



Education Cannot Wait: Grantee Reporting Guidelines

1. Introduction

This document outlines reporting guidelines for ECW-funded first response projects. ECW secretariat will use the reports submitted during the lifespan of the projects to determine whether they are making sufficient progress and to recommend adjustments to scope and implementation if needed. Payment of additional installments may also be contingent on the review and approval of reports by the ECW secretariat.

The purpose of the First Response Narrative Report is to summarize the operational, administrative and substantive activities undertaken to implement ECW-funded projects. The same reporting template is used for the progress-, annual-, and final report. Please indicate on the first page of the report under section 1 which reporting period you are referring to.

In the project proposal, grantees are asked to align their project results framework in support of ECW's Theory of Change¹ to reach the following beneficiary outcomes:

Equity and Gender Equality: Increased equity and gender equality in education for crisis-affected children, including greater access and improved learning for the most marginalized.

Access: Expanded access appropriate to affected girls and boys, resulting in higher enrolment and attendance.

Continuity: Greater educational continuity yielding higher transition and completion rates.

Quality: Improved learning and skills achieved by boys, girls and youth.

Protection: Safe and protective learning environment and education ensured for all crisis-affected children, regardless of gender, disability, or minority status.

The activities that ECW typically funds are diversified because they each address crisis-specific gaps and obstacles: from building and re-building schools, training refugee teachers and making sure they get paid, offering literacy and vocational training courses to parents, to adapting curriculum and education governance systems to emergency parameters, providing psychological support to the most affected children and promoting peace among students. When implemented in refugee settings, ECW's programmes also address education needs in host communities in order to support refugees' integration and social cohesion.

¹ <http://www.educationcannotwait.org/downloads/operations/>

ECW-funded projects should be aligned with the INEE Minimum Standards for Education in Emergencies². Keep in mind that ECW would like to know how and in what areas your organization applied the INEE Minimum Standards, and/or if there are plans for further integrating the standards into future stages of the response. For example, have the Minimum Standards been used as a framework for developing new education projects? Have they been integrated into project monitoring? Further resources and reference tools can be found at the following link:

http://s3.amazonaws.com/inee-assets/resources/INEE_MSRefTool_EN_LowRes_v2.pdf

2. Reporting timeframe

Type of Report	Date	Content
Progress Report	within thirty (30) days of the end of each six-month period during the term of the Grant	A progress update in its standard reporting format summarizing: (i) progress made against achievement of the results set out in the Project Proposal and Budget and implementation challenges if any, together with results achieved and outputs delivered during the reporting period, and (ii) funds received and the use and expenditure of such funds
Annual Report	30th of March of each calendar year	(i) an annual programmatic report in its standard reporting format setting out a detailed description of the activities undertaken, the results achieved and lessons learned (including any background explaining differences between the Programme Budget and the actual expenditures for the reporting period); and (ii) an annual financial statement in its standard format setting out the Grant funds received, and the use and expenditure of such funds, it being understood that such financial statements shall be certified by the Chief Financial Officer or equivalent officer of the Grantee
Final Programmatic Report	within six (6) months of the completion of Programme activities funded by the Grant	a final programmatic report covering the entire period of the Grant in its standard format

² https://www.unicef.org/violencestudy/pdf/min_standards_education_emergencies.pdf

Final Financial Report	within twelve (12) months of the expiry or termination of the Grant	a final financial report covering the entire period of the Grant in its standard format, certified by the Chief Financial Officer or equivalent officer of the Grantee
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These reporting requirements are also outlined in the Grantee Confirmation Letter. Each report must be submitted to the ECW secretariat at info@educationcannotwait.org.

3. Instructions

Provide all necessary information for your specific project as outlined in the grant confirmation letter in **Section 1, General Information** and briefly provide an overview of the needs that gave rise to the project in **Section 2, Needs**.

Elaborate on the overall progress made to date in **Section 3, Overall project implementation progress**, including with regard to the provision of access, continuity, equity, quality and protection in education in line with INEE Minimum Standards for education in emergencies. Include description of main achievements on planned outcomes, outputs and activities in relation to targeted groups, as per proposal (e.g. increase in enrolment rates, transition, # of children, disaggregated by boys and girls, youth or teachers reached).

Section 4, Progress against results framework: Provide detailed progress update against the results framework, which is an integral part of the narrative report. The results framework should provide a complete, self-explanatory overview of the project. For instance, it should reflect the beneficiaries listed in Section 1, all implementing partners (under activities), and be in line with the budget. ECW will compare the information provided with the final project proposal and other materials that have been submitted. Please explain in full any changes in project implementation vis-à-vis the signed project. ECW will review the results framework and will request additional information as needed.

Section 5: Key Management and Financial Issues

Describe the overall management of the project. Please include description of efforts to strengthen coordination mechanisms, agreements established, collaboration and communication. Please also describe progress regarding capacity building and accountability and provide details regarding any financial issues you had to date if applicable.

Section 6: Monitoring and Reporting

Explain how activities on the ground have been monitored. In addition to measuring progress of outputs and outcomes, describe how you monitored the quality of program implementation (e.g., supervision or routine observation of implementation, data collection to assess program satisfaction, stakeholder interviews).

Section 7: Challenges to project implementation

Please describe any challenges in the project's implementation that might affect your results reporting. How have you addressed the issues? What steps are taken to address them?

Section 8: Accountability to Affected Populations

ECW aims to ensure that the IASC's recommended five commitments related to Affected Communities are fully integrated in the projects it supports. Please describe how your organization is ensuring that the five commitments related to Accountability to Affected Populations are achieved in the project. Please provide concise evidence of the five AAP commitments (1. Leadership/Governance, 2. Transparency, 3. Feedback and Complaints, 4. Participation, 5. Design, Monitoring and Evaluation) related to AAP.³

Section 9: Gender Considerations

In Section 1 on page 1, provide information regarding the gender marker code that applies to your project. Note: ECW will generally only have approved projects meeting a gender marker code 2a or 2b. In exceptional circumstances a project is approved that provides support to project management and national level coordination, without direct beneficiary contact, therefore not necessarily meeting the gender marker.

Based on the project's gender needs analysis, please describe what steps you are taking to address the differing needs of women, girls, boys and men. ECW's gender considerations are defined by the IASC standards for Education in Emergencies (EiE)⁴ and the INEE Minimum Standards for Gender⁵.

The INEE Pocket guide to gender provides a useful 'gender lens' framework. It might be useful to review your report through this gender lens⁶:

ADAPT and ACT collectively to ensure gender equality
Analyse gender differences
Design services to meet the needs of all
Access for women, girls, boys and men is provided equally
Participate equally to ensure gender balance
Train women and men equally

and

Address GBV in education and humanitarian emergency efforts
Collect, analyse and report sex- and age-disaggregated data

³https://interagencystandingcommittee.org/system/files/legacy_files/IASC%20Principals%20commitments%20on%20AAP%20%2528CAAP%2529March%202013.pdf

⁴ <https://www.humanitarianresponse.info/system/files/documents/files/Gender%20Handbook.pdf>, page 49-55

⁵ http://toolkit.ineesite.org/pocket_guide_to_gender

⁶ http://toolkit.ineesite.org/pocket_guide_to_gender, page 15

Target actions based on a gender analysis
Collectively coordinate actions with all partners

Please report on gender specific vulnerabilities (i.e. are there groups of girls who are doubly disadvantaged such as girls with disabilities, adolescent mothers), protection needs and how you addressed them. For example: Are the learning materials inclusive of and relevant to girls and boys? Are male and female teachers available at all grade levels? ECW will monitor adherence to these standards across programs.

Section 10: Lessons learned

Describe any lessons-learned in the project to date. Please also outline expectations for the way forward. If this is your final report on the ECW grant, please explain how you expect that results achieved under the ECW grant will be sustained, both in programmatic terms and in terms of funding sources.

Section 11: Advocacy and Visibility (optional)

ECW would like to receive insights on the impact the project has made on its direct beneficiaries. This can be a summary of no more than 500 words, if possible with photos, Human Interest Stories (HIS), a video, social media links etc. Include any visibility activities that are carried out through the project.

4. Annex: Indicator Reporting Framework

The ECW Results Framework - Indicator Guidance document that was submitted as part of your application package provides guidance on ECW indicators that are relevant to ECW grantees.

Please note the following:

- **Mandatory indicators should be reported upon by all grantees without exception.** In some cases, it is acknowledged that part of the disaggregation may be technically difficult and will only be undertaken if feasible – this is specified in the guidance document.
- **Additional country indicators should be reported upon if relevant** to the country context, technically feasible and compatible with existing monitoring frameworks. In some contexts, it may be best to use a slightly different indicator at country level if this means being a good team player with local partners and avoiding the creation of parallel indicators and reporting systems.

Note that while all additional indicators are important if grantees are to assess the effectiveness of education in emergencies programmes, several of them have so far almost never been measured in crisis-affected contexts. It is therefore advised that a grantee does not attempt to measure all additional indicators at once, unless it already has experience in doing so, but instead tries and expand current measurement efforts by including one, possibly two, additional indicators or by expanding disaggregation, as relevant and feasible. Where indicators on the additional

indicator list are hard to measure, proxies may be used instead as an intermediary step towards improved monitoring.

Mandatory Indicators

Every project needs to report on the following four ECW indicators, disaggregated by gender, displacement status (e.g. refugee, IDP, host population and other affected populations), disability, level of education and other relevant categories as feasible:

- a. Number of girls, boys, and youth in school or equivalent non-school based settings, including pre-primary education, reached with ECW assistance
- b. Number of children and youth receiving individual learning materials (textbooks, notebooks etc.) through ECW-supported programmes
- c. Number of teachers/administrators trained (in psychosocial support, peace education, life skills, etc.) through ECW-supported programmes, by gender
- d. Number of classrooms supported (blackboards, maps, school-in-a-box, WASH facilities, etc.) through ECW-supported programmes.

The detail of the definitions for each of these indicators is given in ECW's results framework indicator guidance for grantees (available at:

<http://www.educationcannotwait.org/downloads/operations/>)

Project Specific Indicators

Describe results achieved for your project specific indicators at impact, outcome and output level. Please provide disaggregation by gender, displacement status (e.g. refugee, IDP, host population and other affected populations), disability, level of education and other relevant categories as feasible. Make sure you provide baseline data and include where the data was obtained (if available). Provide a detailed description of the means of verification used in your project (pre-/post surveys, evaluations, interviews etc.).

FOR EXAMPLE:

<p>Impact [The long term goal to which the project will contribute towards achieving]</p>	<p>e.g.: All targeted girls and boys have equitable access to safe, quality, protective and inclusive education in spaces that are conducive for learning.</p>			
<p>Impact indicators [specify one or more impact indicators]</p>	<p>Baseline (date)</p>	<p>Achieved (date)</p>	<p>Target (date)</p>	<p>Means of verification</p>
<p>i.e. All targeted boys and girls have access to inclusive education</p>	<p>#</p>	<p>#</p>	<p>#</p>	<p>Education Cluster, MoE</p>
<p>Outcome 1 [Specify the first outcome of this project]</p>	<p>Improved quality of education interventions</p>			

Outcome 1 indicators <i>[Specify the first <u>outcome indicator</u> for this outcome; if you have more than one, please add rows and label as OC 1.2, OC 1.3, etc. accordingly]</i>	Baseline (date)	Achieved (date)	Target (date)	Means of verification
OC1.1 # children use basic educational supplies	#	#	#	Monitoring reports
OC 1.2				
Output 1.1 OP 1.1. <i>[Specify the first <u>output indicator</u> for this outcome; if you have more than one, please add rows and label as OP 1.2, OP 1.3, etc. accordingly]</i>	# of kits distributed			
Output 1.1 indicators	Baseline (date)	Achieved (date)	Target (date)	Means of verification
OP 1.1 # of children receive and use basic education pack	#	#	#	Surveys, monitoring reports
OP 1.2				
Outcome 2 <i>[Specify the second outcome of this project]</i>	Improved access to safe, protective and inclusive basic education			
Outcome 2 indicators <i>[Specify the second <u>outcome indicator</u> for this outcome; if you have more than one, please add rows and label as OC 2.2, OC 2.3, etc. accordingly]</i>	Baseline (date)	Achieved (date)	Target (date)	Means of verification
OC 2.1 # Schools provided support for minor repair, and restoration of WASH facilities	#	#	#	Monitoring reports, construction reports, MoE
Output 2.1 <i>[Specify the first <u>output indicator</u> for this outcome; if you have more than one, please add rows and label as OC 2.2, OC 2.3, etc. accordingly]</i>	# schools have separate latrines for boys and girls			
Output 2.1 indicators	Baseline (date)	Achieved (date)	Target (date)	Means of verification
OP 2.1 # schools with access to potable water, handwashing facilities and separate latrines for boys and girls	#	#	#	Monitoring reports, MoE

