

# **Global Poverty Action Fund ANNUAL PROGRESS REPORT 2014**

**Please read the following instructions carefully.**

This annual report template includes DFID reporting requirements for 2014. It is designed to:

- ✓ provide assurance on project progress and management;
- ✓ check compliance with the terms and conditions of your grant;
- ✓ inform a wider analysis of all GPAF projects; and
- ✓ Contribute to learning on emerging results.

## **What has changed from last year's (2013) template?**

The template has been revised in response to feedback from grant holders reporting in 2013, the Fund Manager's experience from previous rounds, and comments from the GPAF Evaluation Manager.

The key changes are:

- The template is no longer protected to make it easier to complete.
- The guidance notes and the structure of some questions have been amended to improve clarity, particularly in relation to value for money.
- Additional questions have been introduced to enable reporting of unintended outcomes and consequences, and project efforts towards gender mainstreaming.
- The guidance and structure of 'Annex A - Outcome and Output Scoring' has been amended to ensure that the reporting is complementary to the information on progress included in the 'Reporting Logframe'. There is also new guidance on the definition of project beneficiaries for GPAF.

## **What is required?**

### **How?**

- Where relevant, refer back to your 2013 Annual (or Interim) Report feedback letter
- Use the Annual Report template (this document). Please note that in response to feedback, the template is now an unprotected WORD document. Please do not alter the structure of the template.
- Cover the period between 1<sup>st</sup> April 2013 and 31<sup>st</sup> March 2014
- Try to keep within the page length limits.
- Submit your Annual Report and all accompanying documentation, including separate annexes as WORD / Excel documents, rather than PDF files.
- Send all required documents by email to [gpaaf@tripleline.com](mailto:gpaaf@tripleline.com). Hard copies are not required.

## When?

Your report is due by **30<sup>th</sup> April 2014**

## What to send? (Use as checklist)

### 1. Narrative Report (this document)

Mark with an "X"	Section and Title		Page limit	Notes
x	1	Basic Information	2	Basic project data.
x	2	Summary, Progress & Results	6	A narrative summary of progress and results.
x	3	Value for Money	2	A summary of actions and achievements in relation to value for money.
x	4	Sustainability	1	Progress towards ensuring sustainability
x	5	Project Accountability to Stakeholders	1	Information on project mechanisms to enable beneficiary feedback.
x	6	Learning	3	Lessons from project implementation for learning and dissemination to others.
x	7	Responses to Due Diligence Recommendations	1	Information on actions undertaken following Due Diligence review (if not already reported).
x	Annex A	Outcome and output scoring	12	A record of progress against the milestones and targets in your project logframe. Includes an assessment of progress against each indicator and the evidence which supports the statements of achievement.
x	Annex B	Consolidated beneficiary table	2	An summary of the number of individual project beneficiaries.
x	Annex C	Portfolio Analysis	3	Some basic information about your project to feed into an analysis of the whole portfolio of GPAF projects.

## 2. Project Documents (attachments)

Mark with an "X"	Document	Notes
	Photograph(s)	<p>New photograph(s) which illustrates or tells a story of your project.</p> <p>Attach as a separate file(s) (i.e. do not embed into another document), preferably as a JPEG file.</p> <p><b>IMPORTANT:</b> In separate document please provide:</p> <ul style="list-style-type: none"> <li>* captions or explanations of the photo(s);</li> <li>* the photographer's name, if possible;</li> <li>* assurance that subjects have given their consent, both for the photograph to be taken and for its possible use in learning/publicity materials.</li> </ul>
x	Reporting Logframe	<p>Most recently approved Logframe and Activity Log in Excel format, with 'Achieved' boxes completed for each indicator, and each relevant milestone.</p> <p>Please label this document: "<b>GPAF (ref. no.) Reporting Logframe (+ date prepared)</b>".</p>
	Revised Logframe	<p>To be submitted if you are proposing a revision to the logframe – see section 2.9 of the report.</p> <p>Please label this document: "<b>GPAF (ref. no.) Revised Logframe – Proposed (+ date prepared)</b>".</p>
	Revised Risk Matrix	<p>Highlights any new risks, if applicable - see section 2.10 of the report.</p>

## 3. Financial Report (attachment - use the most recent Excel template circulated with this report template)

Mark with an "X"	Document	Notes
x	Annual Financial Report + Variance Notes	Two worksheets on Excel template showing expenditure over 2013/14, compared to budget.
x	Financial Summary	Worksheet on Excel template showing a summary of expenditure over the life of your project, compared to budget.

### **It is very important to note that:**

- Project expenditure must be reported against the **full budget agreed by Fund Manager** and not the summary budget used for expenditure claims.
- Any variances in excess of 10%, either positive or negative, (or transfers between main budget-sub-headings) must be explained.
- You should show any variances both in terms of total amount in GBP (£) and as a percentage of budget.

### **Background References:**

Further Guidance documents that may help with the completion of this annual report:

#### **Gender and Diversity:**

- Gender guidelines prepared specifically for the GPAF: [Gender and the Global Poverty Action Fund](#)

#### **Value For Money:**

- [BOND VFM Guidelines](#)
- [BOND – Integrating VFM into the Programme Cycle Diagram](#)
- [DFID VFM Guidelines](#)

#### **Quality of Evidence:**

- [BOND Quality of Evidence Guidelines](#)
- [DFID How-To-Note – Assessing the Strength of Evidence](#)

### **Any Questions?**

If you have any questions about the completion of your annual reporting requirements, please contact the Fund Manager at [gpaf@tripleline.com](mailto:gpaf@tripleline.com) or on 0208 788 4680.

Common questions and answers will be circulated as Frequently Asked Questions (FAQs).

## GPAF ANNUAL NARRATIVE REPORT

### SECTION 1: BASIC INFORMATION

This information is needed to update the Fund Manager's records

<b>1.1</b>	<b>Grant Holder Organisation Name</b>	Traidcraft Exchange
<b>1.2</b>	<b>Grant Holder Organisation Address</b>	Traidcraft Exchange, Kingsway, Gateshead. Tyne & Wear, NE11 ONE.
<b>1.3</b>	<b>Project partner(s)</b> <ul style="list-style-type: none"> <li>• List implementation partners.</li> <li>• Highlight any changes to partners.</li> <li>• For multi-country projects, please indicate which partner is in which country</li> </ul>	N/A Traidcraft is implementing the project directly.
<b>1.4</b>	<b>Project Title</b>	Bee keepers' Economic empowerment – Tanzania (BEET).
<b>1.5</b>	<b>GPAF Number</b>	GPAF IMP 060
<b>1.6</b>	<b>Countries</b>	Tanzania
<b>1.7</b>	<b>Location within countries</b>	Pwani Region – Rufiji District. Tabora Region – Uyui, Urambo and Sikonge Districts
<b>1.8</b>	<b>Project Start &amp; End Dates</b>	<b>Start:</b> January 2013 <b>End:</b> December 2015
<b>1.9</b>	<b>Reporting Period</b>	<b>From:</b> April 2013 <b>To: March 2014</b>
<b>1.10</b>	<b>Project Year (e.g. Year 1, Year 2)</b>	Year 2
<b>1.11</b>	<b>Total project budget</b>	£ 740,895
<b>1.12</b>	<b>Total funding from DFID</b>	£ 509,991
<b>1.13</b>	<b>Financial contributions from other sources</b> Please state all other sources of funding and amounts in relation to this project. Sources should be listed in brackets, e.g.: £75,000 (ABC Foundation)	£ 230,905 (Comic Relief)
<b>1.14</b>	<b>Date report produced</b>	29 April 2014
<b>1.15</b>	<b>Name and position of person(s) who compiled this report</b>	<b>Name: Rosemary Mbogo</b> <b>Position: Project Manager</b>
		<b>Name:</b> <b>Position:</b>
		<b>Name:</b> <b>Position:</b>
<b>1.16</b>	<b>Name, position &amp; email address for the main contact person for correspondence relating to this project</b>	<b>Name: Robert Donnelly</b> <b>Position: Head of Africa Programmes</b> <b>Email 1: robertd@traidcraft.co.uk</b> <b>Email 2:</b>
<b>1.17</b>	<b>Secondary contact person (optional)</b>	<b>Name: Rosemary Mbogo</b> <b>Position: Project Manager</b>

		<b>Email 1:</b> rosemarym@traidcraft.org <b>Email 2:</b>
<b>1.18</b>	<b>Acronyms</b> Please try not to use too many acronyms, and explain all that you do use e.g. <i>CHW – Community Health Worker.</i>	
<b>Acronym</b>	<b>Explanation</b>	
B.E.E.T.	Bee keepers' Economic Empowerment Tanzania	

**SECTION 2: SUMMARY, PROGRESS AND RESULTS** (Aim for no more than 6 pages)

**2.1 PROJECT SUMMARY (200 words)**  
In your own words please describe your project and its context.

The BEET project works to increase incomes of poor communities in the districts of Urambo, Uyui and Sikonge in Tabora region, and in Rufiji district, Pwani region. This is being achieved through increasing knowledge and skills of beekeepers to improve quality and increase volumes of their honey, and by linking them to reliable, sustainable local and regional markets. Beekeepers are also being linked to the services of well trained local service providers, who will support them during and after the project through provision of technical beekeeping services as well as organizational skills to ensure that their beekeeping groups continue to be well organized and well governed. The project aims to increase incomes by up to 20% from the sale of honey, thus directly benefitting 2,760 beekeepers and their families, totalling 16,560 people. The project is paying particular attention to women beekeepers by providing them with additional training in entrepreneurship and related subjects, and guiding them in managing a platform where they can address their social and economic issues.

The project ensures that knowledge and skills acquired by the beekeepers continue to be put into practice so that the gains are sustained and developed even after the end of the project.

**2.2 RELEVANCE**  
Does your GPAF project remain relevant in the context where you are working? Please explain what you have done to ensure that the interventions represented in the logframe and activity log continue to respond to the needs of the target population.

The target population in this project is made up of poor disadvantaged communities, who are often unable to raise enough income to meet some of their basic needs such as decent shelter, medical care and education for their children. This situation has an impact on their general well-being. The project focuses on supporting members of the community to develop skills and competencies in the area of bee keeping, which has good potential for generating income, requires a relatively low start up investment, and is feasible in the region where the project works. By using their newly acquired technical skills in bee keeping, members of this community can increase the volumes of the honey they produce, improve its quality and therefore fetch higher incomes from its sales, thus enabling them to meet some of their basic needs. Additionally, the bee keepers are encouraged to work in groups, and are exposed to the advantages and business benefits of working collectively and collaboratively in groups and associations. Apart from providing capacity building in the technical subjects of bee keeping, the project also focuses on providing bee keepers with the necessary capacity to enable them form and maintain groups and associations that are well organized, well managed and well governed, to ensure that they can manage and handle the business of the members, and any other services to members in an efficient, transparent and effective way.

The project has also built in mechanisms to ensure that the capacities built, the organisations formed (groups and associations) and the systems developed continue to respond to the needs of the target population during and after the life of the project. The mechanisms include continuous and consistent follow up to make sure that the acquired skills are being practised effectively and especially that they continue to be relevant in responding to the needs of the target population.

Thus, the whole the project's interventions continue to enable the bee keepers to better meet their economic and social needs.

**2.3 EQUITY (GENDER & DIVERSITY)**  
Does this project continue to contribute to equity (i.e. equitable poverty reduction and empowerment of men, women, girl and boys and relevant marginalised groups to participate in decisions that affect them at the local and national level)? *(Mark with an "X" in the appropriate box)*

<b>Yes</b>	<b>X</b>	<b>No</b>		<b>To some extent:</b>	
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**a.** Please explain your response in the space below:

The project continues to contribute to equity by working with men and women directly to empower them economically and socially. Economic empowerment is ensured by building their capacity and skills to enable them increase their incomes through trading in honey, as well as starting/improving on other income generating activities beyond bee keeping.

Social empowerment is ensured by training in aspects that develop capacity for sound decision making within their groups as well as at the family level. With a special focus on women, training includes aspects that develop self-confidence, self-worth and awareness of one's rights and responsibilities, which lead to enhanced participation and leadership in social as well as economic activities. It is believed that this will also have a positive impact on their overall well-being.

The project guides the beneficiaries in establishing and maintaining links with decision making organs related to areas that affect them, for example links with the relevant local government departments that link to the central government for policy making. The enhanced confidence and awareness enables the beneficiaries to approach the authorities and present their issues.

Though the project does not work directly with boys and girls, they are however among the beneficiaries of the project interventions as they are members of the households targeted by the project.

**b.** What has the project done this year in relation to gender mainstreaming (efforts to ensure gender issues are addressed in all aspects of project management and in organisational policies and practice – including the project staffing profile)? *(Please refer to the guidance note '[Gender and the GPAF](#)' )*

The project provides equal opportunities and equal status in all aspects of management and in its policies. This is reflected in actions such as recruitment of permanent staff as well as service providers, and training opportunities for service providers as well as project beneficiaries. Also, when any type of beneficiary data and other information is collected, the project ensures that this is done for both genders where appropriate.

## **2.4 KEY RESULTS AND ACHIEVEMENTS**

Please provide a summary of the three most significant project results or achievements over the last year. This section provides you with an opportunity to tell the story of the project's successes this year. Please specify the target groups; how many citizens benefited (men/women; girls/boys); and how they have benefitted. Also make it clear where the results and achievements were made in coalition or partnership with other, non-project actors.

### **1. The Traidcraft Well-being programme.**

This programme has been initiated in the project. The programme seeks to understand the wider non-material dimensions of individuals and communities that we are working with, through continued dialogues with bee keepers on factors affecting their well-being. To this end the project trained 16 facilitators in the concept of Well-being, and on how to conduct Well-being surveys in rural communities. These 16 went on to conduct surveys on the Well-being of 242 bee keepers in Tabora and Rufiji Districts. In general, the findings were that although the bee keepers consider their economic well-being to be important to support their day to day activities and their survival, they also acknowledged that the non-material dimension of their lives, such as relationships with family and community, are an equally (or almost equally according to some) important part of their lives.

Additionally, the bee keepers indicated that these types of dialogues that get them to analyse and interrogate the state of one's own well-being have created a new awareness in them to continually self-assess and begin to address those factors that affect their well-being and that of their family members

This was the first well-being related interaction with the beneficiaries, which will act as a baseline to enable the project to track changes in their well-being through continued engagement. It will also provide pointers into any areas of the project could address towards improving beneficiaries' well-being.

**2. An effective team of Service Providers.** The objective of training local service providers and linking them to the bee keeper groups is to establish a relationship of service provision that will continue to be effective even after project's services are no longer available. The fact that in Rufiji already more than 80% of groups are already contracting service providers independent of the project is a significant achievement in that this confirms that bee keepers value the services provided. It is expected that bee keepers will continue to demand and access these services and therefore continue to improve production, sales and incomes, as well the management of their groups.

This is also an achievement in that after the service providers were taken through a training- of- trainers' course, they have been able to market themselves to the bee keepers, establish positive working relationships and provide appropriate and affordable services. Further, the project beneficiary groups have linked the service providers to other bee keepers outside of the project area, who are also receiving services from the project-trained providers. This means that training from the project is having a much wider outreach.

On the whole, the beneficiaries now have access to affordable business related services, over and above those provided by the project, and are assured of continued provision beyond the project.

**3. Increased women participation and leadership.** As a result of various project interventions, the number of women participating in bee keeping has grown significantly. In Rufiji the number has grown beyond that of men in the last one year (54% women) in the project-participating groups.

On leadership, the numbers of women presenting themselves for elective positions, and winning in their bids, have increased. In Rufiji alone, out of 89 leaders in the 22 project groups, the number of women leaders has grown to 42 compared to 26 at the start of the project. This empowerment of women is gradually increasing their skill and confidence to venture into new areas of income generation, thus enabling them and their families to grow economically, and to demand their rights, first in their groups and eventually in the wider society.

The women have formed a forum through which they raise and address issues related to their economic and social activities. Members are already active in new small-enterprise activities, and in various types of resource mobilisation.

<b>2.5</b>	<b>PROGRESS AGAINST DELIVERABLE AND TIMESCALES</b>	
	How would you describe the current status of project progress in relation to the original time-scale? <i>(Mark with an "X" in the appropriate box)</i>	
	<b>a.</b> This project is <b>on track</b> against its deliverables and original timescale	
	<b>b.</b> This project is <b>off track but expected to be back on track</b> in the next reporting period	<b>X</b>
<b>c.</b> This project is <b>off track and not expected to be back on track</b> in the next reporting period		

Please list key factors that have contributed positively to progress:

The project has been very well received by the beneficiaries, as has been evidenced by their keen participation in project activities.

Beneficiaries have put into practice the new skills that they have learnt, both in the technical aspects of bee keeping as well as organizational skills in developing and managing their bee keeping groups.

Government authorities at local level have been supportive to the project. In Rufiji for example they have provided the project with office space at no cost.

Local service providers have developed very positive working relationships with the bee keepers, providing services through the project, and additional services on demand which are paid for directly by the bee keepers.

Project field staff have been very flexible in trying to fit in with the time schedules and availability of the bee keepers, even where the schedule may sometimes fall outside of their regular working hours/days.

List key challenges and how they have been addressed:

Attracting good qualified people to work in the remote locations of the project is a key challenge. The project has used a variety of methods to reach out more widely in its advertising such as posters in the villages and at Government and non-government offices.

If the project is considered to be 'off track' please explain what measures are being taken to get the project back 'on track':

The project is on track in Pwani Region, but off track in Tabora. Difficulties recruiting and retaining quality staff; the general remoteness of the area; and challenges regarding governance and power within Beekeeper groups and the Beekeeper Association (which reflect the wider community level situation) are factors which have contributed to this. The withdrawal of Traidcraft's partner at the start of the year also resulted in delays in project implementation. We have largely been able to catch up in Pwani but were still tracking behind in Tabora at the start of quarter 4. The District Coordinator for the project in Tabora then resigned without notice during the quarter. He was already behind with a number of activities. His resignation exacerbated this problem and prevented the project from catching up with any past delays. As a result, a number of activities have not been completed as planned during the year.

To get the project back on track in Tabora the project will focus increased management time and effort on the work in Tabora, providing the team there with additional support to catch up with activities. By using service providers which have been trained, it is possible to scale up the level of activity in the region and implement activities at a faster pace.

**2.6 CHANGES TO PROJECT STATUS**

In the last reporting period have there been any significant changes in relation to the following? Tick the boxes as appropriate. (Mark with an "X" in the appropriate box)

a. Project design	
b. Partner(s)	<b>X</b>
c. Context	
d. Availability of match-funding (where relevant)	

Provide a brief explanation of what has changed and why:

The initial implementing partner, Honey Care Africa (Tanzania) withdrew from the partnership in June 2013. The project is now being implemented directly by Traidcraft.

**2.7 UNINTENDED (POSITIVE) OUTCOMES**

Are there any unintended outcomes that have been observed as a result of your project implementation during this reporting period? Please list below. If these require a revision to the project logframe, please incorporate into your response to question 2.9.

The project is reaching larger numbers than expected. From observation for example in Rufiji, for every group trained in improved production practices at their apiaries, a neighbouring apiary has taken up some of the new practices. This implies that for the 621 bee keepers already trained, a similar number outside of the project has benefited, hence the number of people expected to record larger and better quality harvests, and therefore higher incomes as a result of the project is doubled..

Although precise numbers have not been established, it is observed that some of these neighbouring groups are also using the services of the service providers trained by the project, mostly in technical areas related to production practices.

**2.8 UNINTENDED (NEGATIVE) CONSEQUENCES**

Has the project implementation led to any unintended negative effects during this reporting period? Please list and explain below.  
If these are considered to have a negative effect on the outcome of the project, do they require a revision of the project risk matrix? If so, please incorporate into your response to question 2.11.

In one area in Tabora, it was reported through the Well-being survey that women trained through the project who are increasing their incomes in their small businesses are faced with domestic challenges as their spouses feel threatened by their increased income levels. 3 women reported being made to chose between doing business or receiving financial support from their spouses.

The project intends to follow up on this to determine how rampant the situation is, and whether or not it warrants a specific strategy to manage it.

**2.9 CHANGES TO THE PROJECT LOGFRAME**

Please answer the question below. Note: All changes to logframes require approval from the Fund Manager. If you wish to change your logframe please attach a justification and a copy of your revised logframe highlighting the proposed changes. (Mark with an "X" in the appropriate box)

**Do you need to make changes to your most recently approved logframe?**

Yes		No	X
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**If you answered 'yes', have you attached a justification and a copy of your logframe highlighting the proposed changes? Please label this document: "GPAF (ref. no.) Revised Logframe – Prepared (+ date prepared)"**

Yes		No	
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**On the basis of your project implementation experience during this reporting period, do you consider there to be any key aspects of your project which are not sufficiently captured in your project logframe (such as hard-to-measure qualitative results)?**

If yes, please use the space below to explain.

Yes		No	X
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**2.10 RISK MANAGEMENT & MITIGATION**

Risk management matrix: Please use the table below to describe the risks you faced in the reporting period and how you dealt with them.

<b>Which risks materialized during the year?</b> Describe briefly.	<b>Was the risk anticipated?</b> Yes / No / To some extent	<b>What action did you take to address the risk?</b> Briefly explain.	<b>Was this action sufficient?</b> Yes / No / To some extent
1. It is difficult to attract suitable/appropriate field staff, particularly in the more remote project areas.	To some extent.	Lower quality staff have been recruited and provided with additional support and guidance.	To some extent.
2. Withdrawal of the project partner.	No	Traidcraft is implementing the project directly.	Yes

3.	Demotivation as field staff find travel and other conditions too difficult, thus delayed feedback and reporting.	To some extent	Regular discussions with and listening to staff to address specific issues that arise. Providing realistic time frames for activities in remote areas.	
4.	Bee keeper associations are dormant and without plans or strategies.	To some extent.	Working more closely with the associations to revive them and help them move away from total donor dependency to towards self-reliance through member support.	To some extent.
5.	Bee keepers and associations do not work together effectively.	To some extent.	Creating awareness to bee keepers on the benefits of membership. Capacity building associations towards self reliance and service provision to members.	To some extent
6.	Groups elect inappropriate leaders.	To some extent	Training on leadership especially for voters.	Yes
2.11	<b>Are you expecting significant new risk(s) in the next reporting period that would affect project performance or completion?</b> If yes, tick the box and list the new anticipated risks in the table below.			
		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Anticipated risks and mitigating actions.</b> Complete the table if relevant. Focus on higher level risks such as a deterioration in the operating environment (maximum of 4 risks).				
<b>Anticipated risks</b>		<b>Intended mitigating actions</b>		<b>Risk rating:</b> <i>Your assessment of risk probability &amp; impact</i>
1.	...			
2.				
3.				
4.				
2.12	<b>If you anticipate new risks please submit a revised risk matrix.</b>			
	Revised risk matrix attached highlighting new anticipated risks? (Mark with an "X" in the appropriate box)			
		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### SECTION 3: VALUE FOR MONEY (Aim for no more than 2 pages)

See intro section above for guidance and resources on VfM.

<b>3.1</b>	<b>Economy:</b> What has the project management done this year to buy and employ inputs at an optimum value-for-money price (DFID considers inputs to include: staff, consultants, raw materials and capital to produce outputs)? In other words, what has the project done to drive down costs while maintaining the required standards of quality? Include references to the use of any relevant unit cost benchmarks.
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Please explain and provide examples:

- The project has negotiated for and used facilities and services from Government Departments at local level. In Rufiji for example the Government has provided the project with office space at no cost, thus saving on rent. Rent saved on the provided premises would be approximately Tsh. half a million per year.
- All procurements of goods and services are done after a thorough comparative analysis of costs from a variety of providers/suppliers.
- On human resources, the project has taken full advantage of the competencies found in-house with project staff and used these rather than outsourcing as initially budgeted, thus creating small but useful savings. For example the project has in-house capacity for training in HIV/Aids and environmental management. For example, the project had budgeted £1,232 travel of the local organization to train in HIV/Aids.
- Travel, which is a relatively expensive component of the project's work, is as far as possible organized with optimum saving in mind. This involves sharing of transport facilities, pooling arrangements for example with government transport.

<b>3.2</b>	<b>Efficiency:</b> How do you ensure resources (inputs) are used efficiently to maximise the results achieved? Include references to the use of any relevant cost comparisons (benchmarks) at the output level (e.g. standard training cost per trainee); and any efficiencies gained from working in collaboration with others.
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Please explain and provide examples:

- The project is using skills and competencies that are found in-house with the project staff, rather than out sourcing, such as the above examples on training on HIV/Aids.
- Seeking/searching for competencies in human resource found locally in the villages/towns in the districts before seeking services from outside the districts. For example, the project found good skills already existing with some service providers on group savings and credit systems, commonly referred to as VICOBA (Village Community Banks). These skills have been used by the project and added to the training on finance management, credit, entrepreneurship and such related subjects.
- In planning for travel, seeking for the most efficient routing as well as means to get to the desired destinations e.g. making joint arrangements rather than individual plans where bee keepers have to travel for training.
- Sharing information related resources (data, reports, studies, surveys) from/with other organizations and institutions instead of collecting information afresh, where possible and practicable.
- Instilling in the beneficiaries the need and importance of efficient use of all resources.

<b>3.3</b>	<b>Effectiveness:</b> To what extent do you consider the project to be effective in bringing about the anticipated changes for beneficiaries and target groups? How well are the outputs of the project working towards the achievement of the outcome?
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Please explain:

The project has managed to bring about most of the anticipated changes as evidenced below:

- In terms of increasing incomes of the beneficiaries, 935 bee keepers have recorded increased by between 10% and 25% as a result of training in improved bee husbandry.
- Perceived improvement in well-being among the bee keepers has not been measured, but they have been sensitized into a continuous self-analysis in relation to their well-being, and beginning to address factors that affect it. This will make it possible to compare results over a period and to establish improvement or otherwise.
- In regard to production, at least 388 bee keepers participating in the project have recorded increases in production of at least 25% as a result of project interventions.
- Increased agency and participation by women is being observed through their increased active participation and project related and unrelated social and development activities, due to their increasing confidence. This has resulted from their capacity being developed through the project in areas such as income generation and awareness of their rights.

**3.4** **Are there multiplier effects from this project?:** e.g. potential for leveraging additional funds; longer term or larger scale implementation; or replication of approaches and results? Where additional project funds have already been secured, how have they been used to enhance delivery? Please explain and provide examples:

The BEET project is based largely on the experiences and successes recorded in an earlier Traidcraft honey project in Tabora, the BEE project. In the BEE project, experience and skill was gained and continually improved in areas such as group formation, beneficiary needs assessments and designing implementing the types of interventions that address these needs, and hence lead to change in the lives of the beneficiaries.

Similarly with further experience and learning from the BEET project, there is potential to upscale both in terms of numbers of project beneficiaries as well as geographical expansion.

For this project no additional funds have been secured so far.

## SECTION 4: SUSTAINABILITY (Aim for no more than 1 page)

**4.1** What have you done during this reporting period / what are the plans to ensure that positive changes to peoples' lives will be sustained beyond the lifetime of the GPAF grant?

The project has tried to embed some practices during implementation to ensure sustainability. Below are some examples.

### **Regular follow up to entrench acquired skills**

Sustaining the positive changes in the lives of the beneficiaries is dependent upon their continued practice and improvement of the new skills acquired which have led to those changes. Thus the project uses regular follow up visits to ensure that skills taught are being practiced on the ground. This is both for technical skills (bee keeping related) as well as organizational skills such as record keeping and good management and governance of groups. On-going guidance is provided on improvement of these practices as is found necessary during the follow ups. The beneficiaries therefore get into the practice of utilising the skills with or without the presence of the project.

During training such as bee keeping as a business, entrepreneurship and others, bee keepers get to understand clearly the link between their newly acquired skills and practices, both technical and organizational, and the positive changes to their lives, thus they are more likely to want to continue with the good practices that lead to the positive results even after the lifetime of the project.

### **Setting up systems**

The project ensures that the groups are guided and supported in setting up sound group management systems, so that regardless of the leaders in office the group members will have reference points that will continue to be used beyond the project. The systems include constitutions that are group-specific as they are drawn up through a participatory approach, record keeping systems as well as reference material in bee keeping, designed to assist in trouble shooting or in a specific skill such as harvesting.

### **Breeding future group leaders**

Leadership training is not limited to leaders. The training focuses on all members including the few younger members who may not be easily accepted as leaders today.

### **Linking beneficiaries to existing support institutions**

The project continues to identify and link the bee keepers with other local organizations, institutions or systems, based within the communities, which have potential to contribute to, or add impact to our work even beyond the project. This year we have worked closely with Bee keeping section of Tanzania Forest Services and the Pakaya Cultural and Environmental Conservation Group. Others in this category include Tanzania Social Action Fund, a para-statal organization that provides small grants for feasible community based projects, and the Participatory Forest Management Project, which will continue to guide bee keepers on the management of the forests.

### **Inclusion of local government**

The project works closely with the Local Government Authorities, keeping them constantly aware of what we are doing and why. This ensures that whatever support they provide continues beyond the project. Also, contracting Government staff such as Bee keeping Officers to impart a specific skill or provide advice keeps alive the relationships between the bee keepers and the Government Authorities.

### **Embedding community based support system**

The trained service providers are based within the same communities as the target beneficiaries, and will continue to provide support and guidance as required during and after the project. Judging from the positive and active business relationships already developed between the suppliers and the consumers of the services outside of the project, it is evident that this will continue even after the life of the project.

<b>4.2</b>	If the project is introducing new or improved services that need to continue beyond the life of the grant, what have you done / what are the plans to ensure the sustainability of the service?
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The project has introduced new services that support the bee keepers in areas such as improved bee keeping practices, better management and governance of their groups, entrepreneurship among others.

To continue making the desired changes in the lives of the beneficiaries, these services need to be provided sustainably during and after the life of the project. This is being ensured first through the availability of well trained service providers who are able to continue providing the services.

These service providers live and work in the same communities as the bee keepers, making them easily accessible. The two parties have already established positive business relationships which are mutually beneficial to both.

Also, the project has gone beyond the standard service providers and has trained some of the bee keepers in the new services, thus creating a broader base of possible sources of support for the new services.

## SECTION 5: PROJECT ACCOUNTABILITY TO STAKEHOLDERS

(Aim for no more than 1 page).

DFID is particularly interested in project mechanisms to enable beneficiaries to provide feedback to project managers. The questions below aim to enhance understanding of the use of beneficiary feedback mechanisms within the GPAF portfolio.

**5.1** It is understood that the majority of GPAF projects collect feedback from beneficiaries. What questions does your project seek to answer in collecting this type of data?

The project collects feedback from beneficiaries to answer the following questions (list up to 4 examples):

- a. How useful and relevant do the beneficiaries find the project's interventions in improving their livelihoods and general well-being?
- b. Are there key issues within the broad bee keeping business area that the project's interventions could be missing out on, that could potentially increase the positive impact on their lives?
- c. Is the project's scheduling of activities realistic? Is it in tune with other demands on the bee keepers' time? If not how can this be improved?
- d. Are any of the project's approaches excluding or creating a disadvantage for any of the social groups e.g. women, the elderly etc? If so, how can those approaches be improved?.

**5.2** **How often do you collect and analyse beneficiary feedback data?** (Mark with an "X" in the appropriate box)

When a complaint is made by beneficiaries	<b>X</b>
Once a year	
Mid-term	<b>X</b>
Final evaluation	<b>X</b>

Other (explain in brief): In addition to the above 3, and more important, frequency of collecting feedback depends on the nature of the information required. For example data on production is collected twice a year after the harvests, while feedback on general satisfaction, effectiveness of interventions is collected on an on-going basis, as often as facilitators have occasion to meet with beneficiaries.

**5.3** **Provide brief example(s) of how beneficiary feedback has influenced project decisions on implementation.**

Scheduling of activities has been reviewed and revised based on beneficiary feedback to fit in with the other demands on their time e.g. seasons, religious demands etc.

For one of the associations, its members fed back to the project reasons why they were not willing to support the association, and made proposals to the way forward. Accordingly the project postponed training of the association, and gave priority to organizing for elections.

After training women on entrepreneurship as specified by the project, they requested that the same training be availed for men, to ensure that when they do business together they have a similar understanding of business operations. The training was provided for men as requested.

**5.4** **After their views are analysed, what feedback if any does the project provide to beneficiaries and how?**

The project informs the beneficiaries which of their requests, proposals or suggestions the project is able to meet, e.g. able to reschedule activities, and which ones cannot be met and why e.g. a request for a trip by beneficiaries.

Feedback is provided by staff and service providers when they meet for training or other engagements. If the feedback is of an urgent nature, phone calls are made to the group leaders or to the offices of the local Government authorities.

## SECTION 6: LEARNING (Aim for no more than 3 pages)

**Please note you do not have to provide lessons learned under each area.** Try to identify clear and specific lessons from your project so far; how you have applied these lessons to improve project delivery and achieve results; and/or explain how your learning might be useful for other GPAF projects. Try to avoid presenting obvious lessons (e.g. “the participation of women in project activities is key to their empowerment”).

**6.1 Innovation:** Describe lessons learned from any project innovation<sup>1</sup> which have the potential for scaling-up or replication by your own or other organisations.

The project has sought to understand the non-material benefits accrued by beneficiaries through the project interventions. A well being survey was conducted, where trained facilitators sought and documented the views of 242 bee keepers in regard to their own personal well-being. The results have also provided the project with indications of areas that it could address which have potential to improve the well-being of beneficiaries and their communities.

The approach can be replicated elsewhere where there is an interest in understanding benefits beyond the material, and can also be scaled up by using larger and more varied samples.

**6.2 Equity and gender:** What are the key lessons learned from the project's approach to reducing inequalities between men women, girls and boys or other relevant aspects of diversity, particularly in relation to participation and empowerment in decision-making?

Before settling on an approach to addressing inequalities, it is important to understand how the said inequalities are played out, the underlying reasons (real or just stated) behind these inequalities (e.g. traditional or religious beliefs, policy) and what aspects of the beneficiaries' lives provide the most opportunities/potential for the inequalities. With this information one is able to determine where the interventions will be targeted and how they will be managed, rather than using a theoretical or academic approach.

The best efforts in empowerment can lead to bigger disadvantages for the targeted beneficiary if the full context is not well understood and appreciated. For example where social and/or economic empowerment of a women could lead to feelings of insecurity in the spouse, resulting in conflict and disharmony in the home. This could in turn have negative effects on children and members of the extended family.

**6.3 Capacity building:** Describe any key lessons learned from your experiences of building the capacity of civil society to address poverty and/or to negotiate and claim their rights? Which approaches have been most successful?

**6.4 Monitoring & Evaluation:** What lessons have been learned from the tools and methods you have designed and used for measuring and demonstrating results and evidence of the project (including beneficiary feedback mechanisms)?

Whereas there are specific points in the life of the project for collecting, analysing and reporting data, setting specific periods and frequencies to collect information is not enough. It is important to collect and document any relevant information and observations available all the time and at any time one engages with beneficiaries and other stakeholders. Brief feedback sessions can be dove-tailed to the end of each training/interaction, to include other project aspects beyond the particular training of the day.

<sup>1</sup> DFID defines successful innovation as: 'the creation and implementation of new or improved processes, products, services, methods of delivery or other aspects of an approach that result in significant improvements in impact, outcomes, efficiency, effectiveness or quality' (GPAF Impact Window Guidelines, 25 Nov 2013).



## **SECTION 7: RESPONSES TO DUE DILIGENCE RECOMMENDATIONS**

(Aim for no more than one page)

Please provide an update on any actions taken during this period in response to the recommendations of the Due Diligence Assessment of your organisation by KPMG (Please note that you do not need to comment on recommendations included as specific terms and conditions in section 4 of your Grant Arrangement).

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## ANNEX A: OUTCOME AND OUTPUT SCORING

Please read the instructions on this page carefully and complete all sections

**Before working on this section, please complete the relevant indicator 'achieved' boxes on your 'Reporting Logframe' (which should be based on the the most recently approved version of your logframe).**

### SCORING

ANNEX A asks you to score performance against your Outcome and Outputs making a judgement based on the actual achievements compared to expected results as indicated in the logframe milestones for this reporting period. Use the five-point scoring system below to rate your achievement of results.

- Complete what has been 'achieved' under each outcome and output indicator in your **logframe**
- Within this document (**Annex A**) provide an overall score against the outcome and each output.
- Provide an explanation for each outcome and output score describing the progress made against the outcome or output indicators in the reporting year. Do not simply describe activities.
- Back up statements of progress/achievements with references to evidence that can be checked if necessary, and comment on the strength of evidence provided.

Score	Description of Score
A++	Output/outcome substantially exceeded expectation
A+	Output/outcome moderately exceeded expectation
A	Output/outcome met expectation
B	Output/outcome moderately did not meet expectation
C	Output/outcome substantially did not meet expectation

### BENEFICIARY DATA

**ANNEX A** also asks you to summarise disaggregated **beneficiary data at the Outcome level**.

DFID is also interested in finding out about the **number of people engaged by the project at Output level**, and the nature of their engagement. The delivery of the outputs is considered as the means of achieving the desired changes to the lives of the beneficiaries identified at the outcome level. Although many of those engaged at output level will experience positive changes to e.g. skills, awareness or improved capacity, for the purposes of this GPAF progress reporting, they are not defined as beneficiaries.

**ANNEX B** asks you to record the total consolidated outcome level beneficiary numbers without double-counting individuals who may benefit in different ways.

## ANNEX A: OUTCOME AND OUTPUT SCORING

(Aim for no more than 12 pages). *Retain in portrait format*

### OUTCOME

**A.0.1** **Outcome:** *write in full your project outcome in the box below*

*2,760 men and women bee keepers across four districts in Tabora and Pwani regions in Tanzania benefit from improved productivity, profitability and well-being.*

**A.0.2** **Outcome Score:** *Please provide an overall outcome score (C – A++)*

B

**A.0.3** **Justify the score:** The score is based on an aggregate of actual achievement against outcome indicator milestones in the logframe. Please explain how you determined this score.

Based upon the records of production, sales and incomes, compared to the same figures in the previous harvest, the project has almost met expectation.

As at March 2014, 335 bee keepers in Rufiji recorded a 25% increase in their incomes, and an estimated 600 bee keepers had increased their incomes by approximately 10% in Tabora. This was as a result of increased productivity and profitability.

The project is exceeding its targets in Rufiji but is below target in Tabora, where the number of beneficiaries is broadly on target – but the magnitude of the benefits experienced by them is below target.

**A.0.4** **For each of the indicators:** Write in full each outcome indicator as included in most recently approved logframe and provide a narrative clarification of progress achieved against the relevant indicator milestone, including an explanation of any over or under achievement.

**Indicator 1:**

*Bee keepers that increase their income from honey by 25%*

**Milestone for the period:** 30%. 663 men, 165 women.

As at March 2014, 54% of the bee keepers in Rufiji (173 women and 162 men) recorded a 25% increase in their incomes while an estimated 600 bee keepers had increased their incomes by approximately 10% in Tabora.

**Indicator 2:**

*Bee keepers who perceive an improvement in their well-being.*

**Milestone or the period:** This will be measured in March 2015

Only the first well-being survey has been conducted so far. Comparisons will be made after a second survey to establish improvements.

**Indicator 3:**

*Number of bee keepers who see a 20% increase in production.*

**Milestone or the period:** 90 women, 150 men

In Rufiji 102 women and 286 men have recorded a 20% increase in production. An estimated 600 bee keepers in Tabora have increased their production by approximately 10%

**Indicator 4:**

*Number of women who report increased agency and participation scores from the well-being survey.*

**Milestone for the period:** This will be measured in March 2015

Only the first well-being survey has been conducted so far. Comparisons will be made after a second survey to establish improvements.

**Indicator 5:**

**Indicator 6:**

**A.0.5** Disaggregate the number of citizens benefitting from this outcome; describe briefly who they were and how they benefitted NB. Adult = 18 years and above; Child = below 18 years.

Adult Male	Adult Female	Child Male	Child Female	Total	Brief description (e.g. farmers)	Change/improvement (e.g. income increased)
647	544	N/A	N/A	1191	Bee keepers	Increased production. Increased incomes

**A.0.6** State the evidence used to measure the progress described. *Please comment on the strength of the evidence (consider for example: how well samples represent the reference population; the extent to which the measure reflects the specific contribution of this project; triangulation of data; absence of bias; and the balance between qualitative and quantitative data).*

Figures from Rufiji are based on information collected and documented from all groups participating in the project, and compared to baseline figures as well as figures from the previous harvest. Figures from Tabora are approximate figures as the samples that data was collected from was less than 10% of all participating groups.

## OUTPUT 1

**A.1.1** Output 1 Write in full

*Target bee keepers are effectively working collectively and collaboratively to realize business benefits.*

**A.1.2** Output 1 score (C – A++)

A

**A.1.3** Justify the score: The score is based on an aggregate of actual achievement against output indicator milestones in the logframe. Please explain how you determined this score.

19 beekeeper groups in Rufiji have joined their Association. The project is working with the groups and the Association to improve the relevance of the services it offers to its members and to improve governance. Members of 22 bee keeping groups in Rufiji have indicated that they were satisfied with the benefits from membership of their local groups. In Tabora, over 60% of groups working with the project are working together to sell their honey collectively in groups. The target for the number of beekeepers organised into groups has been met.

**A.1.4** For each of the indicators: Write in full each indicator as included in most recently approved logframe and provide a narrative clarification of progress achieved against the relevant indicator milestone, including an explanation of any over or under achievement (add extra rows if required).

**Indicator 1.1:**

*Number of bee keeper groups that are active members of Regional bee keepers associations.*

**Milestone for the period:** Rufiji – 5.

19 out of the 22 groups in Rufiji are members the bee keepers association.

**Indicator 1.2:**

*No of bee keepers satisfied with the benefits from membership of local groups.*

**Milestone for the period:** 360 - 135 women, 225 men

In a survey covering all project groups in Rufiji, all members present, representing 621 bee keepers from 22 groups said they were happy with the benefits from membership in their local groups, but continue to work towards even more and bigger variety of benefits. This is being addressed through their new business plans and strategies.

**Indicator 1.3:**

*Number of bee keepers organized into groups.*

**Milestone for the period:** 300 men, 600 women.

All bee keepers registered to work with the project are organized into groups. These are 621 bee keepers in 22 groups in Rufiji and approximately 600 in 10 new in Tabora.

**Indicator 1.4:**

*Bee keeper groups delivering against their own business plans.*

**Milestone for the period:** To be measured in March 2015.

**A.1.5** **Disaggregate the number of citizens engaged with this output; describe briefly who they were and how they were engaged; NB. Adult = 18 years and above; Child = below 18 years.**

Adult Male	Adult Female	Child Male	Child Female	Total	Brief description	Type of engagement
647	544	N/A	N/A	1191	Bee keepers	Membership in new groups in Tabora and Rufiji.

**A.1.6** **State the evidence used to measure the progress described.**

*Please comment on the strength of the evidence (consider for example: how well samples represent the reference population; the extent to which the measure reflects the specific contribution of this project; triangulation of data; absence of bias; and the balance between qualitative and quantitative data).*

In Rufiji, where the groups are much fewer, the sampling for this data and responses for this information was conducted on members drawn from 100% of the groups. The sampling in Tabora is less than 10% and therefore estimated. The responses are also compared to those given for similar questions in other surveys and found to tally.

Information has also been drawn from groups and associations' records.

## Output 2

**A.2.1** **Output 2** Write in full in the box below

*Target bee keepers have improved their production practices.*

**A.2.2** **Output 2 score (C – A++)**

B

**A.2.3** **Justify the score:** The score is based on an aggregate of actual achievement against output indicator milestones in the logframe. Please explain how you determined this score.

From observation during follow up visits, 100% of bee keepers trained in bee husbandry in Rufiji have adopted at least one new improved practice and the quality of honey has improved. The total number of people that have improved their production practices across the project has exceeded target. However, these are concentrated in Rufiji and benefits in Tabora are below target. Hence a “B” has been awarded.

**A.2.4** **For each of the indicators:** Write in full each indicator as included in most recently approved logframe and provide a narrative clarification of progress achieved against the relevant indicator milestone, including an explanation of any over or under achievement (add extra rows if required).

**Indicator 2.1:**  
*Number of bee keepers who participate directly in project training related to bee husbandry and environmental management.*

**Milestone or the period:** 200 women, 300 men

319 women and 302 men in Rufiji have had some training in bee husbandry and environmental management. The ten groups that were recruited at the start of the project have received more training than the later 12. This training has not yet been conducted in Tabora.

**Indicator 2.2:**  
*Number of bee keepers who report they have adopted at least 1 new practice as a result of the training they have received.*

**Milestone or the period:** 100 women, 150 men

From observations and information from the bee keepers, an estimated 580 bee keepers have adopted at least one new practice.

These are estimates and have not yet been analysed by gender.

**Indicator 2.3:**  
*Buyers report progressive improvement in the quality of honey.*

**Milestone for the period:** Quality better than pre project

Samples of honey from project areas presented for testing have confirmed reduced water content by up to 3%, a total absence of the smell of smoke, which was one of the commonest complaints from buyers in the last harvest, as well as a reduced presence of foreign bodies in the honey. Discussions with a number of buyers and potential buyers have confirmed this.

**Indicator 2.4:**

**A.2.5** **Disaggregate the number of citizens engaged with this output; describe briefly who they were and how they were engaged; NB. Adult = 18 years and above; Child = below 18 years.**

Adult Male	Adult Female	Child Male	Child Female	Total	Brief description	Type of engagement
302	319	N/A	N/A	621	Bee keepers	Received training in bee husbandry and environmental management.

<b>A.2.6</b>	<b>State the evidence used to measure the progress described.</b> <i>Please comment on the strength of the evidence (consider for example: how well samples represent the reference population; the extent to which the measure reflects the specific contribution of this project; triangulation of data; absence of bias; and the balance between qualitative and quantitative data).</i>					
<p>Honey from bee keepers in the project has been presented to the Tanzania Forest Services for testing. They have compared it to honey from last year's harvest as they have results from the same area. The test results have shown improvements as indicated above, in the three key aspects of water content, smell of smoke and foreign bodies.</p> <p>Evidence on bee keepers participating directly in training is drawn from project as well as group records, while use of new practices is by observation and information from the bee keepers.</p>						

<b>Output 3</b>						
<b>A.3.1</b>	<b>Output 3</b> Write in full in the box below					
<i>Women bee keepers are better organized and have greater knowledge and skills for bee keeping.</i>						
<b>A.3.2</b>	<b>Output 3 score (C – A++)</b>					
A+						
<b>A.3.3</b>	<b>Justify the score:</b> The score is based on an aggregate of actual achievement against output indicator milestones in the logframe. Please explain how you determined this score.					
<p>Women participating in project activities in Rufiji has surpassed that of men, and the percentage of women putting into practice the new skills they have learnt is recorded as being more than 80%, thus confirming improved knowledge and skills.</p> <p>Increased numbers in leadership and the formation of a well-run forum for women is further evidence of women being increasingly organized.</p>						
<b>A.3.4</b>	<b>For each of the indicators:</b> Write in full each indicator as included in most recently approved logframe and provide a narrative clarification of progress achieved against the relevant indicator milestone, including an explanation of any over or under achievement (add extra rows if required).					
<p><b>Indicator 3.1:</b> <i>Number of women trained in business and entrepreneurship, credit, finance management and leadership.</i></p> <p><b>Milestone for the period:</b> 100 women</p> <p>544 women have been trained in the above subjects.</p>						
<p><b>Indicator 3.2:</b> <i>Number of leadership positions filled by women within bee keeping groups/regional associations.</i></p> <p><b>Milestone for the period:</b> 25%</p> <p>Of all 89 leaders in groups in Rufiji, 47% are women (42 women). This is a significant increase compared to only 26 at the start of the project. Tabora has not reported any group elections. None of the associations have had elections in the past year.</p>						
<p><b>Indicator 3.3:</b> <i>Number of women applying new entrepreneurship skills in their honey and other businesses.</i></p> <p><b>Milestone for the period:</b> 50 women</p>						

Estimates place this figure at about 60% of all women trained, about 326 women.

**Indicator 3.4:**

**A.3.5 Disaggregate the number of citizens engaged with this output; describe briefly who they were and how they were engaged; NB. Adult = 18 years and above; Child = below 18 years.**

Adult Male	Adult Female	Child Male	Child Female	Total	Brief description	Type of engagement
N/A	544	N/A	N/A	544	beekeepers	Women being trained and applying new skills.

**A.3.6 State the evidence used to measure the progress described. Please comment on the strength of the evidence (consider for example: how well samples represent the reference population; the extent to which the measure reflects the specific contribution of this project; triangulation of data; absence of bias; and the balance between qualitative and quantitative data).**

Figures on positions of leadership are precise as reported in minutes from each election. Increase in women being organized can be observed directly through the new activities they are engaging in. Their application of new skills is both observed as well as reported by the women themselves. Evidence on women trained is drawn from project as well as the group records.

**Output 4**

**A.4.1 Output 4 Write in full in the box below**

*Target bee keepers have improved and consistent access to local, regional and international markets.*

**A.4.2 Output 4 score (C – A++)**

A

**A.4.3 Justify the score:** The score is based on an aggregate of actual achievement against output indicator milestones in the logframe. Please explain how you determined this score.

The expectation has been met in that there are now more local and regional buyers and potential buyers approaching the bee keepers to do business.

**A.4.4 For each of the indicators:** Write in full each indicator as included in most recently approved logframe and provide a narrative clarification of progress achieved against the relevant indicator milestone, including an explanation of any over or under achievement (add extra rows if required).

**Indicator 4.1:**

*Bee keepers that perceive an improvement in their ability to access honey markets.*

**Milestone for the period:** 20%. 110 women, 442 men

In Tabora, bee keepers have reported at least 3 new regional buyers as having entered the market, with the main attraction being the large volumes available in one area.

In Rufiji so far the buyers, who are mostly local business people, seek out the sellers, so access to markets has not been an issue.

Precise figures on those who perceive an improvement in market access have not been established. This information will be available after sales from current season are recorded, that is in August/September 2014.

**Indicator 4.2:**

*Bee keepers report a progressive increase in the number of buyers seeking to purchase from targeted bee keepers.*

As reported above there are new potential buyers making enquiries from the targeted bee keepers.

**Milestone for the period:** To be measured in March 2015

**Indicator 4.3:**

*Increase in honey sold by bee keepers from end of year 1.*

**Milestone for the period:** To be measured in March 2015

The expected increase will be determined in the middle of this year as the season starts about May/June.

**Indicator 4.4:**

*Bee keepers that see an average increase in the prices of honey.*

**Milestone for the period:** 30%. 828 men, 165 women.

Though the prices of honey vary markedly across the country, generally it has been increasing. Tabora for example has moved from Tsh. 70,000 to up to Tsh. 100,000 during the past 1 year. In Rufiji the increase has been from Tsh 60,000 to 80,000.

So all 2,781 bee keepers in the project have seen an increase in honey prices, although the increase cannot be wholly attributed to project interventions.

**A.4.5 Disaggregate the number of citizens engaged with this output; describe briefly who they were and how they were engaged; NB. Adult = 18 years and above; Child = below 18 years.**

Adult Male	Adult Female	Child Male	Child Female	Total	Brief description	Type of engagement
1482	1299	N/A	N/A	1191	Bee keepers	Receiving training to produce more and better honey to fetch higher prices. Seen an increase in honey prices and more buyers in the market

**A.4.6 State the evidence used to measure the progress described.**

*Please comment on the strength of the evidence (consider for example: how well samples represent the reference population; the extent to which the measure reflects the specific contribution of this project; triangulation of data; absence of bias; and the balance between qualitative and quantitative data).*

Issues of access to markets and prices are directly observed and documented, i.e. who is the honey being sold to, for how much.

Some of the results however are not as a result of the project's efforts e.g. prices will go up when the season has not been good or when there is a shortage countrywide.

**Output 5**

**A.5.1 Output 5 Write in full in the box below**

<b>A.5.2</b> Output 5 score (C – A++)						
<b>A.5.3</b> Justify the score: The score is based on an aggregate of actual achievement against output indicator milestones in the logframe. Please explain how you determined this score.						
<b>A.5.4</b> For each of the indicators: Write in full each indicator as included in most recently approved logframe and provide a narrative clarification of progress achieved against the relevant indicator milestone, including an explanation of any over or under achievement (add extra rows if required).						
Indicator 5.1:						
Indicator 5.2:						
Indicator 5.3:						
Indicator 5.4:						
<b>A.5.5</b> Disaggregate the number of citizens engaged with this output; describe briefly who they were and how they were engaged; NB. Adult = 18 years and above; Child = below 18 years.						
Adult Male	Adult Female	Child Male	Child Female	Total	Brief description	Type of engagement
<b>A.5.6</b> State the evidence used to measure the progress described. <i>Please comment on the strength of the evidence (consider for example: how well samples represent the reference population; the extent to which the measure reflects the specific contribution of this project; triangulation of data; absence of bias; and the balance between qualitative and quantitative data).</i>						

<b>Output 6</b>						
<b>A.6.1</b> Output 6 Write in full in the box below						
N/A						
<b>A.6.2</b> Output 6 score (C – A++)						
<b>A.6.3</b> Justify the score: The score is based on an aggregate of actual achievement against output indicator milestones in the logframe. Please explain how you determined this score.						
<b>A.6.4</b> For each of the indicators: Write in full each indicator as included in most recently approved logframe and provide a narrative clarification of progress achieved against the relevant indicator milestone, including an explanation of any over or under achievement (add extra rows if required).						
Indicator 6.1:						

<b>Indicator 6.2:</b>						
<b>Indicator 6.3:</b>						
<b>Indicator 6.4:</b>						
<b>A.6.5</b> Disaggregate the number of citizens engaged with this output; describe briefly who they were and how they were engaged; NB. Adult = 18 years and above; Child = below 18 years.						
Adult Male	Adult Female	Child Male	Child Female	Total	Brief description	Type of engagement
<b>A.6.6</b> State the evidence used to measure the progress described. <i>Please comment on the strength of the evidence (consider for example: how well samples represent the reference population; the extent to which the measure reflects the specific contribution of this project; triangulation of data; absence of bias; and the balance between qualitative and quantitative data).</i>						

## ANNEX B: CONSOLIDATED BENEFICIARY TABLE:

To be completed by all projects (Aim for no more than 2 pages)

You will need to use the beneficiary figures for the outcome level in Annex A to arrive at a consolidated total number of people benefitting at outcome level.

If the same beneficiaries are represented in more than one of the outcome indicators, **ensure you do not double count them** when calculating the consolidated total.

<b>B.1</b>	<b>Consolidated Beneficiary Table</b>	<b>Gender and Age Disaggregation</b>			
	<b>OVERALL TOTAL</b>	<b>Adult Male (18 years +)</b>	<b>Adult Female (18 years +)</b>	<b>Child Male (under 18 years)</b>	<b>Child Female (under 18 years)</b>
Consolidated total number of project beneficiaries achieved <b>since project began</b>	2781	1482	1299	N/A	N/A
Consolidated total number of project beneficiaries achieved in <b>this reporting year</b>	2781	1482	1299	N/A	N/A
<b>Provide a clear description of your outcome level beneficiaries in the box below (e.g., people living with HIV/AIDS; disabled children; soapstone workers; child labourers).</b>					
Beneficiaries are adult men and women involved in the business of bee keeping from a total of 59 groups in Tabora and Rufiji.					
<b>How many of the project beneficiaries were unintended and how did they become beneficiaries? This response should be coherent with the response to question 2.7 above regarding 'Unintended Outcomes'</b>					
The exact number is not known. It is from observation and anecdotal evidence that practices resulting from the projects intervention are adopted by people who are not planned beneficiaries.					
<b>Indicate or estimate the percentage or number of disabled beneficiaries reached in the box below.</b>					
<b>How has the collection of disaggregated data improved project approaches to reducing gender inequalities in participation and empowerment in decision-making. Please provide an example in the box below.</b>					

## ANNEX C: PORTFOLIO ANALYSIS

To be completed for all projects (Aim for no more than 3 pages)

DFID aims to capture and compare performance and results across the whole GPAF portfolio based on the information provided in the Annual Reports.

**Please Answer each of the following questions.**

<b>C.1</b>	Which of the <b>Millenium Development Goals (MDGs)</b> is your project contributing to directly? <i>You may choose up to 3</i>	<b>Please indicate:</b> 1 = <i>Primary MDG</i> 2 = <i>Secondary MDG</i> 3 = <i>Tertiary MDG</i>	<b>Please indicate: the relative level of contribution to the selected MDGs as a percentage (sum of entries should = 100%)</b>
	MDG 1: Eradicate Extreme Hunger and Poverty	2	50%
	MDG 2: Achieve Universal Primary Education		%
	MDG 3: Promote Gender Equality and Empower Women	2	30%
	MDG 4: Reduce Child Mortality		%
	MDG 5: Improve Maternal Health		%
	MDG 6: Combat HIV/AIDS, Malaria and Other Diseases		%
	MDG 7: Ensure Environmental Sustainability	3	20%
	MDG 8: Develop a Global Partnership for Development		%

<b>C.2</b>	What is the <b>main methodological approach</b> being used by the project to bring about the changes envisaged? Please <b>select up to three factors</b> and <b>prioritise</b> them as 1, 2 and 3 (with 1 being of highest significance).	
<b>a. Rights awareness</b> e.g. making 'rights holders' more aware of their rights so that they can claim rights from 'duty bearers'		
<b>b. Advocacy</b> e.g. advocating publicly for changes in policy and/or practice on specific targeted issues		
<b>c. Modelling</b> e.g. demonstrating best practice / approaches / behaviours which can be adopted or relicated by others to bring wider improvements in policy or practice		<b>2</b>
<b>d. Policy engagement</b> e.g. building relationships with decision-makers behind the scenes, pragmatic collaboration on policy development to achieve incremental improvements		
<b>e. Service provision in collaboration with government</b> e.g. working with government to enhance the services already provided		<b>3</b>
<b>f. Service provision in parallel to government</b> e.g. providing an alternative service		<b>1</b>
<b>g. Monitoring of government policy</b> e.g. monitoring budget-making or enforcement of rights		
<b>If you are using other methodological approaches please note in the box below.</b>		
Capacity building so that beneficiaries can continue with best practice/approaches.		

<b>C.3</b>	Whose <b>capacity</b> (in the main) is being built through the project? Select (by mark with an "X" in the appropriate boxes) a maximum of 3.	
a. End-beneficiaries (poor and vulnerable groups)		<b>X</b>
b. Local leaders / change agents		<b>X</b>
c. Local community-based organisations		
d. Civil society organisations / networks		
e. Local government		
f. National government		
g. Local implementing partner(s)		
h. Trade unions		
i. Private sector organisations		
j. Other (Please name below)		
Local business service providers.		

<b>C.4</b>	<b>Environmental Impact and Climate Change Mitigation</b>				
a. How would you describe the project's environmental impact? (Mark with an "X" as appropriate)					
<b>Negative</b>		<b>Neutral</b>	<b>X</b>	<b>Positive</b>	
Provide a brief justification for your choice of ranking: The activity of bee keeping is largely dependent on maintenance of good forest environments. Bee keepers are therefore provided with basic environmental awareness training.					
b. Describe actions the project took to reduce negative environmental impact (use bullet points)					
<ul style="list-style-type: none"> <li>• Bee keepers are provided with environmental awareness training in relation to practices that could harm their environment and their bee keeping.</li> <li>• They are guided and supported in conducting activities that improve their natural environments such as tree planting.</li> <li>• They are made aware of practices that they must avoid, which would destroy their environment e.g. starting forest fires.</li> </ul>					
c. Describe any activities taken by the project to build climate change resilience (use bullet points)					
<ul style="list-style-type: none"> <li>• N/A</li> </ul>					