



**EDUCATION
CANNOT
WAIT**

The global fund for education in emergencies

Webinaire – Rapport Annuel ECW

Ordre du jour



- | | |
|------------|-----------------------------------|
| 10 minutes | Procédure et nouveaux changements |
| 30 minutes | Canevas de rapport narratif |
| 30 minutes | Canevas de rapport de résultats |
| 50 minutes | Canevas de rapport financier |
| 10 minutes | Ressources et liens utiles |



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The UN Global Fund for Education
in Emergencies and Protracted Crises



Procédure d'enregistrement

Pour accéder aux canevas en ligne, nous vous prions de nous envoyer les adresses électroniques de vos collègues concernés. Nous vous enverrons ensuite les liens vers les canevas.

Une fois les canevas remplis avec toutes les données et informations requises, vous devrez soumettre le formulaire de notification de soumission de rapport en ligne. Notez que ECW n'accepte pas les copies téléchargées des canevas envoyées en tant que pièces jointes à un courriel.

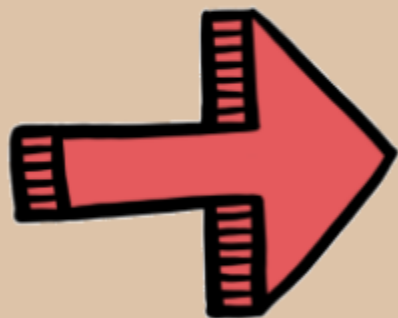
Après examen minutieux des canevas, ECW contactera les bénéficiaires pour toute clarification et/ou question. Nous vous remercions de votre collaboration.



The UN Global Fund for Education
in Emergencies and Protracted Crises

Procédure de reporting 2023

Pour accéder aux fichiers de canevas de rapport en ligne pour vos collègues qui seront impliqués dans la rédaction du rapport, veuillez utiliser le formulaire en ligne fourni.





Changements importants aux procédures pour cette année

- **Il n'est pas nécessaire de certifier le rapport financier annuel. Il peut être produit au niveau du terrain.**
- **Le marqueur de genre et d'âge (MGA) est désormais obligatoire et une copie doit être téléchargée via le formulaire de notification de soumission de rapport en ligne. (FER et MYRP uniquement)**
- **Pour les MYRP avec GLO actif, les rapports GLO sont fusionnés dans les canevas de récit et de cadre de résultats des bénéficiaires.**



The UN Global Fund for Education
in Emergencies and Protracted Crises

Tous les enregistrements du webinaire, les questions-réponses et les ressources utiles seront disponibles sur le site Web d'ECW (www.educationcannotwait.org) la semaine prochaine. GM vous informera lorsqu'ils seront téléchargés.



Joint vs Individual Reporting

Si vous ne savez pas qui est l'organisation responsable des rapports conjoints, veuillez contacter gm@un-ecw.org

Rapportage conjoint / Joint Reporting

- Un seul canevas de rapportage conjoint "Résultats" et "Narratif" à remplir pour les bénéficiaires des PPRs et des FERs répondant à la même crise, au même moment.
- Un bénéficiaire pour coordonner -> **lead grantee**
- Le rapportage conjoint est **obligatoire** en cas de consortium
- Pour les PPRs avec la fonction GLO, le "lead grantee" coordonne avec la GLO pour le rapportage GLO dans le narratif et les résultats (**obligatoire**)

Approval of ECW's First Emergency Application for Sudan

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

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 July 2023. This is to inform you that we have not received any objections for the of the application, thus this fund

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
Total	US\$ 5,000,000	

Rapportage individuel

- Un **seul** bénéficiaire répond à une crise
- Dans le cas où d'autres bénéficiaires reçoivent des fonds en parallèle, soyez clair sur la manière dont vos résultats se rapportent aux résultats des autres bénéficiaires (nombre d'enfants atteints, salles de classe construites, enseignants formés, etc.), **afin d'éviter un double comptage**

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

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

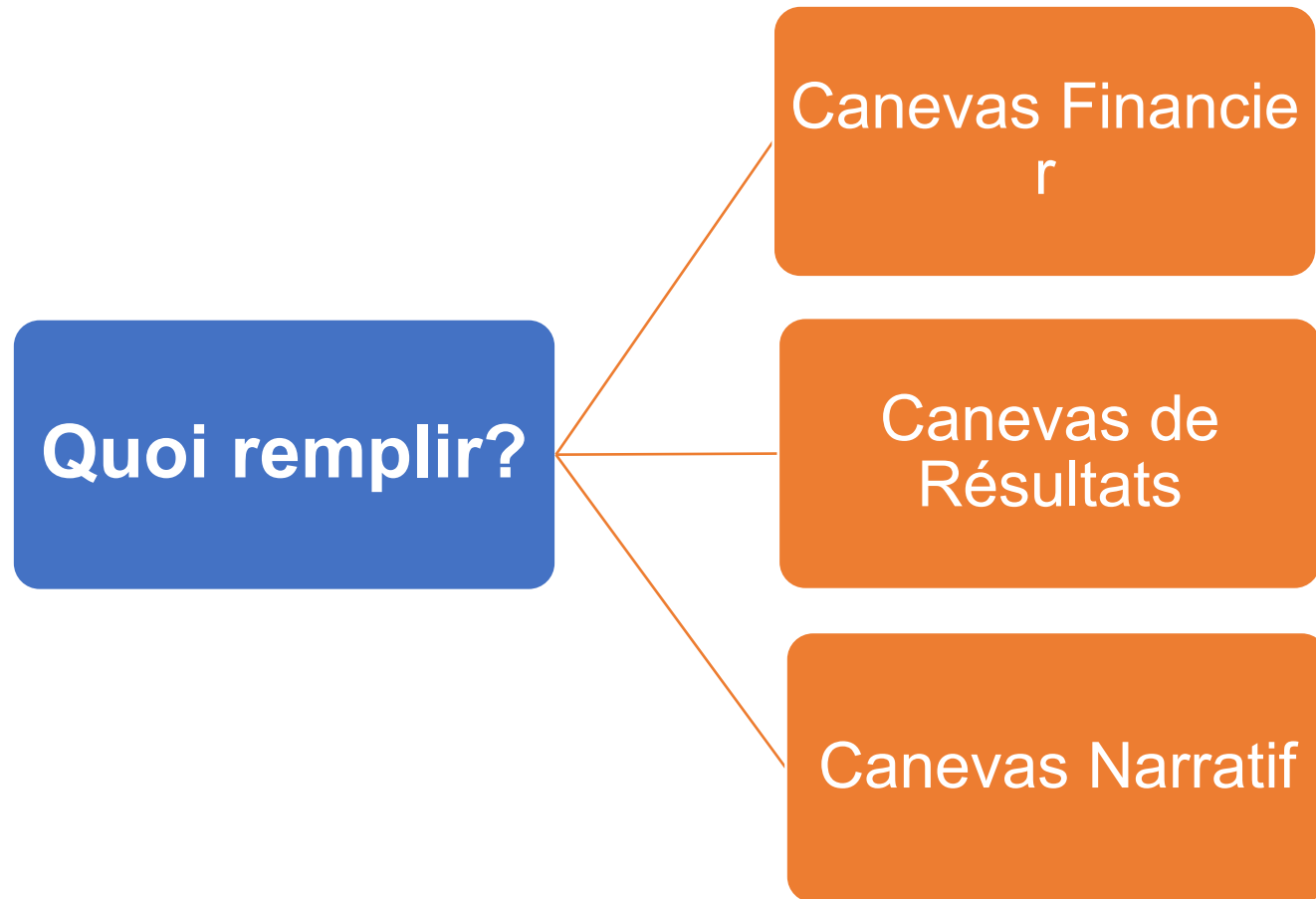
Dear all,

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
Total	US\$ 3,000,000	

- Le rapport financier est toujours individuel : par bénéficiaire.
- Si vous ne savez pas qui est votre bénéficiaire principal, veuillez contacter gm@un-ecw.org

Comment rapporter sur vos résultats (Rapport annuel et final)?



+ Annexes:

- De l'auto-évaluation de l'IASC MGA: <https://www.iascgenderwithagemarker.com/acceder-a-vos-informations-mga/>
- Rapports d'évaluation ou mesures des résultats (le cas échéant)
- Produits de communication (le cas échéant)
- Canevas de financement aligné (PPR uniquement)

Canevas Narratif



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>
Note: When this report is finalized, please submit it to ECW Secretariat using the Submit button via: https://un-ecw.jotform.com/212926185687971	
Make sure to include all other reporting documents including: <ul style="list-style-type: none">- Results framework template- Financial reporting template- IASC SAM self-assessment monitoring tool- Evaluation or outcome measurement reports (when relevant)- Media and communication products (when relevant)	

Canevas Narratif

WHAT

- Analyse situationnelle mise à jour
- Description des résultats obtenus – mis à jour
- Coordination et alignement (PPR uniquement) - nouvelle section
- Données et éléments de preuve (PPR uniquement) - nouvelle section
- Localisation – nouvelle section
- Redevabilité envers les populations affectées – nouvelle section
- Organisation chef de file pour l'égalité des sexes (PPR uniquement, avec une fonction GLO active) - nouvellement intégrée
- La voie à suivre
- Histoire d'intérêt humain

HOW

- Ne décrivez pas les activités, mais plutôt rendez compte des résultats obtenus grâce à ces activités.
- Incluez toutes les mesures que vous prenez en matière de durabilité environnementale et de changement climatique dans vos extraits et résultats, en particulier ceux qui sont focalisés sur créer un environnement d'apprentissage sûr.
- Partagez votre expérience d'apprentissage (leçons apprises, défis)



Les données du cadre de résultats doivent être cohérentes avec le rapport narratif !



But du rapport annuel / final

L'occasion d'une **réflexion collective** sur :

- Quelles ont été les principales réalisations et les principaux défis ?
- Quelles leçons avez-vous tirées de vos expériences et des nouvelles informations ?
- Qu'est-ce qui fonctionne, qu'est-ce qui ne fonctionne pas et qu'est-ce qui peut/doit être changé ?



**Nous recommandons que les partenaires organisent les discussions entre eux sur le rapport narratif annuel afin d'encourager un rapportage conjoint.*

Section 3 : Rapports sur les résultats

- Résumer les résultats des enfants atteints
- Désagréger et expliquer la différence entre ce qui a été ciblé et ce qui a été atteint

- Signaler les changements dans (1) la participation à l'éducation, (2) l'apprentissage holistique/le bien-être et (3) l'égalité des sexes.
- Les PPRs devraient travailler sur les trois domaines
- Les FERs, au moins en ce qui concerne la participation à l'éducation
- Fournissez des preuves de ces changements ou des plans de collecte de données.

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,² 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 : Rapports sur les résultats

- Mettre l'accent sur les « **produits** », y compris leur qualité, et la façon dont ils contribuent au changement au niveau des « **résultats** »
- Ne faites pas de rapport sur les activités.
- Rendre compte de ce que le programme a accompli collectivement; et non les réalisations des partenaires individuels

- Souligner où les efforts étaient transformateurs en matière de genre et promotion de l'inclusion
- Notez les mesures visant à promouvoir la durabilité environnementale ou répondre aux changements climatiques.

- Rendre compte des résultats du renforcement des capacités et des systèmes, en fonction de votre cadre de résultats.

3C. Provide a detailed description on progress towards the programme's expected outcomes³ and outputs⁴ 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 outcomes⁵ 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.

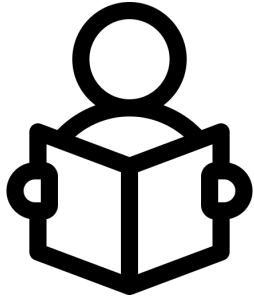
Pay special attention to gender transformative aspects and inclusion efforts including norms, attitudes, behaviour changes and policy/framework development. Address equity, inclusion, gender equality, and girls' empowerment, detailing interventions for vulnerable groups like adolescent girls, children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

Décrire la voie vers de meilleurs résultats



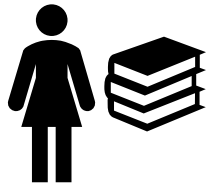
Décrivez les **résultats finaux**: p. ex.

- Augmentation de la participation, de la rétention et de l'achèvement de la scolarité
- Amélioration de l'apprentissage holistique et du bien-être, y compris changement des normes



Décrivez les **produits et résultats intermédiaires**: p. ex.

- Un enseignement et un apprentissage plus inclusifs et équitables entre les sexes
- De meilleurs soutiens et de meilleures conditions pour les enseignant·e·s
- Des politiques éducatives plus fortes, inclusives et sensibles au genre



Les enfants touchés par les produits : p. ex.

- Enfants recevant du matériel d'apprentissage (**bénéficiaire direct**)
- Enfants scolarisés dans des écoles réhabilitées par le programme (**bénéficiaire intermédiaire**)

Décrire dans le **rapport narratif** annuel/final (section 3) et dans l'onglet « **results template** » (en cas échéant)

Comptez dans l'onglet « **enfants touchés** » au **canevas de résultats**, mais ne comptez pas deux fois les enfants touchés par plusieurs interventions.

Exemple de rapport sur les résultats

“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.

Met l’accent sur les « produits », y compris leur qualité, plutôt que sur les activités, et les relie aux « résultats ».

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.

Utiliser les données pour étayer les résultats ; n’inclut pas de données/chiffres sans explication

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.”

Discuter des lacunes, des leçons et des plans d’amélioration.

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.⁶ 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

Faites attention à l'orientation: certaines sections ne sont pertinentes que pour les PPRs. Sauf indication contraire, elle s'applique à tous les programmes.

- Les réponses doivent s'appuyer sur la section 3, sans répétition.
- Mettre l'accent sur le changement au niveau des systèmes et les leçons apprises

- Faites référence aux chiffres du **Canevas de financement aligné**
- Discutez de la façon dont les fonds pour la crise ont été alignés.

- Complétez les évaluations, en tenant compte de vos réponses

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 total amount of new funding 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 total amount and percentage of new funding for programmes targeting the same type of beneficiaries as the MYRP that is strongly aligned and closely coordinating 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 in USD is targeting the same type of beneficiaries as the MYRP?	<u>[For pre-existing programmes only]</u> How much of the unspent funding amount in USD 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					

- Faites référence aux chiffres de financements totaux et financement alignés/coordonnés avec le PPR dans **le rapport narratif**.

Section 8: Gender Lead Organization

- Requis uniquement pour les PPRs avec une organisation responsable de genre (GLO)

- L'organisation point focale devrait collaborer avec le GLO pour rendre compte des fonctions du GLO et de sa contribution aux résultats du programme et au renforcement des systèmes

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]

Results Template / Canevas de Resultats

Clipboard Font Alignment Number Formatting 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.

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	TEXT Focal Point Name	TEXT Focal Point Email
Lead contact	John Smith	ismith@unicef.org
Gender lead FP*	Joseph Banda	jbanda@unicef.org
GLO contact	Michaela Chileshe	mchileshe@unicef.org
		OTHER CONTACT
		OTHER CONTACT
		OTHER CONTACT
		OTHER CONTACT

Reporting information

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	ismith@unicef.org	20-Dec-21	N/A
Reporting window 1	Annual	31-Dec-22	31-Mar-23	Submitted	ismith@unicef.org	25-Mar-23	Open form
Reporting window 2	Annual	31-Dec-23	31-Mar-24	Work in progress	ismith@unicef.org		Open form
Reporting window 3	Annual	31-Dec-24	31-Mar-25	Not initiated			Open form
Reporting window 4	Final	31-Dec-25	31-Mar-26	Not initiated			Open form
Reporting window 5				Not initiated			Open form
Reporting window 6				Not initiated			Open form

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Please use the link to confirm your submission.

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

Le Canevas de résultats

A remplir:



General / application information



Nombre d'enfants bénéficiaires



Indicateurs de votre cadre de résultats




Gender lead organization (GLO)*


Seulement pour les PPRs avec une fonction GLO active

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

 Forw

M

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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



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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	jsmith@unicef.org
Gender lead FP*	Joseph Banda	jbanda@unicef.org
GLO contact	Michaela Chileshe	mchileshe@unicef.org

*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

- Mettre à jour les informations de contact de chaque table du côté gauche (une table par bénéficiaire), y compris les fonctions et les adresses e-mail:

- Point focal de programme
- Gender Lead Organization (GLO) point focal
- Responsable M&E
- Etc.

- Mettre à jour le point focal de l'organisation "**Gender Lead Organization (GLO)** (PPR seulement)



General/Application Information tab (2/2)

Dans l'onglet 'General/application Information: Renseignez les personnes en charge du rapportage, ainsi que les dates de remplissages

Remplissez le formulaire en ligne pour confirmer votre rapportage

Reporting information

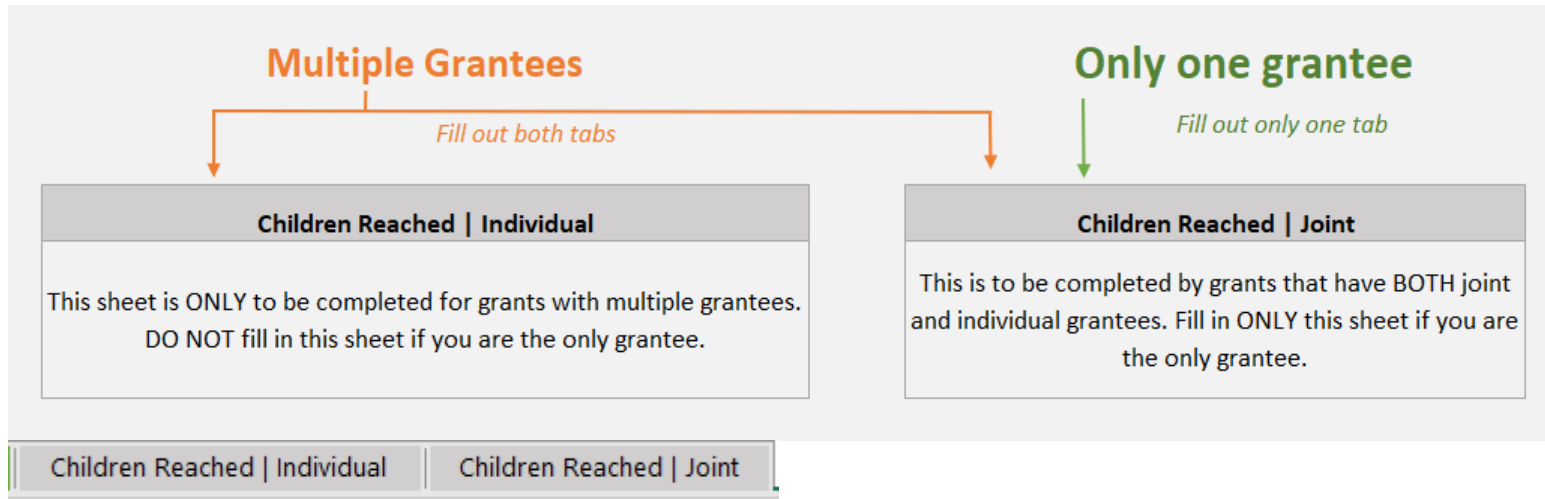
Report Year	Type of reporting	Reporting period up to	Submission Deadline	GRANTEE SECTION				ECW ADMIN SECTION	
				Submission status	Submitter email	Submission date	Submission confirmation link	M&E review	Education team review
Application	Application	N/A	N/A	Submitted	jsmith@unicef.org	20-Dec-21	N/A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

Selectionner le statut de votre rapportage au fur et à mesure. Une fois terminée, sélectionnez 'Submitted'

Children reached tab (1/3)



- Collecte le **nombre total d'enfants et adolescents bénéficiaires** (cibles et atteint).
- Rapport sur bénéficiaires individuellement (onglet : individual) mais aussi tous ensemble (onglet : joint)



- Contrôlez le risque de **double comptage** (entre les bénéficiaires/années)!

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



To include

Direct recipients of activities:

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

Intermediate beneficiaries



To include

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



Do not include

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)



- Entrez le nombre total d'enfants atteint depuis le début du programme!
- Désagrégation, pour chaque niveau!
- Ajouter les garçons et les filles en situation de handicap
- Pour les grantees qui rapportent pour la deux/troisième fois: ré-écrivez sur vos précédents résultats.
- Pour chaque table que vous remplissez: Entrer la date de votre rapportage
- Remplissez la colonne "Si besoin"

CHILDREN AND ADOLESCENTS REACHED JOINTLY														
TOTALS			AUTO				AUTO				MANUAL			
356,250	TARGET		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		
CHILDREN AND ADOLESCENTS REACHED			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	
Number of girls, boys, and dolescents (3-18 ears 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												
	TOTAL	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													
Number of girls, boys, and dolescents (3-18 ears 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												
	TOTAL	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
Total	



Vos résultats doivent couvrir toute la durée du programme: depuis le début jusqu'au 31 décembre 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

Compter le nombre total d'espaces d'apprentissage ciblés et atteints/soutenus!

Children reached (3/3)



- Utilisez le tableau automatisé pour suivre les progrès et planifier la marche à suivre.
- Mettre à jour les objectifs en fonction de l'évolution du contexte ou des fonds mobilisés (demander à ECW!)

ECW Goals for Grantees (auto)					
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

Cadre de Resultats



- Ajouter la valeur du résultat pour chaque indicateur de votre cadre de résultats.
- Ventiler par sexe (si possible)
- Colonne complète adaptée/accessible pour les enfants en situation de handicap
- Ajoutez des commentaires pour expliquer les détails.
- Comparez les résultats aux objectifs et décrivez-les dans un rapport narratif
- Si vous souhaitez mettre à jour des résultats existants, des formulations d'indicateurs et/ou des objectifs, demandez ECW!
- Ajouter de nouveaux résultats/indicateurs sous le cadre résultats (alerter/informer le ECW via : gm@ecw-un.org).
- Toujours aligner les données et le texte sur le rapport narratif et financier.

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	TEXT	TEXT
Total	Female	Male	How many are adapted/ accessible ?	Comments/details

Results Framework

Vos résultats doivent couvrir toute la durée du programme: depuis le début jusqu'au 31 décembre 2023



Gender Lead Organization*

Pour les PPRs avec la fonction GLO active



- Rappporter les resultats sur les 4 piliers de la fonction dans l'onglet GLO
- Nouveaux indicateurs de resultats *compare a 2022*
- Nouveaux indicateurs de produits *compare a 2022*
- Des rapports seront demandés pour les colonnes
 - Données de base (baseline)
 - Cibles
 - Résultats "Atteints Année 1" ou "Atteints Année 2".
- Un webinarre specifique sur les donnees GLO a rapporter sera organisé en **janvier 2024**

Pour toute question, utilisez le formulaire en ligne pour nous envoyer vos questions : <https://un-ecw.jotform.com/212936282904964>

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

A retenir!



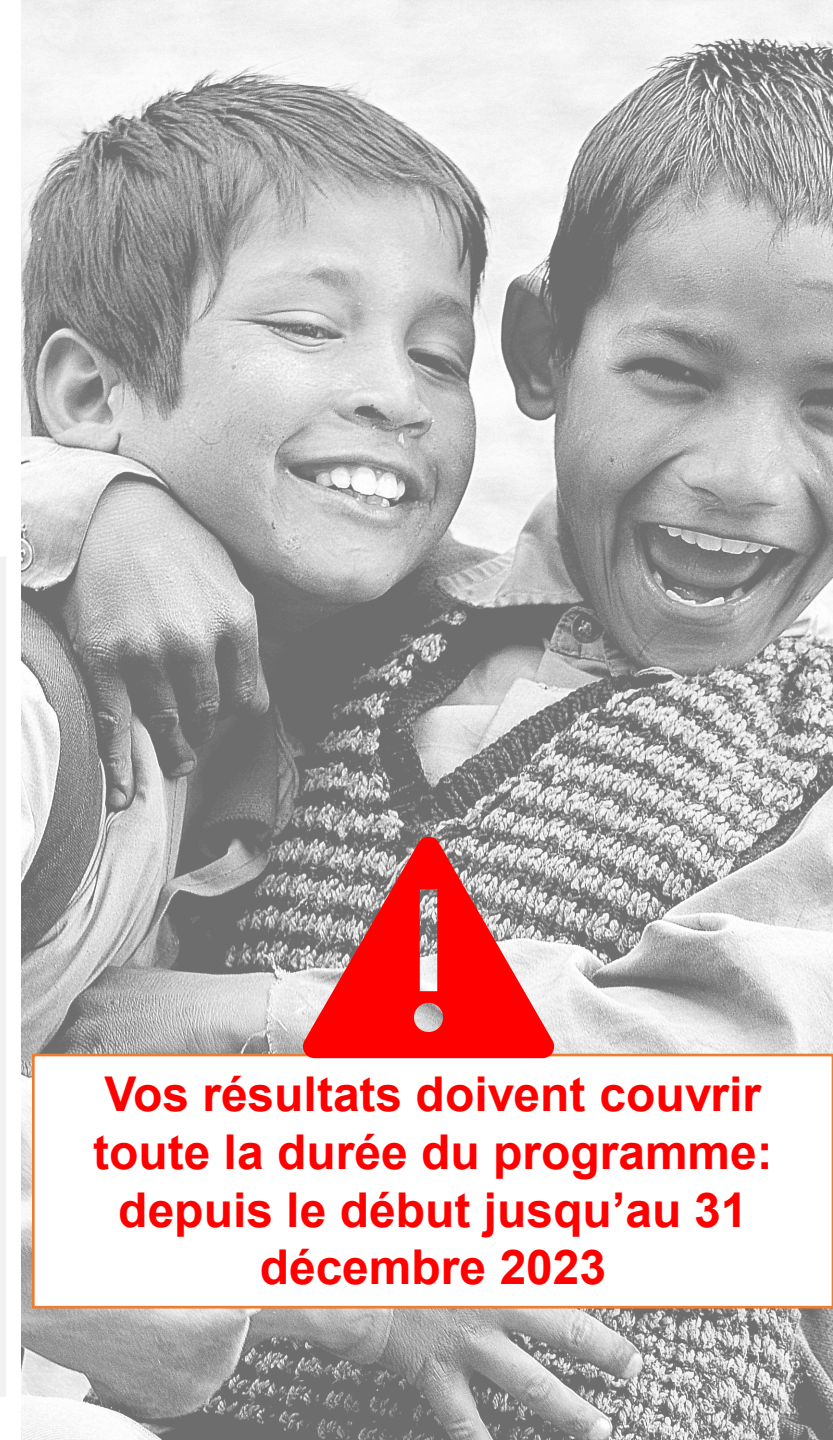
'Children targets and reached' tab

- Toujours **désagréger vos résultats** par sexe, niveau d'éducation (pre-primary, primary, secondary), handicap et type de bénéficiaire (IDP, réfugiés, affectés par les conflits)
- Ré-écrivez sur vos précédents résultats si vous rapportez pour la deux/troisième fois



'Results framework' (outputs and outcome)

- Quand c'est possible, désagréger vos résultats **par sexe**, assurez-vous que la somme fille + garçon soit bien égale au total
- Indicateurs sur le matériel d'apprentissage, les salles de classes, latrines...: toujours préciser combien sont **adaptées/accessibles** aux ESH
- Utilisez la colonne "commentaires":
 - Pour désagréger par type de bénéficiaire, niveau d'éducation
 - Expliquer si vous n'avez pas de résultats, ou toute autre information utile
- **Ne modifiez pas le format** du modèle
- Les informations dans le Canevas narratif et le Canevas de résultats doivent être **cohérentes (=même information) !**
- Assurez-vous que l' « **unité de mesure** » est **correcte** pour chaque indicateur



Vos résultats doivent couvrir toute la durée du programme: depuis le début jusqu'au 31 décembre 2023

Canevas de rapportage financier



Chaine de mise en oeuvre

Indiquer si des organisations de femmes locales, des organisations de personnes en situation de handicap ou des organisations de refugies ont reçu un budget pour la mise en œuvre du PPR. Le cas échéant, prière de rapporter les montants attribués par type d'organisation.

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 US\$	\$	600,000.00	AUTO
Difference	\$	(350,000.00)	AUTO

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

3

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

Informations
additionnelles
concernant le
rapportage



Final ou Annuel? Dans le cas où votre subvention s'est terminée en 2022

Vous trouverez plus de détails dans la directive relative au rapport. La version française sera disponible d'ici la semaine prochaine.

Date de fin de subvention

Entre le 1^{er} Janvier et le 30 Septembre d'une année civile donnée



Rapport Final

- Dans les six (6) mois suivant la fin de la subvention, un **rapport programmatique final** couvrant toute la période de la subvention est requis. À ce moment, merci de mettre à jour votre rapport financier sur le SharePoint d'ECW
- Dans les douze (12) mois suivant la fin de la subvention, un **rapport financier final certifié** couvrant toute la période de la subvention est requis

Rapport Annuel

- **Aucun rapport annuel n'est exigé** à la fin du mois de mars de l'année suivante.

Entre le 1^{er} Octobre et le 31 Décembre d'une année civile donnée



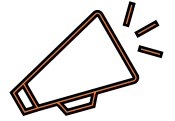
- Dans les **six (6) mois** suivant la fin de la subvention, un **rapport programmatique final** couvrant toute la période de la subvention est requis. À ce moment, merci de mettre à jour votre rapport financier sur le SharePoint d'ECW
- Dans les **douze (12) mois** suivant la fin de la subvention, un **rapport financier final certifié** couvrant toute la période de la subvention est requis

- Si le rapport final est soumis **avant le 31 mars** de l'année civile suivante, le **rapport annuel est supprimé**.
- Si le rapport final n'est **pas soumis avant la fin du 31 mars de l'année civile suivante**, un rapport annuel est requis avant la fin du mois de mars de l'année civile suivante.



Les rapports envoyés après le 31 mars ne seront pas acceptés !

Nouveaux changements et liens/ressources utiles



- Le rapport d'avancement (rapport de mi-année) n'est plus requis pour les investissements (Remarque : sauf pour les bénéficiaires de subventions de l'UNICEF qui ont signé le GCL avant décembre 2020).
- *Manuel de gestion des subventions pour les bénéficiaires* (en ligne) qui comprend le lien vers la ligne directrice sur les rapports. La version française sera disponible d'ici la semaine prochaine.
- *Ligne directrice sur les finances* (à paraître prochainement).
- Tous les enregistrements du webinaire, les questions-réponses (Q&A) et les ressources seront mis à disposition sur le site Web d'ECW (www.educationcannotwait.org). GM informera les participants dès qu'ils seront téléchargés.



Aucun rapport ne sera accepté après le 31 mars !!



**EDUCATION
CANNOT
WAIT**

The global fund for education in emergencies

Merci beaucoup!

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