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The global fund for education in emergencies

# ECW Reporting Webinar, 2025 AF Grantees





## Agenda

- |        |                            |
|--------|----------------------------|
| 10 min | Submission procedure       |
| 30 min | Narrative report template  |
| 30 min | Results report template    |
| 50 min | Q&A                        |
| 10 min | Useful resources and links |



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## HOW TO SUBMIT YOUR REPORTS TO ECW

**1**

ECW MAINTAINS REPORT TEMPLATES FOR EACH GRANTEE WITHIN ITS DATABASE.

**2**

USE THE ONLINE LINK REQUEST FORM TO OBTAIN LINKS TO YOUR GRANT TEMPLATES.

**3**

UTILIZE SUITABLE WEB APPLICATIONS TO UPDATE THE TEMPLATES ONLINE.

**4**

NOTIFY ECW OF YOUR REPORT COMPLETION USING THE ONLINE NOTIFICATION FORM.



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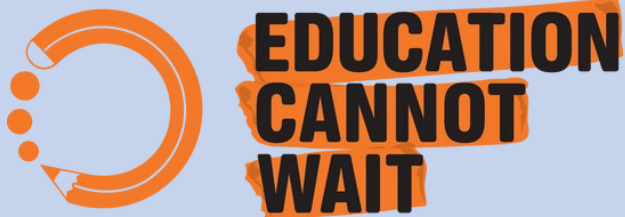
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## Significant Procedure Changes



- 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 no longer mandatory. You do not need to submit the copy with your reports.





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<b>Request the links to the online templates</b>	<b><a href="https://un-ecw.jotform.com/241482365349967">https://un-ecw.jotform.com/241482365349967</a></b>
<b>Notify the completion and submission</b>	<b><a href="https://un-ecw.jotform.com/243353455834965">https://un-ecw.jotform.com/243353455834965</a></b>
<b>Any questions regarding the reports</b>	<b><a href="https://un-ecw.jotform.com/241482365349967">https://un-ecw.jotform.com/241482365349967</a></b>



# Reporting on your results

## 1. Narrative (Word)

## 2. Results/program template (Excel)



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Annual/Final reporting - Joint Narrative report

Acceleration Facility

### 1. General Information

Programme title(s)	[If there are multiple grantees, please list all here]
Please indicate which theme(s) the programme relates most closely to (grantees can select more than one theme):	<div><input type="checkbox"/> Coordination/Localization</div> <div><input type="checkbox"/> Disability inclusion</div> <div><input type="checkbox"/> Holistic Learning and Education participation</div> <div><input type="checkbox"/> Gender equality</div> <div><input type="checkbox"/> Financing/Resource Mobilization</div> <div><input type="checkbox"/> Data and Evidence</div> <div><input type="checkbox"/> Climate Change</div> <div><input type="checkbox"/> Other</div>
If relevant, specify country/region of focus:	
ECW Grant Reference Number (found in Grant Confirmation Letter):	[If there are multiple grantees, please list all here]
Report submitting person contact details (name, position, email, organization)	[Please state the name and contact information of the person preparing the report for any eventual ECW follow-up questions]
Report co-authors contact details (name, position, email, organization)	[Please state the name and contact information of the person preparing the report for any eventual ECW follow-up questions]

ECW Results Template Application and Reporting - Results Framework AF								
Click on the <a href="#">HELPER</a> text above each column to access the field related guidance								
NUMBER	DROPDOWN	TEXT	DROPDOWN FOR OUTPUTS ONLY OR TEXT	TEXT	DROPDOWN	TEXT	YEAR	BASELINE
Numbering	Level	Result statement (same wording and order as in narrative application/report)	Indicator (Write directly your programme specific indicator, use the ECW Indicator Library tab)	Comments	Unit of measurement	Means of Verification	Year of Baseline	Baseline

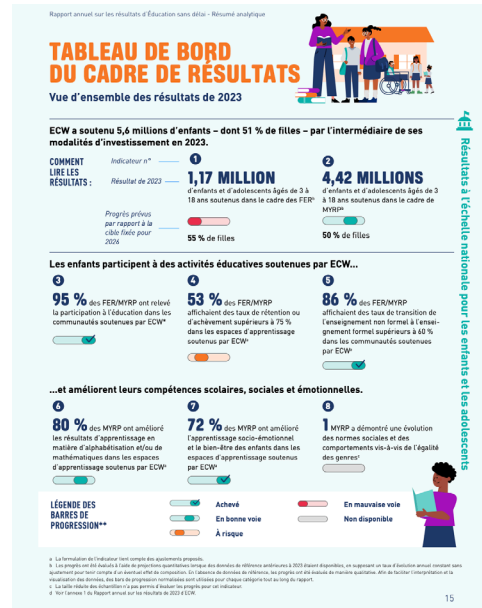
GuidanceECW Indicator LibraryGeneral informationResults Framework



# — Narrative Report

## Objectives

1. Understanding your results/achievements and challenges
2. Drawing out lessons learned from your initiatives to inform the broader sector

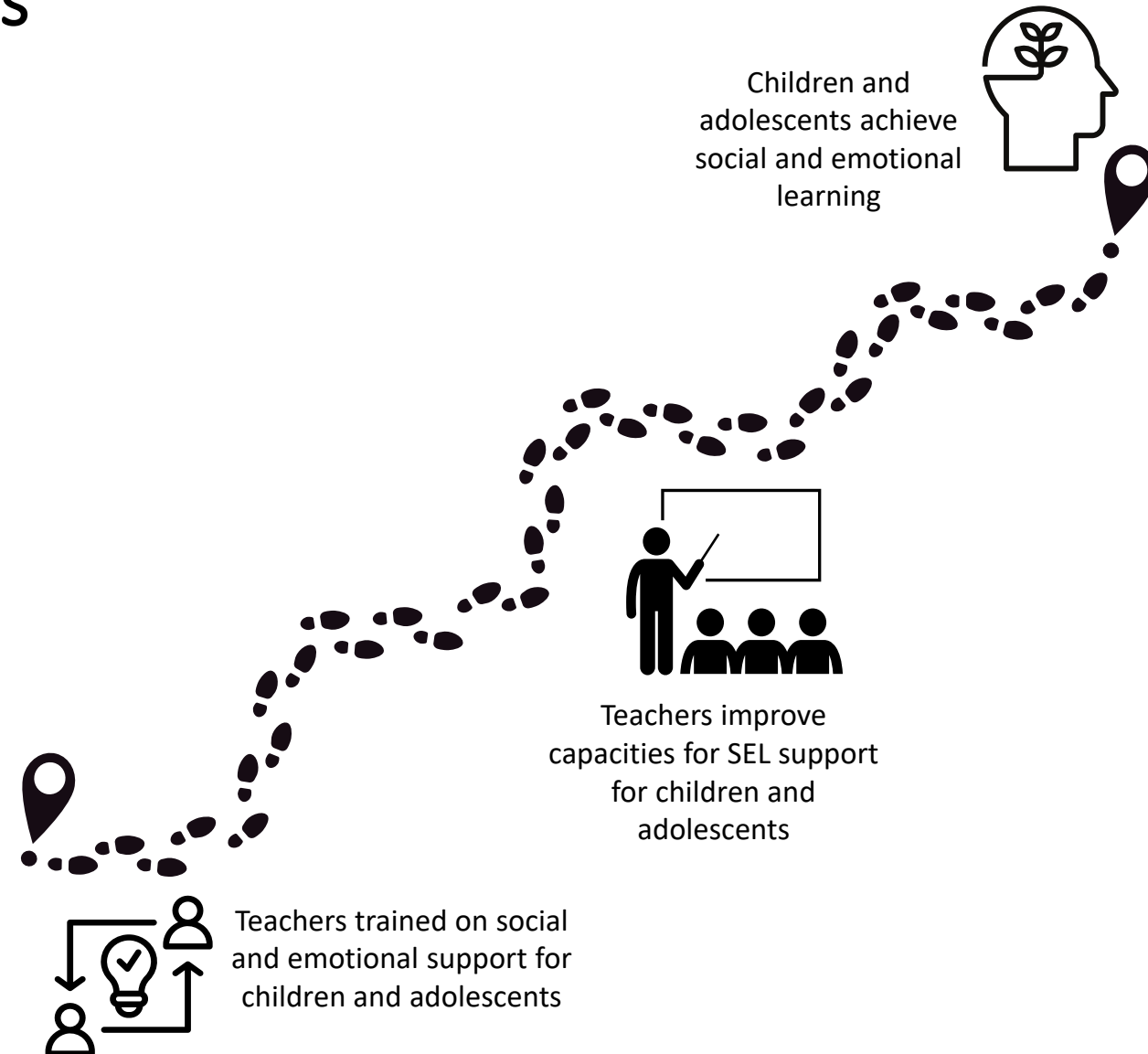


Section	Description
Section 1	General Information
Section 2	Updated situational analysis
Section 3	Results Reporting
Section 4	Coordination and Alignment
Section 5	Influencing global and regional institutions
Section 6	Knowledge products
Section 7	Ways Forward
Section 8	Human interest story



## Section 3: Programme Results

- Explain how the programme achieved its results, from **outputs** (services delivered)→ **intermediate outcomes** (capacities or the quality of settings or systems)→ **outcomes** (changes in attitudes, knowledge, behaviors or levels of functioning)
- Describe linkages with FERs and MYRPs and how the AF programme helped to advance country-level work.
- Discuss any knowledge exchange activities that were organized to promote evidence or insights generated by the programme





## ■ Tips for reporting results

“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.

*Focus on intermediate outcomes and outputs, 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.

*Use 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.”

*Reflect on lessons and plans for improvement*

## Section 4: Coordination and Alignment

- How did the AF work with global, regional and or national EIEPC actors to improve policies and approaches, data and evidence and/or financing for EIEPC?
- What have been the outcomes of improved coordination and alignment in the EIEPC sector?
- If relevant, discuss how AF has contributed to greater coherence across the humanitarian-development nexus at global and/or country level.





## Section 5: Influencing Global and Regional Policies

Have you developed and supported policies, approaches and standards that have influenced global or regional institutions?

Partnerships

Advocacy

Global Public Goods



*“products that enhance response, capacity-building, and results in education in emergencies and protracted crises. (...) such as research, data, tools, policies, (...) that benefit the EiEPC sector as a whole”*

Improved  
Capacities

Improved  
Systems

Improved  
Financing

## Sections 6: Knowledge Products

### Knowledge Products



New evidence-based insights and findings derived from primary or secondary data analysis

Evidence synthesis or systematic capturing of lessons learned used to inform action, in addition to evaluations

### Technical approaches and standards



Studies or assessments

Tools and guidance resources that serve as foundational global public goods for the wider EiEPC sector.



# Sections 6: Knowledge Products

## Knowledge Products



## Technical approaches and standards



Description of the product and key findings



Production

What methodology was used

How inclusive and participative was the process?



Dissemination

Was the product made accessible to different audiences with different needs and user profiles?

Was the product actively disseminated?

Towards whom, at what level and how was the product disseminated?



Uptake

How have you supported and monitored its uptake?

## ■ At the end of Sections 4-6, complete a self assessment



- ✓ Undertake a joint reflection with relevant partners to make rating on each dimension of the programme.
- ✓ Ratings should be anchored in narrative responses for sections 4-6. Substantiate the rating by describing tangible results.

**5B. Please rate the extent to which global and regional institutions have adopted policies, approaches, and standards that are supported or promoted by your programme. [Please put an X where relevant]:**

\_\_\_ None    \_\_\_ A small extent    \_\_\_ A moderate extent    \_\_\_ A significant extent

*Note: Programmes can define for themselves what constitutes small, moderate, or significant extent within their own context, but please include sufficient detail in the description. Scoring is preferably done jointly by grantees and/or partners during a workshop or via an (online) survey. Existing programme data, recent studies/evaluations can also be used to determine the scoring. Please keep in mind that the reporting on levels of adoption will not be used as an assessment of the programme's performance, but rather as an opportunity to learn about what factors contribute to greater adoption of policies, approaches, and standards.*



# General Tips for Reporting



For multi-partner programmes, reflect and report on results jointly



Understand the logic and flow of the report and avoid repetition between sections



Share lessons and deeper reflections to facilitate learning. Your reports will inform our Annual Results Report, and sector learning.







# Results Template

*Same document as  
your application*





# General Information tab

In the General 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 together with narrative and other documents*

## Reporting information

				GRANTEE SECTION				ECW ADMIN SECTION	
Report Year	Type of reporting	Reporting period up to	Submission Deadline	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"*



# Results Framework



ECW Results Template - Application and Reporting - Results Framework

[See Guidance Sheet for assistance](#)

NUMBER	DROPDOWN	TEXT	DROPDOWN OR TEXT
Number	Level	Result statement (same wording and order as in narrative application/report)	Indicator (Select from dropdown, indicator library or write your own indicator)
1	Outcome	Children affected by crises, in particular girls and children with disabilities, have fair and inclusive access to educational opportunities	Average attendance rate of ECW-supported boys, girls and adolescents (3-17 years) affected by conflict and/or crises in formal or non-formal education.
1	Outcome	Children affected by crises, in particular girls and children with disabilities, have fair and inclusive access to educational opportunities	Number of boys, girls and adolescents affected by conflict and/or crisis newly enrolled in education programmes supported by ECW
1.1	Output	Physical schooling capacity is increased in line with the norms and standards for inclusion and resilience to climate change	Number of preschool structures built in Logone Oriental and Ouaddai that meet quality and climate change resilience standards (MENPC)
1.1	Output	Physical schooling capacity is increased in line with the norms and standards for inclusion and resilience to climate change	Number of classrooms (including temporary learning spaces) built and/or equipped for primary, intermediate and CEBNF in Ouaddai and Logone Oriental (meeting quality and climate
1.2	Output	WASH facilities and menstrual hygiene management are improved to help keep girls in school	Number of adolescent girls affected by conflicts and/or crises supported by ECW who receive menstrual care kits, feminine hygiene kits or similar assistance in Ouaddai and Logone Oriental
1.2	Output	WASH facilities and menstrual hygiene management are improved to help keep girls in school	Number of latrines and water points built in schools targeted by MYRP 2 in Ouaddai and Logone Oriental
1.3	Output	School feeding is provided through locally-based and sustainable sources	Number of boys, girls and adolescents (aged 3 to 17) affected by conflict and/or crisis who receive a school feeding programme supported by ECW in Ouaddai and Logone Oriental

**Results should cover the entire duration of the programme: since beginning up to 31 December 2024**



ANNUAL REPORTING - Covers from 15-Nov-24 to 31-Dec-24

NUMBER	NUMBER	NUMBER	NUMBER	TEXT
Total	Female	Male	Children with disabilities	Comments/details

- ✓ Enter result values, disaggregate by sex and disability.
- ✓ Use comment boxes for details & outcome measurement approach/tool/sample.
- ✓ Compare results with targets and previous reporting values, explain in narrative.
- ✓ Add new results/indicators below the RF (alert/inform ECW)

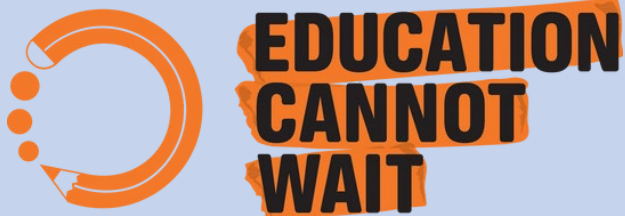
**"Make sure information and data is coherent across templates"**

# 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 !!**



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