



**EDUCATION
CANNOT
WAIT**

The global fund for education in emergencies

ECW Reporting Webinar, 2025



Agenda

- | | |
|--------|----------------------------|
| 10 min | Submission procedure |
| 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

How to Q&A



- During the webinar – Slido or Q&A. Please do not use chat for giving us your questions.

Slido link here: <https://app.sli.do/event/2GKA3t4NSSYgmwddejNG1r>

- After the webinar – Online question form. If you have additional colleagues who need the links to the online templates, please use this form to request them. Please do not ask individual ECW staff member to provide the link.



Link to be provided at the end of this webinar



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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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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.



The UN Global Fund for Education
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All the webinar recordings, Q&As and useful resources will be made available in the ECW website (www.educationcannotwait.org).

Request the links to the online templates	https://un-ecw.jotform.com/241482365349967
Notify the completion and submission	https://un-ecw.jotform.com/243353455834965
Any questions regarding the reports	https://un-ecw.jotform.com/241482365349967

Reporting on your results

1. Narrative (Word)

Education Cannot Wait
Annual/Final reporting - Joint Narrative report

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

Version Nov. 2023

1. General information

Country	
Geographical areas of implementation (By first and second level administrative divisions)	
Programme title	
Type of grant [please put an X where relevant]	___ FER ___ MYRP
ECW Grant Reference Number (found in Grant Confirmation Letter)	[If there are multiple grantees, please list all here]
Type of report [please put an X where relevant]	___ Annual report ___ 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? [please put an X where relevant]	___ Conflict only ___ Climate-disaster only (Flood) ___ Climate-disaster only (Drought) ___ Climate-disaster only (Cyclone/typhoon) ___ Complex crisis (including multiple drivers related to both climate-disaster and conflict)
Is the programme a refugee response? [please put an X where relevant]	___ Yes ___ No
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(s) and contact information of the co-authors of the report for any eventual ECW follow-up questions]

Note: When this report is finalized, please submit it to ECW Secretariat using the Submit button via: <https://un-ecw.softrm.com/2128065856879771>

Make sure to include all other reporting documents including:

- Results framework template
- Financial reporting template
- IASC GAM self-assessment monitoring tool
- Evaluation or outcome measurement reports (when relevant)
- Media and communication products (when relevant)

5/12

2. Results/program template (Excel)

AutoSave On | ECW Programme template - FER-MYRP | Last Modified: 20-Dec-24 | Search | Maurits Wilko Spoelder MW

File Home Insert Draw Page Layout Formulas Data Review View Automate Help

Paste Cut Copy Format Painter Clipboard Font Alignment Number Conditional Formatting Styles Cells Editing Analysis Sensitivity Add-ins

C7

Programme General Information FER and MYRP

Programme information

Country	BYECV	Investment Type	BYECV	Programme start date	MANUAL	Programme current end date	MANUAL
Lead grantee	BYECV	Grantee organisation	BYECV	GM GRN	BYECV	Programme ID	BYECV

Reporting overview

Report Year	Type of reporting	Reporting period up to	Submission Deadline	Submission status	Submitter email	Submission date	Submission status	Submitter email	Submission date	Submission confirmation link	M&E review	Finance review	Education team review
Reporting window 1	Add Start and End dates	Add Start and End dates		Not initiated			Not initiated			Open link	Not approved	Not approved	Not approved
Reporting window 2				Not initiated			Not initiated			Open link	Not approved	Not approved	Not approved
Reporting window 3				Not initiated			Not initiated			Open link	Not approved	Not approved	Not approved
Reporting window 4				Not initiated			Not initiated			Open link	Not approved	Not approved	Not approved
Reporting window 5				Not initiated			Not initiated			Open link	Not approved	Not approved	Not approved
Reporting window 6				Not initiated			Not initiated			Open link	Not approved	Not approved	Not approved

Grants contact information

Focal point	Name	Email
Lead contact		
Results		
Finance		

Guidance General information Indicator Library 1. Children reached 2. Results framework 3. GLO results 4. Budget and expenditures 5. Delivery chain mapping 6. Aligned funding

Ready Accessibility: Investigate Display Settings

Narrative Template

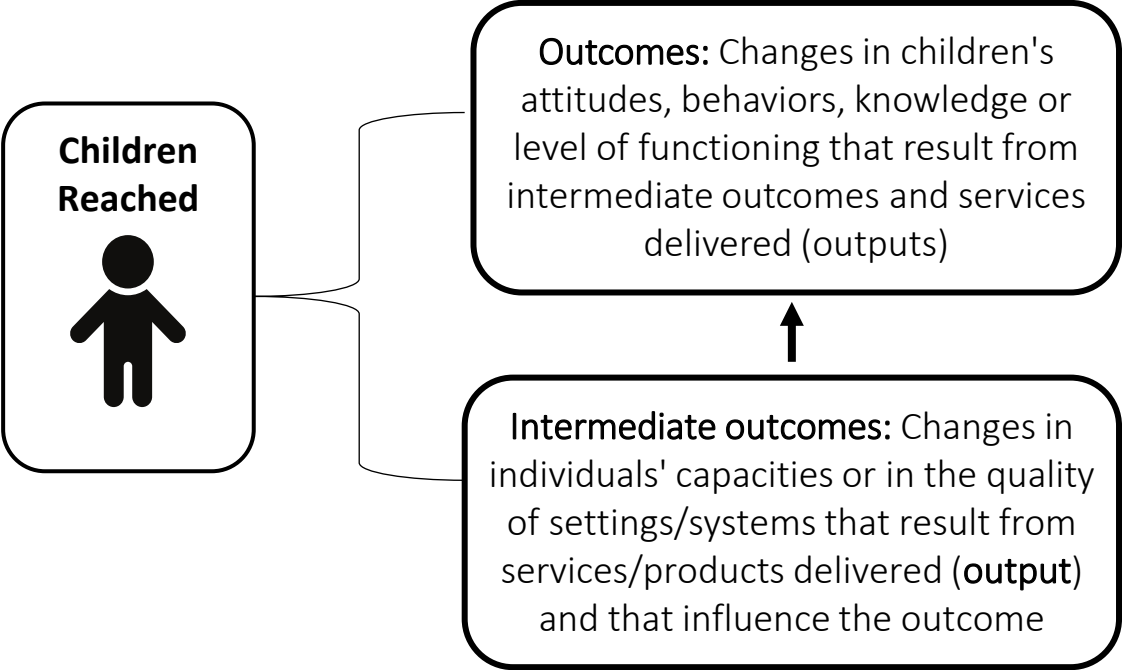
What is the purpose of annual/final narrative reporting? The purposes of ECW annual/final reporting are to: (1) understand in more detail progress towards your programme's anticipated (and unanticipated!) outcomes; and (2) understand qualitatively **how** and **why** results were achieved – or not – to support programmatic and organizational learning.

What sections of the narrative report do I need to complete – and how: MYRPs need to complete all sections. FERs need to complete sections 1-3, 6-7, and 9-10. **When reporting on progress towards your program's results (outcomes and outputs), describe results achieved by the program overall. Do not report individual grantees' results.**

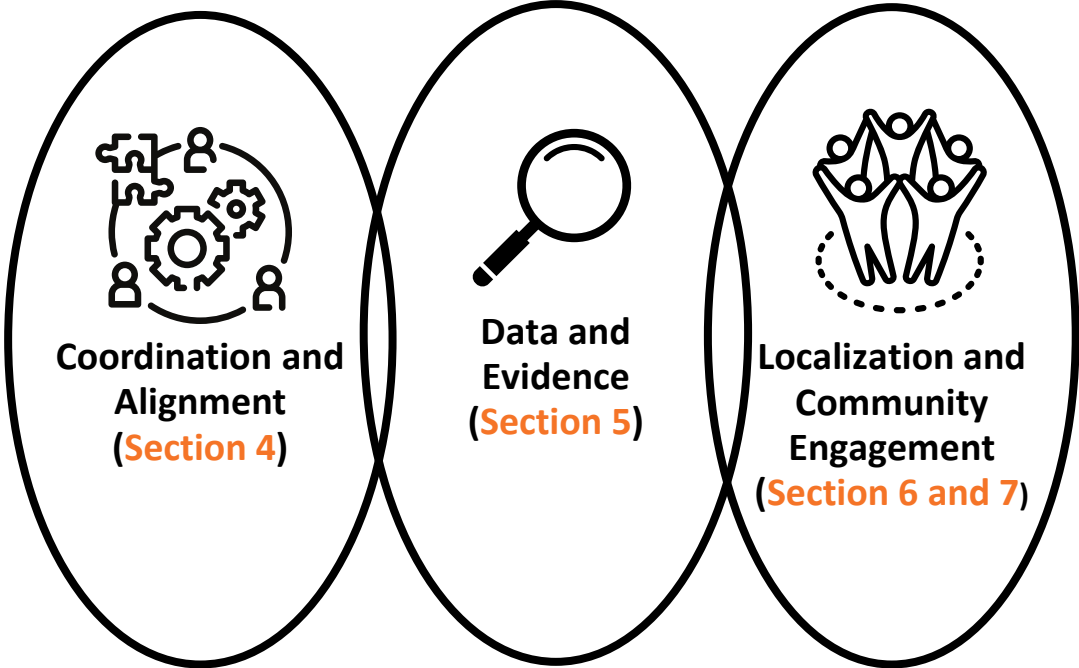
		I am reporting on a FER	I am reporting on a MYRP
Section 1	General information	✓	✓
Section 2	Updated situational analysis	✓	✓
Section 3	Results reporting	✓	✓
Section 4	Ways of working reporting – Coordination	x	✓
Section 5	Ways of working reporting – Data and evidence	x	✓
Section 6	Ways of working reporting – Localization	✓	✓
Section 7	Ways of working reporting – Engagement with affected populations	✓	✓
Section 8	Gender Lead Organization	x	✓
Section 9	Way forward	✓	✓
Section 10	Human interest story	✓	✓

The Narrative Report describes your programme’s pathway towards better results

Programme Results (Section 3)



Ways of Working



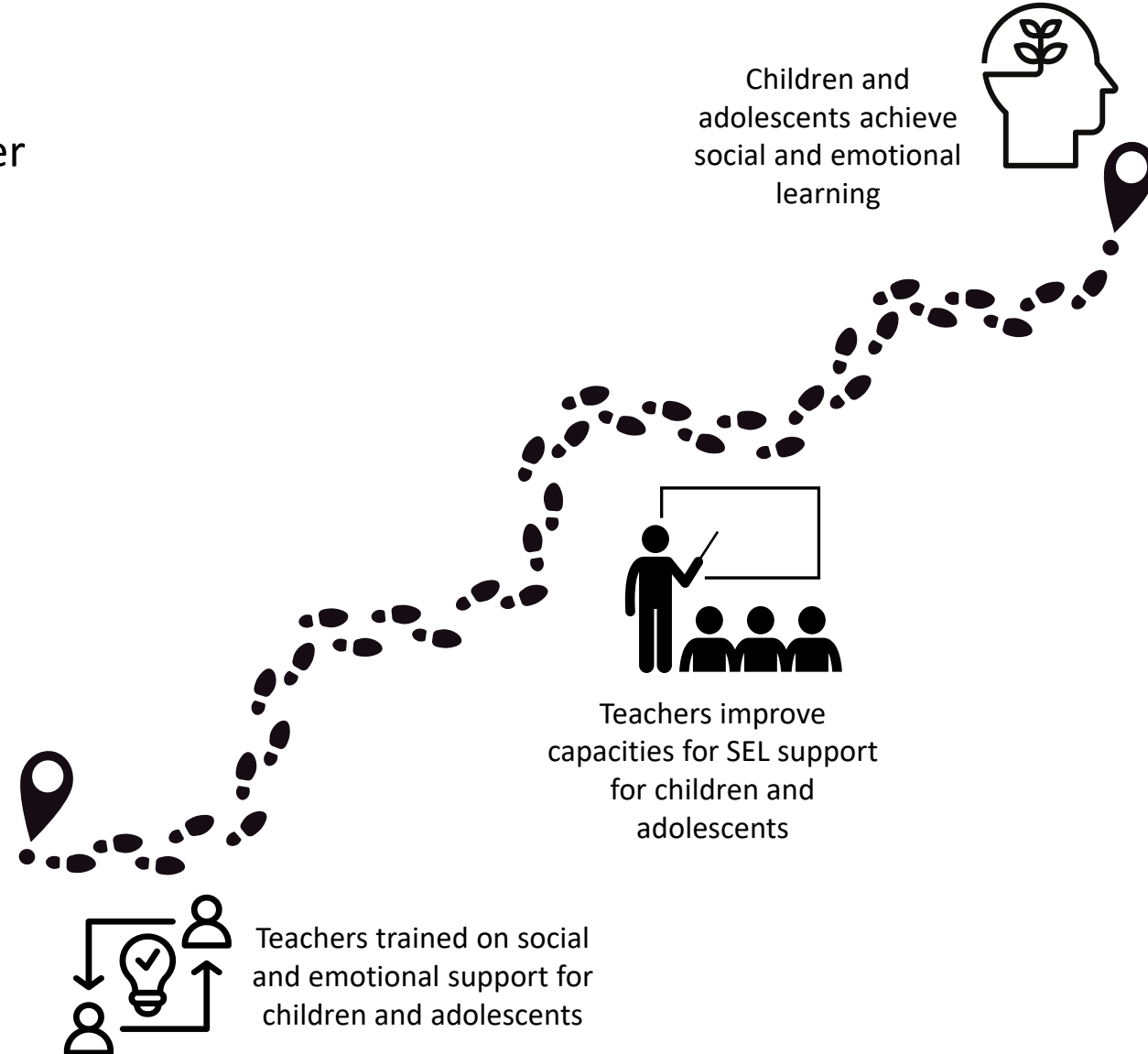
Resilient Education Systems
Sustainable Results for Children

Section 3: Programme Results – FERs and MYRPs

3A Children Reached: tell us about the total number of children reached referencing figures in **Excel Results Template**.

3B Outcomes Results: share progress towards each outcome and how intermediate outcomes and outputs contributed to the outcome with data

3C Lessons Learned: Synthesize lessons, success factors, barriers and other highlights across programme results.



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, 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.

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.”

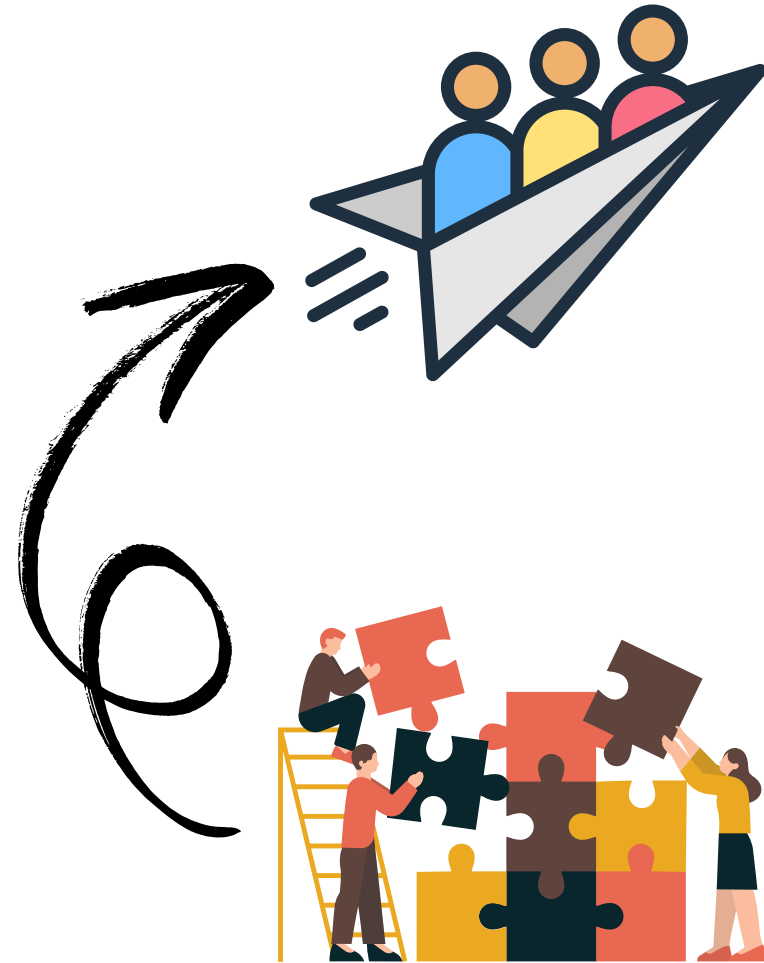
Reflect on lessons and plans for improvement

Section 4: Coordination and Alignment - MYRPs Only

4A Coordination Outcomes: tell us how the MYRP worked with other actors towards more sustainable and scalable results, providing examples of:

- ✓ *alignment* (harmonizing efforts towards same objective)
- ✓ *complementarity* (creating synergies with other efforts).

4B Coordination Processes: describe the coordination processes that the MYRP engaged in and how it contributed to a culture of collaboration across the humanitarian-development nexus.



4A Improved coordination and alignment outcomes

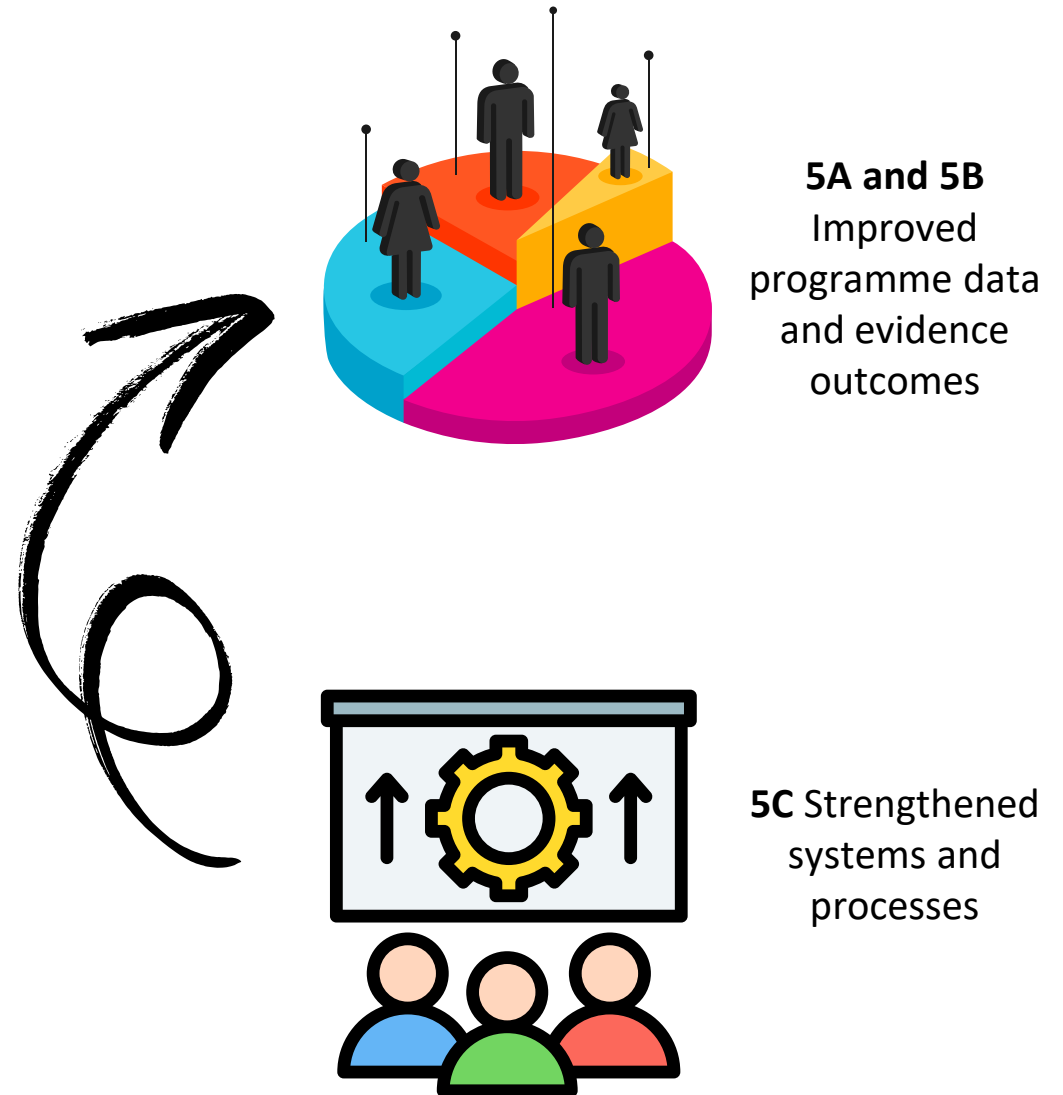
4B Strengthened systems and processes

Section 5: Data and Evidence- MYRPs Only

5A Programme outcome data: tell us how the programme collected and analyzed data to report on its outcome indicators. Include details in “Methods” column in the **Excel Results Template**.

5B Programme data (other): Describe other efforts to generate, share and use data through the programme.

5C Broader systems for data and evidence: Describe how the MYRP strengthened broader systems for generating, sharing, and using data and evidence related to EiEPC



Sections 6 and 7: Localization and Community Engagement - FERs and MYRPs

6A Describe meaningful Engagement with Local and National Actors (LNAs)—government and civil society groups, such as Local Women-led Organization, Organizations of Persons with Disabilities, and Refugee-led organizations—including:

- ✓ Facilitating participation of LNAs in programmes
- ✓ Allocating quality funding
- ✓ Engaging in equitable partnerships
- ✓ Capacity development support



7A Describe meaningful Engagement with Affected Populations throughout the programme, including:

- ✓ Strengthening accountability to communities
- ✓ Facilitating community participation in programmes
- ✓ Working through community-based response mechanisms and structures for sustainability



At the end of Sections 4-7, you are asked to complete a self assessment



- ✓ Undertake a joint reflection with relevant partners to make rating on each “way of working”.
- ✓ Ratings should be anchored in narrative responses for sections 4-7. Substantiate the rating by describing tangible results.

4C. Based on your responses about both the coordination processes and the results achieved from collaborating with others, **please rate the extent to which the MYRP has improved coordination and alignment.** In making this rating, please consider your responses to 4A-B: [please put an X where relevant]

___ None ___ A small extent ___ A moderate extent ___ A significant extent

6B. Based on your reflections and responses above, **please rate the extent to which the programme has contributed to improving meaningful engagement with L/NAs (including LWOs, OPDs, and RLOs):** [please put an X where relevant]

___ None ___ A small extent ___ A moderate extent ___ A significant extent

Section 8: Gender Lead Organization—MYRPs only with a GLO

- 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.

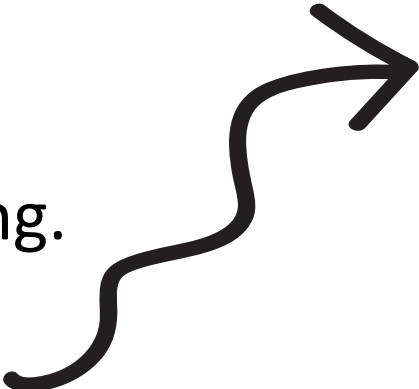
Also, report how the GLO contributed to in-country resource mobilization efforts of the MYRP. Emphasize the specific outputs, products, and services delivered, describing their significant contributions to the objectives.

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]

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](#).
- 



ENABLING FACTOR: PROVIDING FLEXIBLE AND ADAPTABLE PROGRAMMING FOR RAPID RESPONSE TO EVOLVING NEEDS

Climate change is associated with extreme and variable weather patterns. In sudden-onset emergencies due to climate hazards, such as tropical cyclones and floods, the resulting displacement of communities tends to occur for shorter periods of time than in conflict-related emergencies. Thus programmes responding to climate change have to be flexible and adaptive to evolving needs. A distinctive feature of ECW's programmes, particularly the FERs, is their ability to be nimble and adapt responses to best meet emerging priorities and ensure continuous access to safe and quality education in variable contexts.



For example, the FER in Pakistan (implemented by Acted and UNICEF) was initially focused on building temporary learning spaces following the floods in 2022. But as IDPs started to return to their communities of origin, the programme in 2023 shifted focus towards rehabilitation and recovery. Activities included dewatering in targeted areas and repairing damaged schools while working to re-enrol students in the formal system through community engagement.



Similarly in Chad, the FER implemented by UNICEF initially set out to build temporary learning spaces to accommodate children who had been internally displaced by floods. But as communities returned home, the programme shifted focus to preparedness activities in collaboration with the Ministry of National Education and Civic Promotion. Funds were repurposed for backfilling – a method used to mitigate erosion and stabilize foundations – of schools in areas at flood risk. Contingency stocks of tents and tarpaulins were pre-positioned to ensure access to education for approximately 27,500 children in the event of possible floods in 2023.



FERs in Ethiopia, Kenya and Somalia were developed in response to prolonged drought in the Horn of Africa. However, in all three countries, floods related to El Nino were an unexpected challenge and required a rapid shift in programmes. Many schools were damaged, and flood-displaced communities were sheltering in schools. In response, FER programmes implemented by Care, the Norwegian Refugee Council and UNICEF (among other partners) increased their focus on constructing and rehabilitating learning spaces, including temporary learning spaces.

Results Template

Same document as
your application

2024 version:
combines results with
financial information

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 ECW Secretariat
Grant end date	30-Jun-25	ADMIN by ECW Secretariat
Extension date		ADMIN by ECW Secretariat

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	j.smith@unicef.org	20-Dec-21	N/A
Reporting window 1	Annual	31-Dec-22	31-Mar-23	Submitted	j.smith@unicef.org	25-Mar-23	Open form
Reporting window 2	Annual	31-Dec-23	31-Mar-24	Work in progress	j.smith@unicef.org		Open form

GRANTEE 1 - LEAD GRANTEE

Grant reference number	22-E
Country	Zam
Organisation	UNICEF
Contact role	
Lead contact	Johr
Gender lead FP*	Jose
GLO contact	Micl

Programme General Information FER and MYRP

Programme information

Country	BY ECW	Investment Type	BY ECW	Programme start date	MANUAL	Programme current end date	MANUAL
Lead grantee	BY ECW	Grantee organisation	BY ECW	GM GRN	BY ECW	Programme ID	BY ECW

Reporting overview

Report Year	Type of reporting	Reporting period up to	Submission Deadline	Submission status	Submitter email	Submission date	Submission status	Submitter email	Submission date	Submission confirmation link
Reporting window 1	Add Start and End dates	Add Start and End dates		Not initiated			Not initiated			Open
Reporting window 2				Not initiated			Not initiated			Open
Reporting window 3				Not initiated			Not initiated			Open
Reporting window 4				Not initiated			Not initiated			Open
Reporting window 5				Not initiated			Not initiated			Open
Reporting window 6				Not initiated			Not initiated			Open

Grants contact information

Focal point	Name	Email
Lead contact		
Results		
Finance		
GLO		
Other (s)		

Total Allocation \$

Total allocation to gender targeted interventions 0%

Total allocation to local/national actors (LNAs) \$

allocated organization

Please use submit go



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	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

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

How to count children reached:



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.	

1. Control for double counting across:

- Time, reporting periods.
- Partners or grantees.
- Activities.

2. Children reached are counted since the start of the program.

3. The same approach of counting applies to teachers, education personnel, caregivers etc.

CHILDREN AND ADOLESCENTS REACHED JOINTLY



Results should cover the entire duration of the programme: since that start up to 31st December 2024

TOTALS	
70,300	TARGET
-	CHILDREN AND ADOLESCENTS REACHED

AUTO		AUTO		MANUAL	
Grant reference number: AUTO (for individual reporting only)	Enter information in the General information tab	Grantee organization: (auto)	Enter information in the General information tab	Date of last update: (dd-mmm-yy)	

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	4,500	3,500	16,000	15,000	-	-	-	-	20,500 (53%)	18,500	39,000
		Reached									-	-	
	IDP	Target	-	-	-	-					-	-	
		Reached									-	-	
	Other affected populations (including Host populations)	Target	3,000	2,500	[No Title] 5,800	8,000	-	-	-	-	8,800 (46%)	10,500	19,300
		Reached									-	-	
	Type of beneficiary unknown (choose only if you don't know the category of beneficiaries)	Target	-	-	-	-	-	-	-	-	-	-	
		Reached									-	-	
	TOTAL	Target	7,500	6,000	21,800	23,000	-	-	-	-	29,300 (50%)	29,000	58,300
		Reached	-	-	-	-	-	-	-	-	-	-	
	Children with disabilities (cross-cutting: for all type of beneficiaries)	Target									-	-	
		Reached									-	-	
NONFORMAL EDUCATION													
	Refugee	Target	2,000	2,000	4,000	4,000					6,000 (50%)	6,000	12,000
		Reached									-	-	

- ✓ Count cumulatively since the program started, update from previous report
- ✓ Avoid double counting across time, grantees/partners, activities.
- ✓ Disaggregate

- ✓ Update targets and make note in comment box (below the table).
- ✓ Enter the reporting date in top right blue box

Results Framework



ECW Results Template - Application and Reporting - Results Framework

[See Guidance Sheet for assistance](#)

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



- ✓ 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"

Gender Lead Organization (MYRPs only)

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



- ✓ Reporting works the same as the results template.
- ✓ 4 standard outcomes and related outputs of the gender lead organization (GLO) function.
- ✓ Add baseline values, targets, and report values in respective columns.



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

Aligned funding (MYRPs only)

Purpose:

- a) An overview of sectoral funding during the time of the MYRP.
- a) An assessment on the extent that this funding is aligned with the MYRP.

B	C	D	E	F	G
 ECW ALIGNED FUNDING TEMPLATE				MYRP start year :	2023
PROGRAMMES					
TEXT	TEXT	TEXT	YYYY	YYYY	NUMBER
Donor	Recipient agency	Programme name	Programme start year	Programme end year	Programme total funding in original currency
Oxfam	Children in Crisis	Emergency Project Improving Accounting in Education Sector	15-Jul-05	2023	\$13,559.00
European Commission's Humanitarian Aid and Civil Protection Department	UNICEF	Provision of lifesaving humanitarian nutrition, health, education, WASH, protection and multipurpose cash assistance to the most vulnerable/high-risk populations and children in Afghanistan (2023 portion of EUR 39.250.000 - Education)	15-Jul-05	2023	6,822,731.00
European Commission's Humanitarian Aid and Civil Protection Department	UNICEF	Provision of lifesaving humanitarian nutrition, health, education, WASH, protection and multipurpose cash assistance to the most vulnerable/high-risk populations and children in Afghanistan (2023 portion of EUR 20.500.000 - Education)	2023	2023	3,563,465.00

Guidance
General information
MYRP target groups information
Aligned funding
+



Finance Template



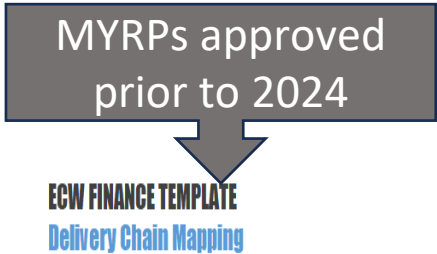
Gender Lead Organization (GLO) in the Budget and Expenditure tab

Programme costs - Per items			
	MANUAL	MANUAL	MANUAL
Cost description	Original budget	Revised budget	Expenses and commitments from 0-Jan-1900 to by Add Start and End dates (Add Start and End dates report)
GLO function (MYRPs only)			
Monitoring			
Learning outcome measurement (MYRPs only)			
Programme evaluation (MYRPs only)			
National partner institutional capacity development			
TOTAL PROGRAMME COSTS (auto):	\$ -	\$ -	\$ -

Insert GLO budget in column C and expenditures in Column E

Delivery Chain Mapping

Please indicate the amounts of funding allocated and disbursed to local CSOs (including women organizations, organizations of persons with disabilities, or refugee led organizations) and report these amounts in the appropriate columns:



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	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	TYPE OF ORGANIZATION Please select 'yes' if your organization meets the criteria described in the definition box -->		
					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



Completing this tab at the application stage is important to understand the consortium's approach to localization through disbursement of direct, multi-year funding to international and local organizations, particularly Local Women Organizations, Organizations of Persons with Disabilities, and Refugee Led Organizations.

This tab is to be completed by the ECW consortium in order to map the sub-grant to consortium partners. The consortium lead is expected to list the consortium partners that will receive funding. Only list organizations that receive funding directly from ECW grantee (i.e. consortium lead)

Please only list direct subgrantees								
Consortium partner	Consortium partner type	Total amount allocated/to be disbursed to Consortium Partner	Cumulative expenditure by consortium partner	Women-Led Organization*	Organization of Persons with Disabilities**	Refugee-Led Organization***	Comments	Date last updated



Additional Reporting Information

Deadlines (Final vs Annual)

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



No reports will be accepted after March 31 !!



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All the webinar recordings, Q&As and useful resources will be made available in the ECW website (www.educationcannotwait.org).

Request the links to the online templates	https://un-ecw.jotform.com/241482365349967
Notify the completion and submission	https://un-ecw.jotform.com/243353455834965
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