



**EDUCATION  
CANNOT  
WAIT**

The global fund for education in emergencies

# ECW Reporting Webinar





# Agenda

- 10 min Procedure and new changes
- 30 min Narrative report template
- 30 min Results report template
- 50 min Finance report template
- 10 min Useful resources and links



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in Emergencies and Protracted Crises



For those utilizing the MS Teams app, you can find the "Q&A" feature on your screen. This is the best way to send your questions.

If you are unable to locate the "Q&A" feature, don't worry! Please use the chat box to submit your questions. To ensure that we can address your inquiry promptly, please preface your message with **[Question]**.

You can also use the **online question form** to send us your questions.





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# HOW TO SUBMIT YOUR REPORT TO ECW

ECW keeps the report template files for each grant in its database.

Send the **online annual & final reporting procedure form** to request ECW send the email addresses of your colleagues who need to have access to the online templates by the end of January 2024.

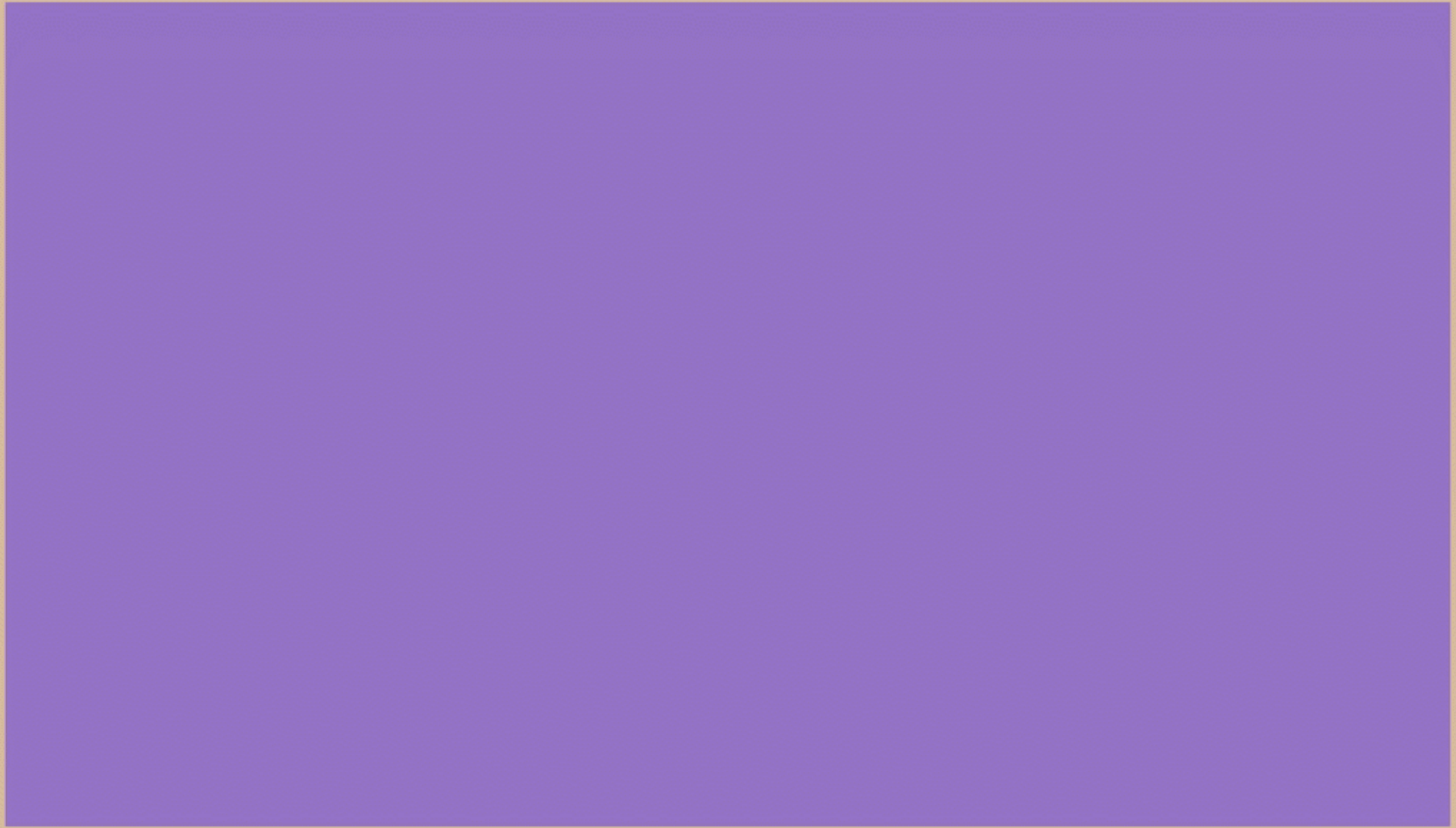
Complete each template files online by using web apps (Word, Excel).

By using the online **report submission notification form**, notify ECW of the completion only when all the template files are completed and ready to be reviewed by ECW.

Complete **GAM** online and upload the GAM in PDF through the online report submission notification form.

ECW reviews the report template files and contact grantees if there is any missing information or data.





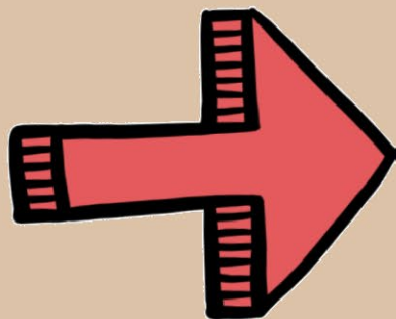




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in Emergencies and Protracted Crises

## 20 23 Reporting Procedure

To obtain access to the online report template files for your colleagues who will be involved in report writing, please use the online form provided.







## Significant Procedure Changes for this Year

- There is no need for certification of the annual financial report. It can be produced at the field level.
- The **Gender with Age Marker (GAM)** is now mandatory, and a copy must be uploaded through the online report submission notification form. (FER & MYRP only)
- For MYRPs with active GLO, GLO reporting is merged into grantees narrative and results framework templates.





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All the webinar recordings, Q&As and useful resources will be made available in the ECW website ([www.educationcannotwait.org](http://www.educationcannotwait.org)) next week. GM will inform you when they are uploaded.





# Joint vs Individual Reporting

## Joint Reporting

- **One Results and one Narrative template** for a bundle of MYRP or FER grantees approved under the same crisis at the same time in a specific country.
- One **lead grantee** to coordinate the results and narrative among all grantees to compile the reports (**mandatory**).
- For **MYRPs with active GLO**, lead grantee coordinates with GLO to report on GLO results and narrative (**mandatory**).

### Approval of ECW's First Emergency Application for Sudan

Info-Education Cannot Wait <info@un-ecw.org>  
To Info-Education Cannot Wait

Reply

#### Message on behalf of Yasmine Sherif, Executive Director, Education Cannot Wait

Dear ExCom Colleagues,

Reference is made to the ECW Secretariat submission on 21 July 2023 and the deadline for approval dated 28 Jul Response. This is to inform you that we have not received any objections for the of the application, thus this fun

We will confirm the allocations to the UN Resident Coordinator and the grantees in Sudan and will proceed with

Title	Funding requested	Grantee
Lifesaving education for children in Sudan affected by the recent conflict	US\$ 2,500,000	UNICEF
Lifesaving education for children in Sudan affected by the recent conflict	US\$ 2,500,000	Save the Children
<b>Total</b>	<b>US\$ 5,000,000</b>	

## Individual Reporting

- Only one grantee approved under the specific crisis in a specific country.
- In case of other ECW grantees working parallel to your grant, please be very clear how your results relate to other grantee results (# of children reached, classrooms built, teachers trained, etc.), so **to avoid double counting**.

### Approval of ECW's First Emergency Response Cost Extension for northern Ethiopia

Info-Education Cannot Wait <info@un-ecw.org>  
To  
Cc Yasmine Sherif; Graham Lang; Robert Edward Dutton; Yoshiyuki Oshima; Michael Corlin; Maurits Wilko Spoelder; Anfal Saqib; Fadela Novak Irons

Reply Reply All

#### Message on behalf of Yasmine Sherif, Executive Director, Education Cannot Wait

Dear all,

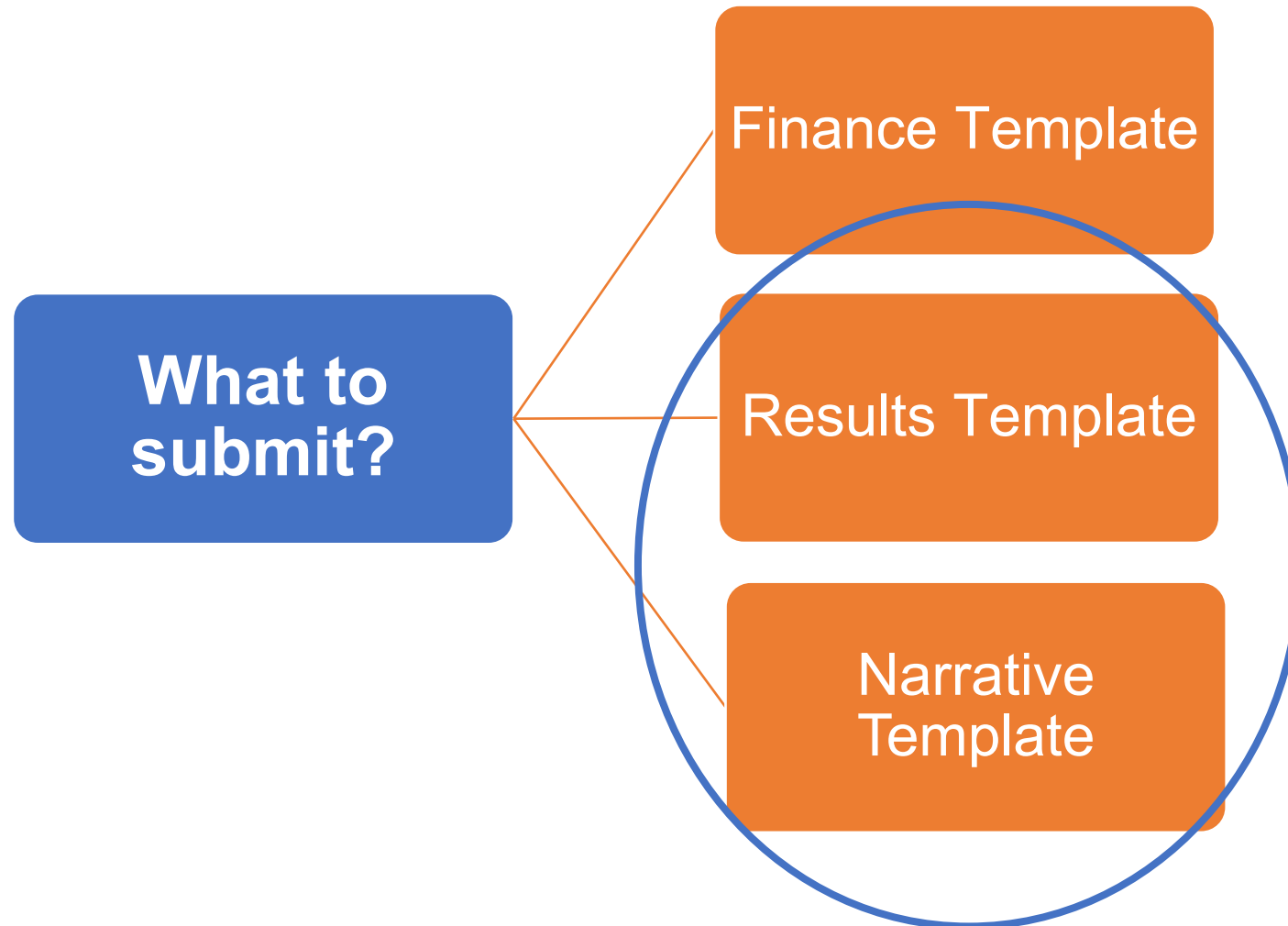
I am pleased to inform you that the Education Cannot Wait (ECW) fund has reviewed the request to cost extend the First Emergency for northern Ethiopia and a total of US\$ 3,000,000 has been approved.

Title	Funding requested	Grantee
Northern Ethiopia (Afar, Amhara and Tigray)	US\$ 3,000,000	UNICEF
<b>Total</b>	<b>US\$ 3,000,000</b>	

- **Financial report is always individual : one Finance template per grantee**
- If you don't know who your lead grantee is, please contact [gm@un-ecw.org](mailto:gm@un-ecw.org)



# How to report on your results (Annual and Final report)?



## + Annexes:

- IASC GAM self-assessment monitoring tool
- Evaluation reports or outcome measurements (when relevant)
- Media products (when relevant)
- Aligned funding template (MYRPs only)

**Presented by M&E team**



# Narrative Template

## Education Cannot Wait

### Annual/Final reporting - Joint Narrative report

#### First Emergency Response (FER) / Multi-Year Resilience Programme (MYRP)

I. General Information	
Country	
Geographical areas of implementation (by first and second level administrative divisions)	
Programme title	
Type of grant <i>[please put an X where relevant]</i>	<input type="checkbox"/> FER <input type="checkbox"/> MYRP
ECW Grant Reference Number (found in Grant Confirmation Letter):	<i>[if there are multiple grantees, please list all here]</i>
Type of report <i>[please put an X where relevant]</i>	<input type="checkbox"/> Annual report <input type="checkbox"/> Final report
Reporting period from (start of grant) - to (mm/yyyy)	
Is the programme a response to conflict, a climate induced disaster or a complex crisis? <i>[please put an X where relevant]</i>	<input type="checkbox"/> Conflict only <input type="checkbox"/> Climate-disaster only (Flood) <input type="checkbox"/> Climate-disaster only (Drought) <input type="checkbox"/> Climate-disaster only (Cyclone/typhoon) <input type="checkbox"/> Complex crisis (including multiple drivers related to both climate-disaster and conflict)
Is the programme a refugee response? <i>[please put an X where relevant]</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Report submitting person contact details (name, position, email, organization)	<i>[Please state the name and contact information of the person preparing the report for any eventual ECW follow-up questions]</i>
Report co-authors contact details (name, position, email, organization)	<i>[Please state the name(s) and contact information of the co-authors of the report for any eventual ECW follow-up questions]</i>
<p><b>Note:</b> When this report is finalized, please submit it to ECW Secretariat using the Submit button via: <a href="https://un-ecw.jotform.com/212926185687971">https://un-ecw.jotform.com/212926185687971</a></p> <p>Make sure to include all other reporting documents including:</p> <ul style="list-style-type: none"> <li>- Results framework template</li> <li>- Financial reporting template</li> <li>- IASC SAM self-assessment monitoring tool</li> <li>- Evaluation or outcome measurement reports (when relevant)</li> <li>- Media and communication products (when relevant)</li> </ul>	



# Purpose of the Annual Report

An opportunity for **joint reflection** on:

- What the key achievement and challenges were?
- What lessons were learned from experiences and insights from new data and evidence?
- What is working, what is not working, and what can/should be changed?



*\*We recommend collective discussions among partners around the annual narrative report to encourage joint reporting.*

# Narrative Template Overview

## WHAT

### Sections:

- Updated situational analysis
- Results Reporting against RF, including analysis of children reached, progress on education participation, learning and gender equality, and other results--**Updated**
- Data and Evidence(MYRPs only)—**New Section**
- Coordination and alignment (MYRPs only)—**New Section**
- Localization—**New Section**
- Accountability to affected populations—**New Section**
- Gender Lead Organization (MYRPs only, with active GLO function)—**Newly integrated**
- Way forward
- Human Interest Story

## HOW

### What to keep in mind:

- Please refrain from describing activities and why (not) they were conducted and instead report on the outcome and output level results achieved through these activities.
- Include any actions you are taking on environmental sustainability and climate change within your outputs and outcomes - especially those focused on safe learning environment
- Share your learning experience (lessons learnt, challenges)

**Data in the Results Framework in the results template are to be consistent with the narrative report!**





# Section 3: Results Reporting

- Summarize children reached results
- Disaggregate and explain variance from targets

- Report changes in (1) education participation, (2) holistic learning/wellbeing and (3) gender equality
- MYRPs should be working on all three
- FERs should be working at least on education participation
- Provide evidence for these changes or data collection plans.

**3. Results reporting (suggested length: 4-5 pages)**

**3A. Begin this section by conducting a comprehensive analysis of the total children reached by the programme.**  
Disaggregate the analysis based on sex, disability, population group, and educational level (pre-primary, primary, secondary). Explain any variances observed between targets and reach, explaining the reasons behind these differences.

[ADD TEXT HERE]

**3B. Report on ECW's corporate results framework outcomes, as relevant to your programme,<sup>2</sup> regarding changes in (a) education participation, (b) holistic learning and well-being for boys, girls, and adolescents, and/or (c) changes in social norms and attitudes towards gender equality:**

1. *Can you provide evidence or data related to learner's access to education, retention rates, completion rates, or the transition of learners from non-formal to formal education within the context of the FER/MYRP? [please put an X where relevant]*

Yes, baseline data     Yes, baseline + follow-up data     No

*If no,* briefly indicate your plans for future data collection, and then move to the next question and leave this section blank.

*If yes,* provide an analysis on the education outcome and when relevant the extent to which it has improved or not over time. Describe findings and explain variations between boys and girls and different population groups supported.

Provide a detailed explanation of the methodology, including information about the source of data, the reliability of the data, and the scope of the study findings. Clarify whether the study encompasses the entirety of the FER/MYRP, the entire crisis, or if it is part of a (inter) national study going beyond the crisis affected population supported. Additionally, include the source or report as an annex to your submitted report.

Describe the lessons learned, offering insights into why certain results were achieved or not. Only focus on the

# Section 3: Results Reporting

- Focus on outputs and how they contribute to outcome change; do not report on activities.
- Report on what the programme achieved collectively; not the achievements of individual partners

- Highlight where efforts are gender transformative and promote inclusion
- Where relevant, note any actions to promote environmental sustainability or responding to climate change.

- Report on capacity and systems strengthening results, as relevant to your results framework.

**3C. Provide a detailed description on progress towards the programme's expected outcomes<sup>3</sup> and outputs<sup>4</sup> as outlined in the programme results framework.**

When reporting on progress towards the programme's expected results (outcomes and outputs), describe consolidated results achieved and refrain from reporting individual grantees' results. Explain how the results of the program (outputs and intermediate outcomes) contribute to education participation, learning and well-being, and gender equality outcomes discussed in 3B.

Highlight specific intermediate outcomes<sup>5</sup> for teachers, learning spaces, caregivers, and communities as well as outputs and services delivered, emphasizing their contribution to the (intermediate) outcome change. Detail how these intermediate outputs and outcomes supported the differentiated needs of various crisis-affected children: boys, girls, adolescents, refugees, IDPs, children with disabilities. Do not include activity descriptions.

Pay special attention to gender transformative aspects and inclusion efforts including norms, attitudes, behaviour changes and policy/framework development. Address equity, inclusion, gender equality, and girls' empowerment, detailing interventions for vulnerable groups like adolescent girls, children with disabilities, refugees, and internally displaced persons.

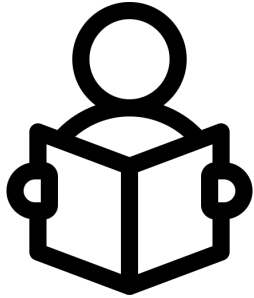
Report on capacity and systems strengthening outcomes, as relevant to your results above, including efforts to enhance the policy landscape to promote the inclusion of disadvantaged groups such as children with disabilities and refugees. For MYRPs that have dedicated results on capacity and system strengthening in their results framework, describe the progress towards expected outputs and outcomes under this result.

For MYRPs that have a dedicated resource mobilization result, please report on these efforts in section 5B.

*Note: always ensure consistency between the numbers and percentages in the narrative report and the results/budget templates.*



# Describe the pathway towards better results



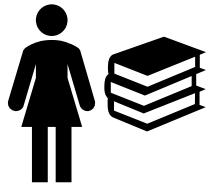
Describe the **final outcomes**: e.g.

- Increased participation, retention, and completion
- Improved holistic learning and wellbeing, including changes in gender norms



Describe the **outputs** and **intermediate outcomes**: e.g.

- More inclusive and gender-equitable teaching and learning
- Better support and conditions for teachers
- Stronger, more inclusive and gender-sensitive education policies



**Children reached** through outputs: e.g.

- Children receiving learning material from the programme (**direct beneficiary**)
- Children learning in schools rehabilitated by the programme (**intermediate beneficiary**)

Describe in the annual/final **narrative report** (section 3) and in the results template (if relevant)

Count in the **Children Reached tab in the Results Framework**, but do not double count children reached by several interventions.

# Results Reporting Example

“The programme provided subject-based training to improve subject knowledge of secondary grade teachers and lesson plan development training for primary level teachers (KG, Grade 1 and 2), to enable them to develop their lesson plans based on the learners’ need. In partnership with Cambridge Partnership for Education, the programme has planned training on formative and summative assessment to enable teachers to assess learning in class continuously.

*Focuses on outputs, rather than activities and connects them to outcomes*

Classroom monitoring following these training programs has shown improved instructional practices among the facilitators who had no prior experience, such as better interaction with children and conducting group and pair work. 638 (351 female and 287 male) teachers demonstrated improved teaching.

*Uses data to substantiate results; does not including data/numbers without an explanation*

However, the monitoring and collection of this data is not uniform and the grantees of the MYRP II are looking at standardising this in the next reporting period, to be able to better assess teachers’ progress.”

*Discusses gaps/lessons and plans for improvement*



# Systems Strengthening Sections (4 – 7)

## 5. Coordination and alignment between EIEPC actors (suggested length: 1 ½ - 2 pages) - For MYRPs only

**5A. Please discuss how the programme contributed to improved coordination and alignment across partners. If another ECW funded FER or AF program is active in your context, please include how the MYRP worked in complementarity with the AF or FER towards better results.**

Please describe if and how the programme coordinated with government, development, and humanitarian actors around existing or new education strategies, plans and frameworks relevant to the crisis, including through engagement with the Local Education Group (LEG), humanitarian and refugee coordination mechanisms and/or other ECW funding streams (e.g., FER and Acceleration Facility investments in country).

Highlight progress, challenges, and lessons learned from these efforts to coordinate and align. Progress may include the development of joint initiatives across partners, increased harmonization of approaches, complementarity of programming in response to the crisis, the integration of emergency education provision into development strategies and/or education sector plans, and enhanced emergency preparedness of education systems.

Describe the total reach and remaining gaps in coverage for children in need of education support, considering the collective efforts of the MYRP and other actors that it collaborates with.

[ADD TEXT HERE]

**5B. Please provide an update on EIEPC funding for the crisis**

Report on your aligned funding template results for the reporting year.<sup>6</sup> Summarize any new aligned funding flows in the template and describe what was done to: (1) contribute to joint advocacy and efforts to mobilize these resources and (2) increase the alignment, coherence, and complementarity between these new programmes and the MYRP.

[ADD TEXT HERE]

**5C. Please rate the extent to which the programme is contributing to better coordination between EIEPC actors and increased aligned funding: [please put an X where relevant]**

None  A small extent  A moderate extent  A significant extent

- Pay attention to requirements: some sections are only relevant for MYRPs. If not indicated otherwise, it is relevant to all programmes.

- Pay attention to prompts. Responses should build on section 3, without repeating.
- Focus on systems-level change and lessons learned

- Be sure to reference figures from **aligned funding template** in your response
- Discuss how funds for the crisis were aligned.

- Complete ratings, reflecting on your responses

# Reference Aligned Funding Template

F	G	H	I	J	K	L	M	N	O
MYRP start year:	2023			Total new funding since MYRP start year (sum of column K):	\$	-		Please use this value in your <u>narrative report</u> to ECW to refer to the <b>total amount of new funding</b> for programmes targeting the same type of beneficiaries as the MYRP (i.e. refugees, IDPs or other affected populations) - irrespective of their degree of alignment and coordination with the MYRP	
				Total new aligned and coordinated funding since MYRP start year (i.e. sum of column K for programmes rated "strong" for both alignment and coordination):	\$	-		Please use this value in your <u>narrative report</u> to ECW to refer to the <b>total amount and percentage of new funding</b> for programmes targeting the same type of beneficiaries as the MYRP that is <b>strongly aligned</b> and <b>closely coordinating</b> its interventions with the MYRP	

					FUNDING AMOUNT ALIGNED WITH MYRP TARGET GROUP			ALIGNMENT WITH MYRP STRATEGY	
YYYY	NUMBER	TEXT	NUMBER IN USD	AUTO	NUMBER IN USD - LEAVE BLANK IF UNKNOWN	NUMBER IN USD - LEAVE BLANK IF UNKNOWN	TEXT	DROPDOWN	TEXT
Programme end year	Programme total funding in original currency	Original currency	Programme total funding in USD	New/Pre-existing programme in relation to MYRP start year	<u>[For new programmes only]</u> How much of the funding amount <u>in USD</u> is targeting the same type of beneficiaries as the MYRP?	<u>[For pre-existing programmes only]</u> How much of the unspent funding amount <u>in USD</u> is targeting the same type of beneficiaries as the MYRP?	Target group alignment	To what extent is the programme aligned with the MYRP strategy?	Strategic alignment comments
				Add programme start date					
				Add programme start date					

- Reference these total new funding and aligned/coordinated funding figures in narrative report



# Section 8: Gender Lead Organization

- Only required for MYRPs with a Gender Lead Organization

- Reporting organization should work with the GLO to report on GLO's functions and contribution to programme results and systems strengthening

## 8. Gender lead organization (GLO) function (suggested length: 1 page) – only for MYRPs with a GLO

**The Gender Lead Organization (GLO) function is established to strengthen in-country gender capacity for MYRPs partners.**

In this regard, please report on the extent to which:

1. The gender capacity of MYRP partners is strengthened through the GLO function.
2. The GLO function contributed to strategic partnership building with local women organizations (LWOs)
3. The GLO collaborated with external actors to promote Gender Equality and Empowerment of Women and Girls in EiEPC
4. Gender results are monitored, documented, and advocated for by the GLO

Describe progress made towards the above core objectives of the GLO function. Focus on the changes witnessed among various partner groups supported, and the role of the GLO function in this regard.

Also, report how the GLO contributed to in-country resource mobilization efforts of the MYRP. Emphasize the specific outputs, products, and services delivered, describing their significant contributions to the objectives.

Describe the key success factors and lessons learned, offering insights into why certain results were attained or not. Highlight the identified gaps and the proposed corrective measures to address this.

*Note: ensure consistency between the numbers and percentages in the narrative report and the results/budget templates.*

[ADD TEXT HERE]

# Result Template

Clipboard Font Alignment Number Styles Cells Editing Analysis Sensitivity Adobe Acrobat

Work in progress

**ECW Results Template**  
General Information - FER and MYRP

Please complete the "Information" below before filling out other tabs.  
ECW Secretariat will allocate a Grant Reference Number (GRN) at later stage.

[HELP HERE](#)

**Programme Information**

Investment type	MYRP	MANUAL
Grant start date	30-Jun-22	ADMIN by ECV Secretariat
Grant end date	30-Jun-25	ADMIN by ECV Secretariat
Extension date		ADMIN by ECV Secretariat

**GRANTEE 1 - LEAD GRANTEE**

Grant reference number	Z2-ECW-MYRP-08-ZAM-UNI	ADMIN by ECV Secretariat
Country	Zambia	MANUAL
Organisation	UNICEF	MANUAL

Report Year	Type of reporting	Reporting period up to	Submission Deadline	Submission status	Submitter email	Submission date	Submission confirmation link
Application	Application	N/A	N/A	Submitted	<a href="mailto:ismith@unicef.org">ismith@unicef.org</a>	20-Dec-21	N/A
Reporting window 1	Annual	31-Dec-22	31-Mar-23	Submitted	<a href="mailto:ismith@unicef.org">ismith@unicef.org</a>	25-Mar-23	<a href="#">Open form</a>
Reporting window 2	Annual	31-Dec-23	31-Mar-24	Work in progress	<a href="mailto:ismith@unicef.org">ismith@unicef.org</a>		<a href="#">Open form</a>
Reporting window 3	Annual	31-Dec-24	31-Mar-25	Not initiated			<a href="#">Open form</a>
Reporting window 4	Final	31-Dec-25	31-Mar-26	Not initiated			<a href="#">Open form</a>
Reporting window 5				Not initiated			<a href="#">Open form</a>
Reporting window 6				Not initiated			<a href="#">Open form</a>

CONTACT		TEXT	TEXT
Contact role	Focal Point Name	Focal Point Email	
Lead contact	John Smith	<a href="mailto:ismith@unicef.org">ismith@unicef.org</a>	
Gender lead FP*	Joseph Banda	<a href="mailto:jbanda@unicef.org">jbanda@unicef.org</a>	OTHER CONTACT
GLO contact	Michaela Chileshe	<a href="mailto:mchileshe@unicef.org">mchileshe@unicef.org</a>	OTHER CONTACT
			OTHER CONTACT
			OTHER CONTACT

Guidance ECW Indicator Library **General Information** Children Reached | Individual Children Reached | Joint Results Framework

Please use the link to confirm your submission.



# The Results Template

## 3-4 main aspects/tabs to complete:



General application information



Number of children reached



Results and indicators of your results framework




Gender lead organization (GLO)\*

*Only for MYRPs with active GLO function*

Maurits Wilko Spoelder shared "ECW Results template - MYRP and FER\_DUMMY\_23" with you



Maurits Wilko Spoelder <mspolder@unicef.org>


To  Maurits Spoelder

 Reply

 Reply All

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M

 If there are problems with how this message is displayed, click here to view it in a web browser.

[Click here to download pictures.](#) To help protect your privacy, Outlook prevented automatic download of some pictures in this message.



## Maurits Wilko Spoelder shared a file with you

Access to link



ECW Results template - MYRP and FER\_DUMMY\_23



This link only works for the direct recipients of this message.

Open

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# General/Application Information tab (1/2)

**Programme Information**

Investment type	MYRP	MANUAL
Grant start date	30-Jun-22	ADMIN by ECW Secretariat
Grant end date	30-Jun-25	ADMIN by ECW Secretariat
Extension date		ADMIN by ECW Secretariat

**GRANTEE 1 - LEAD GRANTEE**

Grant reference number	22-ECW-MYRP-08-ZAM-UNI	ADMIN by ECW Secretariat
Country	Zambia	MANUAL
Organisation	UNICEF	MANUAL

Contact role	Focal Point Name	Focal Point Email
Lead contact	John Smith	<a href="mailto:jsmith@unicef.org">jsmith@unicef.org</a>
Gender lead FP*	Joseph Banda	<a href="mailto:jbanda@unicef.org">jbanda@unicef.org</a>
GLO contact	Michaela Chileshe	<a href="mailto:mchileshe@unicef.org">mchileshe@unicef.org</a>

\*ECW requires its partners to designate a Gender Focal Point among each grantee. The identification of Gender Focal Points among grantees helps ensure that gender considerations are at the forefront of the design, implementation, and monitoring phases of FERs and MYRPs

**GRANTEE 2**

Grant reference number	22-ECW-MYRP-09-ZAM-VSO	ADMIN by ECW Secretariat
Country	Zambia	MANUAL
Organisation	VSO	MANUAL

General information

- Update the **contact information** of each table of the left side (one table per grantee), including functions and email addresses:

- Lead contact
- Gender Lead Organization (GLO) focal point
- M&E officer
- Etc.

- Update the **Gender Lead Organization (GLO) focal point** (*only MYRPs*)



# General/Application Information tab (2/2)

In the General/Application Information tab: Enter **contact details of the person in charge** of the reporting as well as the **submission dates**

*Fill out the online form to confirm your submission*

## Reporting information

Report Year	Type of reporting	Reporting period up to	Submission Deadline	GRANTEE SECTION				ECW ADMIN SECTION	
				Submission status	Submitter email	Submission date	Submission confirmation link	M&E review	Education team review
Application	Application	N/A	N/A	Submitted	<a href="mailto:jsmith@unicef.org">jsmith@unicef.org</a>	20-Dec-21	N/A	Approved	Reviewed
Reporting window 1	Annual	31-Dec-22	31-Mar-23	Submitted	<a href="mailto:jsmith@unicef.org">jsmith@unicef.org</a>	25-Mar-23	<a href="#">Open form</a>	Approved	Reviewed
Reporting window 2	Annual	31-Dec-23	31-Mar-24	Work in progress	<a href="mailto:jsmith@unicef.org">jsmith@unicef.org</a>		<a href="#">Open form</a>	Not approved	Not reviewed
Reporting window 3	Annual	31-Dec-24	31-Mar-25	Not initiated			<a href="#">Open form</a>	Not approved	Not reviewed
Reporting window 4	Final	31-Dec-25	31-Mar-26	Not initiated			<a href="#">Open form</a>	Not approved	Not reviewed
Reporting window 5				Not initiated			<a href="#">Open form</a>	Not approved	Not reviewed
Reporting window 6				Not initiated			<a href="#">Open form</a>	Not approved	Not reviewed

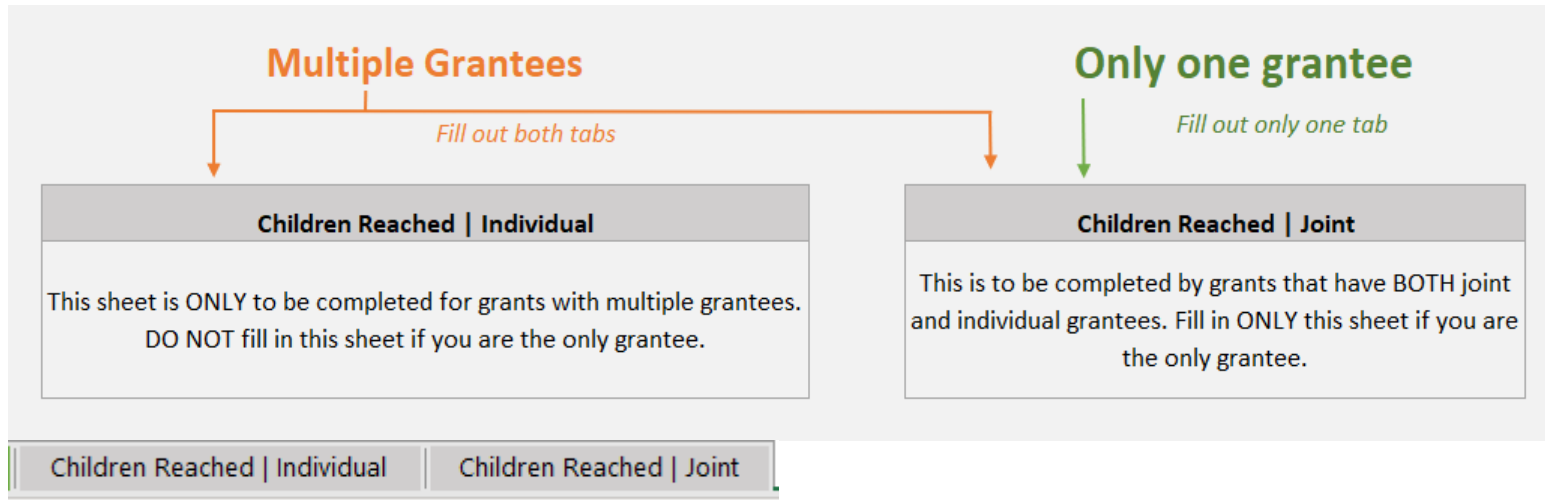
*Select the appropriate status of your submission, once complete select "submitted"*



# Children reached tab (1/3)



- Collects data on the **total number of children and adolescents targeted and reached**.
- Distinguishes individual grantee (individual) and all grantees together (joint).



- Control for **double counting** (across grantees/years)!

## IMPORTANT NOTES

### CALCULATION OF BENEFICIARIES

#### Include in your calculations:

- Number of children and adolescents (3-18 years old) reached since the start of the program
  - the sum of "direct" and "intermediate" beneficiaries, as defined below.
- > If you have 1,000 direct, 2,000 intermediate and 25,000 indirect beneficiaries, you should insert 3,000 (the sum of direct and intermediate beneficiaries) in the relevant cell.

#### Direct beneficiaries



#### Direct recipients of activities:

- > e.g. school kits distribution, scholarships, cash incentives, textbooks, fee waivers, etc.

#### Intermediate beneficiaries



#### Beneficiaries affected by downstream interventions on the school or learning environment:

- > e.g. teacher training, school/classroom construction, materials for teachers, etc.
- The number of intermediate beneficiaries is the number of students who will interact with these outputs. In practice, it is estimated through the current or expected student/input ratio.
- > the intermediate beneficiaries of 100 teachers receiving pre-service training is 100 x Pupil-Teacher Ratio. When classrooms are supported, the pupil/classroom ratio should be used. The student/input ratio will as much as possible be specific to the regions, populations and situations targeted

#### Indirect beneficiaries



#### The users of any system or environment improved by interventions having only an indirect impact on schools and students

- > e.g. beneficiaries of a change in education policies, children and adolescents in a district whose inspectors are better trained, etc.

# Children reached (2/3)



- Count children reached **since the programme started!**
- Disaggregate!
- Add boys and girls with disabilities
- Update reach results and **overwrite** (make a back-up)
- Update targets and overwrite making note in comment box.
- **Enter the date of your reporting !**

CHILDREN AND ADOLESCENTS REACHED JOINTLY														
TOTALS		356,250 TARGET		-		CHILDREN AND ADOLESCENTS REACHED								
Grant reference number: AUTO (for individual reporting only)		Multiple Grantees		Grantee organization: (auto)		Multiple Grantees		Date of reporting update: (dd-mmm-yy)		25-Mar-24				
LEVEL OF EDUCATION AND SEX BREAKDOWN														
		Pre-Primary		Primary		Secondary		Unknown level of education		Total				
		F	M	F	M	F	M	F	M	F	M	Total		
FORMAL EDUCATION														
Number of girls, boys, and adolescents (3-18 years old) reached with ECW assistance through formal education	Refugee	Target	6,000	6,000	15,000	15,000	10,000	5,000			31,000 (54%)	26,000	57,000	
		Reached												
	IDP	Target			-	-	-	-						
		Reached												
	Other affected populations (including Host populations)	Target	12,000	12,000	45,000	45,000	30,000	20,000			87,000 (53%)	77,000	164,000	
		Reached												
Type of beneficiary unknown (choose only if you don't know the category of beneficiaries)	Target													
	Reached													
<b>TOTAL</b>		Target	18,000	18,000	60,000	60,000	40,000	25,000	-	-	118,000 (53%)	103,000	221,000	
		Reached	-	-	-	-	-	-	-	-	-	-	-	
Children with disabilities (cross-cutting: for all type of beneficiaries)		Target	1,800	1,800	6,000	6,000	3,200	4,000			11,000 (48%)	11,800	22,800	
		Reached												
NONFORMAL EDUCATION														
Number of girls, boys, and adolescents (3-18 years old) reached with ECW assistance through non formal education	Refugee	Target	6,000	6,000	10,000	10,000	50,000	25,000			66,000 (62%)	41,000	107,000	
		Reached												
	IDP	Target			1,500	1,500	750	500			2,250 (53%)	2,000	4,250	
		Reached												
	Other affected populations (including Host populations)	Target	12,000	12,000							12,000 (50%)	12,000	24,000	
		Reached												
Type of beneficiary unknown (choose only if you don't know the category of beneficiaries)	Target													
	Reached													
<b>TOTAL</b>		Target	18,000	18,000	11,500	11,500	50,750	25,500	-	-	80,250 (59%)	55,000	135,250	
		Reached	-	-	-	-	-	-	-	-	-	-	-	
Children with disabilities (cross-cutting: for all type of beneficiaries)		Target	1,800	1,800	1,150	1,150	550	875			3,500 (48%)	3,825	7,325	
		Reached												

MANUAL	
Date of reporting update: (dd-mmm-yy)	25-Mar-24
Disabilities	
Refugee	
IDP	
Other	
Type of beneficiary unknown	
* To be applied	
Total	



**Results should cover the entire duration of the programme: since that start up to 31<sup>st</sup> December 2023**

# Learning spaces (new!)



## 2 - Learning spaces

Please fill up in the table below the total number of learning spaces supported.

Guidance: A learning space refers to a physical setting for a learning environment, a place in which teaching and learning occurs. Each place, big or small, is counted once. A learning space can be an online or distance learning settings. They can be an indoor or outdoor location, either actual or virtual. They can be formal or non-formal.

		Pre-Primary	Primary	Secondary	Unknown level of education	Total
Number of learning spaces supported	Target					0
	Reached					0

Children Reached | Joint

Count total number of learning spaces targeted and reached/supported!



# Children reached (3/3)



- Use automated table to track progress and plan for the way forward.
- Update targets based on changing context or funds mobilized (*request ECW!*)

ECW Goals for Grantees <i>(auto)</i>					
Goals		Total		Girls %	
Indicator	Goals	Targeted	Reached	Targeted	Reached
% Girls*	60%	56%		NA	NA
Pre-Primary	10%	20%		50%	
Primary	-	40%		50%	
Secondary	20%	40%		64%	
Children with Disabilities	10%	8%		48%	
Refugee	-	46%		59%	
IDP	-	1%		53%	
Other	-	53%		53%	
Type of beneficiary unknown	-	0%			

*Out of CWD totals only*

\* To be applied for every population group and education level

Children Reached | Joint

# Results Framework



- Enter the result value for each indicator of your results framework
- Disaggregate by sex (when possible)
- Complete adapted/accessible infrastructure for children with disabilities
- Add comments to explain detail.
- Compare results with targets and describe in narrative report
- Edit existing result(s), indicator formulations and/or targets (request ECW!)
- Add new results/indicators below the RF (alert/inform ECW via: [gm@ecw-un.org](mailto:gm@ecw-un.org)).
- Always align data and text with narrative and financial report.

Number	Level	Result statement (same wording and order as in narrative application/report)	Indicator (Select from dropdown or write directly your programme specific indicator)	Comments
1	Outcome	Conflict and crisis affected boys and girls are accessing education programs	Number of learners accessing education programs	Please differentiate between formal and non-formal education
1.1	Output	Classrooms constructed and rehabilitated	Number of classrooms, including temporary classrooms, built/rehabilitated	
1.2	Output	School transportation provided	# of children and adolescents receiving school transportation	
1.3	Output	Caregivers awareness on the importance of education for girls improved	Percentage of caregivers who perceive education for girls to be important on a scale from 1-5	% that scores 4 or 5
2	Outcome	Academic and social emotional learning outcomes of children improved	Percentage of conflict and/or crisis affected boys, girls and adolescents (3-18 year olds) supported by ECW who improved their levels of learning in (i) reading, and/or (ii) math	
2	Outcome	Academic and social emotional learning outcomes of children improved	Percentage of conflict and/or crisis affected boys, girls and adolescents (3-18 year olds) supported by ECW who improved their levels of learning in (i) communication, (ii) self-awareness, and (iii) self-concept	
2.1	Output	Teachers are trained on lesson planning, pedagogy, and didactics	Number of teachers trained on psycho-social support topics	
2.2	Output	Teachers are trained on providing psychosocial support	Total number of ALL the teachers/ administrators trained by the programme	

ANNUAL REPORTING - Covers from 30-Jun-22 to 31-Dec-23				
NUMBER	NUMBER	NUMBER	PERCENT	TEXT
Total	Female	Male	How many are adapted/ accessible ?	Comments/details

Results Framework

**Results should cover the entire duration of the programme: since beginning up to 31 December 2023**

# Gender Lead Organization (GLO)\*

For MYRPs with active GLO function



- **Integrated** into narrative template and results report (new!)
- Reports on the **4 result pillars** of the GLO function in the GLO tab.
- New **outcome indicators** *compared to 2022 (new)*
- Less **output indicators** *compared to 2022 (new)*
- Reporting will be requested for columns:
  - Baseline
  - Target
  - Results “Achieved Year 1” or “Achieved Year 2.”

Webinar for GLO reporting will be conducted in **January 2024**

For questions use the online question form to send us your questions: <https://un-ecw.jotform.com/212936282904964>

## ECW GLO Results - Application and Reporting - Gender lead organization

To be completed by the designated Gender Lead Organization (GLO) of the MYRP

NUMBER	DROPDOWN	TEXT	DROPDOWN FOR OUTPUTS ONLY OR TEXT
Numbering	Level	Result statement	Indicator
1	Outcome	The gender capacity of MYRP partners is strengthened through the GLO function	Percentage of trained MYRP partner personnel that demonstrate increased knowledge on gender equality programming in education in emergencies and protracted crisis
1.1	Output	Relevant Gender resources are made available to MYRP country team.	Number of knowledge products (training material, guides, etc.) on gender in EIEPC made available to MYRP country team
1.2	Output	Capacities of MYRP partners on gender equality in EIEPC strengthened through trainings and other capacity building initiatives.	Number of MYRP partner personnel (sex-disaggregated) trained on gender-related topics
2	Outcome	The GLO function contributed to strategic partnership building with local women organizations (LWOs)	Extent to which GLO collaboration and engagement with LWOs has improved
2.1	Output	The GLO function contributed to strategic partnership building with local women organizations (LWOs).	Number of gender-related capacity development initiatives (ex. trainings) implemented in partnership with LWOs
2.2	Output	MYRP grantees are supported to partner with LWOs	Number of (sub) grantees partnering with LWOs to implement MYRP interventions
2.3	Output	MYRP grantees strengthen LWOs organizational and governance capacity	Number of grantees/subgrantees supporting LWOs to strengthen their organization and governance capacity
3	Outcome	The GLO collaborated with external actors to promote Gender Equality and Empowerment of Women and Girls in EIEPC	Extent to which GLOs have contributed to improved collaboration with external actors to deliver gender transformative programming
3.1	Output	Collaboration in place with other sectors for capacity strengthening of MYRP actors on cross-sectoral programming for gender equality.	Number of actions with other sector partners (GBVIE, Gender in Humanitarian Action, SRHR,...) to support capacity development of the MYRP actors conducted
3.2	Output	Cross-sectoral interventions are in place in MYRP implementation (GBV safe referral pathways, child marriage interventions, CSE programmes, etc.).	Number of gender-related interventions implemented together with other sector partners (GBVIE, Gender in Humanitarian Action, SRHR,...)
4	Outcome	Gender results are monitored, documented, and advocated for by the GLO	Extent to which data and evidence generation, sharing and use on gender equality and empowerment of women and girls has improved
4.1	Output	Regular gender assessments conducted to inform MYRP programming.	Number of gender assessments conducted during the MYRP implementation phase to inform MYRP programming
4.2	Output	Knowledge and advocacy materials for gender equality in MYRP are developed and disseminated	Number of knowledge products (learning briefs, videos, case studies, human interest stories, videos, ...) highlighting gender transformative good practices produced and disseminated for advocacy purposes.
4.3	Output	Good practices and lessons learnt on gender in EIEPC are captured and disseminated	Number of knowledge/learning events initiated by the GLO to discuss/disseminate gender equality good practices



# The must do's !



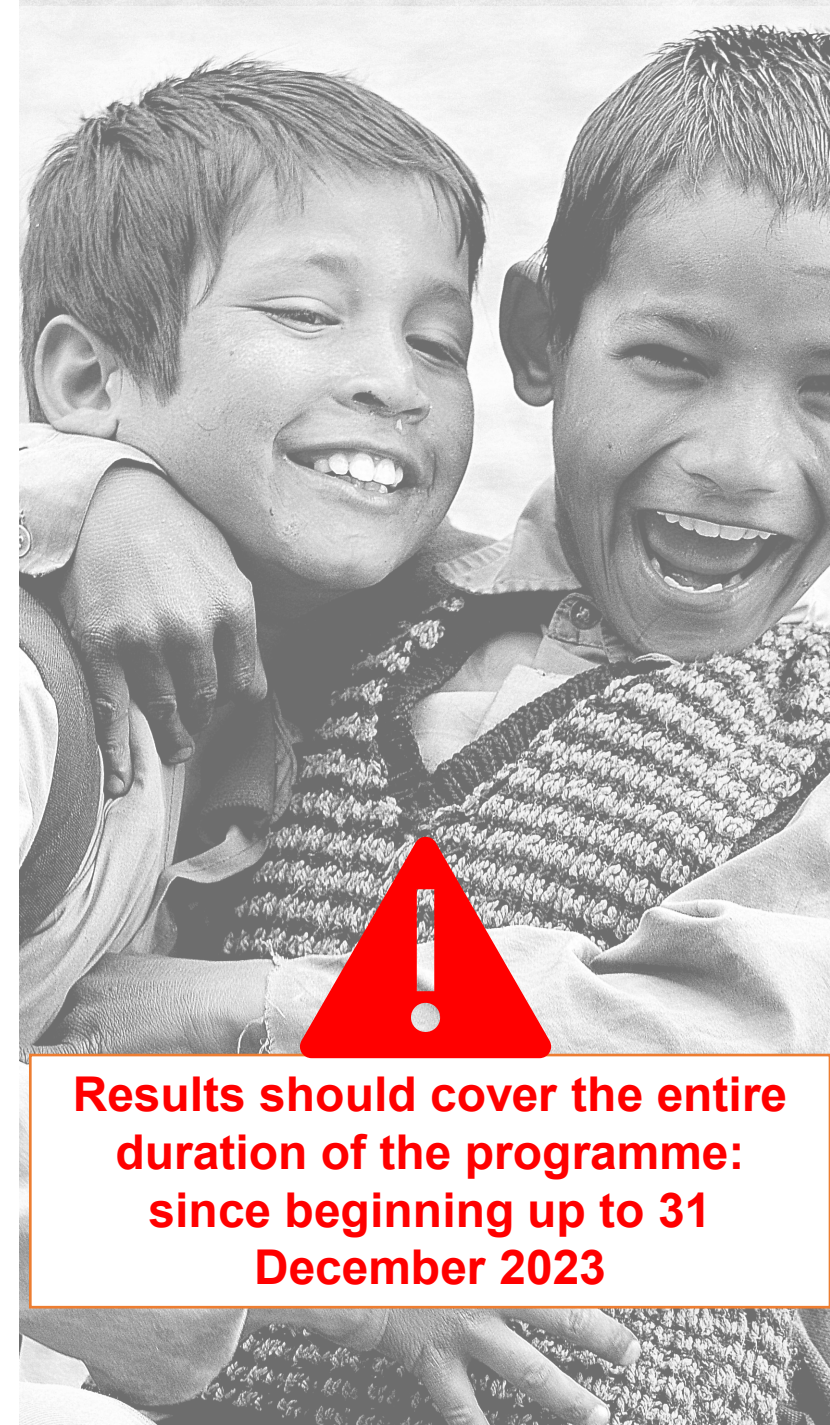
## 'Children targets and reached' tab

- ✓ Always **disaggregate** by formal and non-formal education, gender, school level (pre-primary, primary, secondary), and population group (IDP, refugee, conflict-affected) in separate cells.
- ✓ **Overwrite your previous reported reach data** if you are not reporting for the first time. You can update this throughout the year if you want.



## 'Results framework' (outputs and outcomes)

- ✓ Always disaggregate **results by sex** when relevant, make sure the sum of male/female is equal to the total.
- ✓ Indicators about learning materials, classrooms, latrines etc.: always indicate how many (# or %) are **adapted/accessible** to children with disabilities
- ✓ Make sure the **unit of measurement is correct** for each indicator.
- ✓ Use comment boxes for explanation of why there are no results, or any additional information – connect to narrative template.
- ✓ **Do not unlock and modify the template** format.
- ✓ Information and figures in both narrative, result and finance templates should be **consistent (they should be aligned)!**



**Results should cover the entire duration of the programme: since beginning up to 31 December 2023**





# Finance Template

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# Delivery Chain Mapping

Please indicate whether funding was granted to local women organizations, organizations of persons with disabilities, or refugee led organizations and report these amounts in the appropriate columns:



## ECW FINANCE TEMPLATE Delivery Chain Mapping

**1**

Is your organization providing sub-grants to partners	Yes
---	-----

If Yes, please fill the below table.

**2**

Actual expenses	\$	250,000.00	AUTO
Outstanding cash advances	\$	-	AUTO
Total ECW funds transferred to partners	\$	600,000.00	AUTO
US\$			
Difference	\$	(350,000.00)	AUTO

If Yes, to the above question, please fill the below table:

TEXT	DROPDOWN	AMOUNT IN USD	TEXT	TYPE OF ORGANIZATION Please select 'yes' if your organization meets the criteria described in the definition box -->		
Sub-grantee/IP - name (please list only direct sub-grantees)*	Sub-grantee/IP - type	Cumulative ECW funds transferred to partner in US\$ since inception	Comments/Remarks	Women Organization*	Organization of Persons with Disabilities**	Refugee-Led Organization** *
NGO 1	In-country Organizations	\$ 50,000.00		No	No	No
NGO 2	In-country Organizations	\$ 500,000.00		No	No	No
NGO 3	In-country Organizations	\$ 50,000.00		No	No	No
				No	No	No
				No	No	No
				No	No	No







# Additional Reporting Information

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# Deadlines (Final vs Annual)

Grant End Date	Final Report	Annual Report
Between <b>Jan 1 and Sept 30</b> of a given calendar year 	<ul style="list-style-type: none"><li>▪ Within <b>6 months</b> of the completion of programme activities funded by the grant, a <b>final programmatic report</b> covering the entire period of the grant is required. At that time, please update also the finance template on ECW SharePoint.</li></ul>	<ul style="list-style-type: none"><li>▪ <b>No Annual Report is required if the final report is submitted by the due date.</b></li></ul>
Between <b>Oct 1 and Dec 31</b> of a given calendar year 	<ul style="list-style-type: none"><li>▪ Within <b>12 months</b> of the expiry or termination of the grant, a <b>final financial report</b> covering the entire period of the grant is required in the standard reporting format provided by the Fund, certified by the Chief Financial Officer or equivalent officer of the grantee.</li></ul>	<ul style="list-style-type: none"><li>• <b>If Final Report is submitted before March 31</b> of the following calendar year, <b>Annual Report is waived.</b></li><li>• <b>If Final Report is not submitted before the end of March 31</b> of the following calendar year, <b>Annual Report is also required</b> and should be submitted before the end of March of the following calendar year.</li></ul>



**No reports will be accepted after March 31 !!**





## **New changes and useful links/resources**

- Progress report (mid-year report) is no longer required for any investments (Note: except for UNICEF grantees (COs) who signed GCL before Dec 2020)
- *Grants Management Handbook* for grantees (online) that includes the link to the reporting guideline. The French version will be made available by next week.
- *Finance Guideline* (to be made available soon).
- All the webinar recordings, Q&A and links to the resources will be made available in the ECW website ([www.educationcannotwait.org](http://www.educationcannotwait.org)). GM will inform participants as soon as they are uploaded.





**EDUCATION  
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The global fund for education in emergencies

# ECW Reporting Webinar

[Educationcannotwait.org](https://educationcannotwait.org) | [@EduCannotWait](https://twitter.com/EduCannotWait)