below. Complete the 'Submitted?' column in the table, checking that all supporting documents are included, before submitting the full report. The table below provides additional instructions and/or information against each item in the check list.

See below a full list of documentation required for submission with additional information and guidance.		
Checklist element		Instructions / information
1	Completed narrative report	The narrative report template is available under the grant holder resources section of the <a href="#">UK Aid Match website</a> . The narrative report template must be submitted with all sections completed. Revisions may be requested if the information is inadequate or incomplete.
2	Completed Output Scoring Table (with achievements completed in 'project completion report' tab)	Refer to the guidance tab within the excel document for further information. Alongside this, a webinar on <a href="#">'How to complete the Output Scoring Table' is available on Youtube</a> .
3	Theory of change	The final approved theory of change should be included as a supporting document.
4	Logframe (with achievements completed in 'project completion report' tab)	In the approved logframe, available on SMILE, update the final target column with the results achieved. This should reflect the data submitted under the 'performance against outcomes' and 'performance against outputs' sections in the narrative report alongside the beneficiary data submitted in the 'beneficiary data summary'.

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5	Updated risk register	Download from SMILE and update the risk register. Close out all risks in the register and provide a final update in the 'What's changed' column.
6	Updated delivery chain risk map	Download from SMILE and update the delivery chain risk map with any relevant risks and control/mitigations since the last submission.
7	Safeguarding policy – <b>only</b> if updated since the last annual review	Submit an updated safeguarding policy if a review has been undertaken since the last Annual Review.
8	Research and evaluations – <b>only</b> if appropriate	Submit any studies, research or evaluations that have been conducted since the last Annual Review.
9	Minimum one strong case study and photos	A template for developing a case study is available on the website: <a href="#">Case Study – A How to Guide</a> . Provide images or videos to accompany the case study.
10	Independent evaluation	As stipulated in the AGA, all projects must commission an independent evaluation of the project. This must be completed and submitted as an annex to the project completion report.
11	Annual audited accounts	The most recent set of annual audit accounts must be submitted and these will be used by the fiduciary risk team to conduct the project completion financial review.

If you have any questions about the completion of reporting requirements, please contact the relevant Performance and Risk Manager.