

COVID-19 AF RESPONSE: MITIGATION AND RECOVERY THEMATIC GRANT ALLOCATION

Key findings:

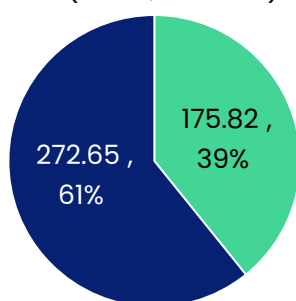
- The results presented in this document are based on the costing and coding of final program documents for COVID-19 AF.
- The main activities outlined in the grants can be categorized according to the following:

Equity: This category included activities on hygiene and psychosocial support programs, with priority support for the most vulnerable children, including children with disabilities.

Learning: This category largely included distance learning initiatives relevant to the country's context and needs, provision of learning materials, as well as support to teachers in distance and accelerated remedial learning programs.

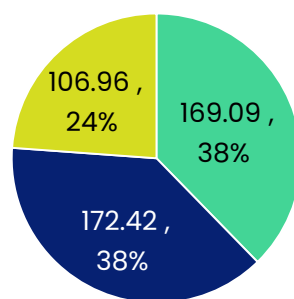
System Resilience and Reopening: This category included activities on system strengthening during the COVID-19 schools closure measure. The programs support preparations for the reopening of schools by ensuring that students and teachers can return to safe education facilities.

I. Grant allocation as costed
(in US\$ millions)



■ Mitigation
■ Recovery

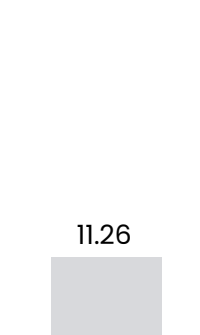
II. Grant allocation as costed, by category (in US\$ millions)



■ Equity
■ Learning
■ System resilience and reopening

Total Number of Grants	66
Total Grant Allocation (in US\$ million)	467.22
Number of Grants in FCAC countries	35
Total Grant Allocation in FCAC countries (in US\$ million)	255.34
Number of Grants with Private Sector Partnerships	24

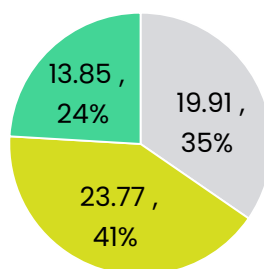
III. Psychosocial support programs (in US\$ million)



IV. Support to teachers (in US\$ million)

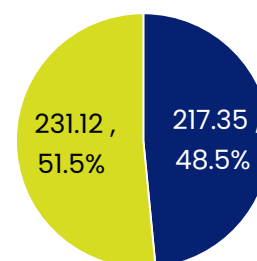


V. Distance learning methods (in US\$ millions)



■ No tech (printed materials)
■ Low tech (radio/TV)
■ Medium/High-tech (tablets/mobile/internet)

VI. Grant allocation by estimated beneficiaries (in US\$ millions)



■ Boys
■ Girls

Notes:

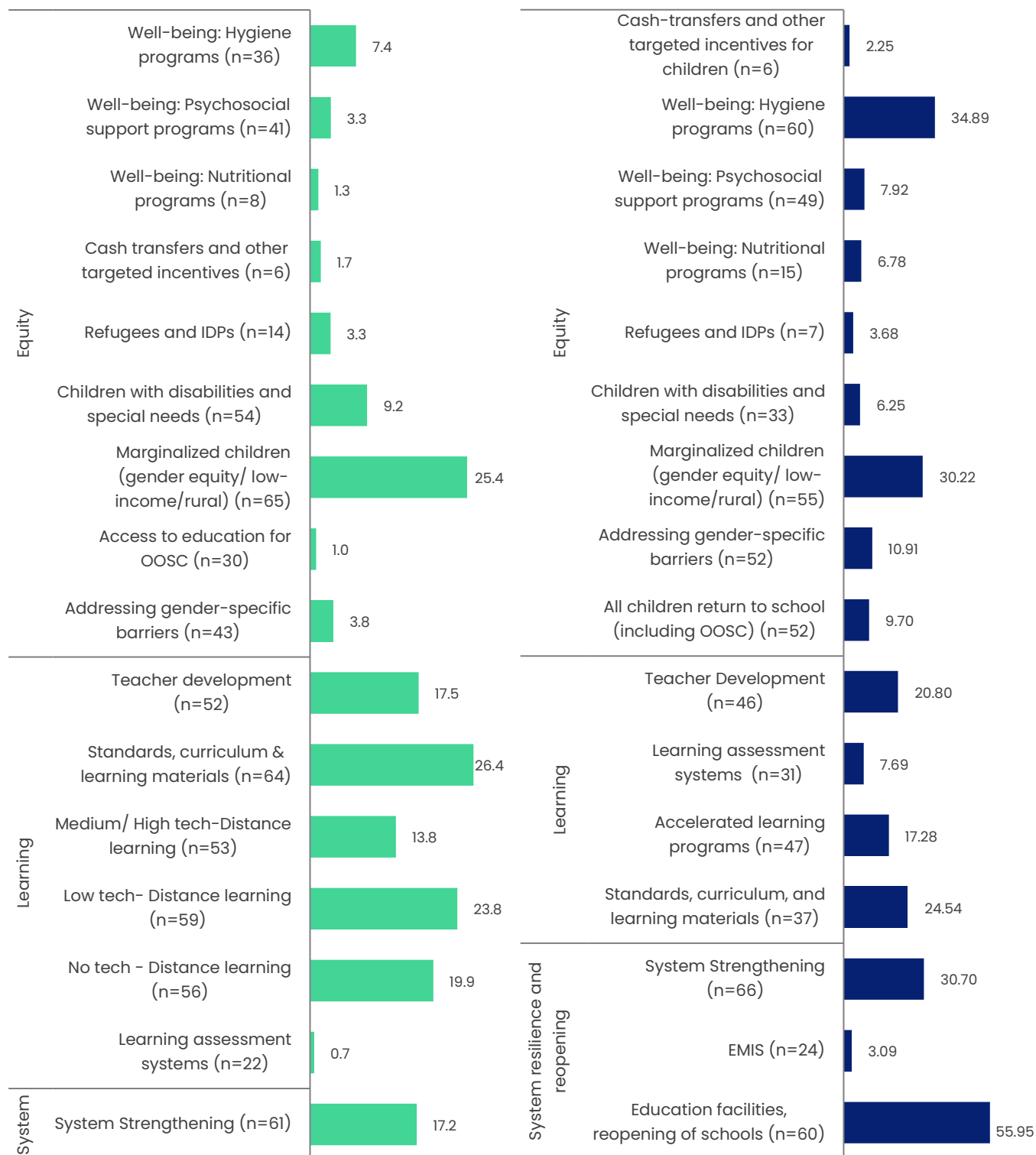
n= total of 66 grants coded (Afghanistan, Bangladesh, Benin, Bhutan, Burkina Faso, Burundi, Cambodia, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo DR, Congo Republic, Cote d'Ivoire, Djibouti, Ethiopia, Gambia, Ghana, Guinea, Guinea Bissau, Guyana, Haiti, Kenya, Kiribati, Lao PDR, Lesotho, Liberia, Madagascar, Malawi, Maldives, Mali, Marshall Islands, Mauritania, Micronesia, Mozambique, Myanmar, Nepal, Nicaragua, Niger, Nigeria, Pakistan, OECS, Papua New Guinea, Rwanda, Samoa, Sao Tome and Principe, Senegal, Sierra Leone, Solomon Islands, Federal Republic of Somalia, Somalia Puntland, Somalia Somaliland, South Sudan, Sudan, Tanzania Mainland, Tanzania Zanzibar, Timor-Leste, Togo, Tonga, Tuvalu, Uganda, Vanuatu, Yemen, Zambia and Zimbabwe).

Results provided are estimates based on documents and budgets reviewed at the time of grant approval. To be updated based on the revised documentation that will be resubmitted by the Grant Agents.

Grant allocation by thematic area (in US\$ million)

A. Mitigation: 33% out of the total allocation during mitigation corresponds to distance learning methods, mainly including printed materials, radio and tv. Emphasis is also placed on accessing standards, curriculum and learning materials, and preparing teachers to adapt to new distance learning methods, prioritizing the most vulnerable children. >80% of the grants include support to disability inclusion in remote learning content during school closings.

B. Recovery: 18% and 4% out of the total allocation during recovery correspond to well-being programs and activities related to back-to-school campaigns, respectively. Emphasis is also placed on strengthening resilient education systems to ensure a safe return to schools. Assessing the potential learning loss and effectiveness of distance learning methods to help plan for remedial courses. >80% of the grants have planned activities to address gender-specific barriers.



OOSC = out-of-school children ; EMIS= education management systems ; IDPs= internally displaced persons ; n= number of grants that have this theme.