



4 JANVIER 2021

DIRECTRICE GÉNÉRALE DU SECRÉTARIAT

ALLOCATION AU TITRE DE LA REQUÊTE DE FINANCEMENT ACCÉLÉRÉ DU BURUNDI

| Référence | Décision |
|-----------------------|---|
| CEO/2021/01-01 | <p>Allocation au titre de la requête de financement accéléré du Burundi</p> <p>En vertu des pouvoirs qui lui sont délégués par le Conseil d'administration, la Directrice générale :</p> <ol style="list-style-type: none">1. approuve une allocation au titre d'un financement accéléré, comme indiqué dans la requête soumise ainsi que dans la synthèse du tableau 1.2. demande à l'Administrateur fiduciaire de bloquer le transfert de 815 000 dollars jusqu'à ce que la condition stipulée dans le tableau 2 (ci-dessous) soit remplie.3. demande au Secrétariat :<ol style="list-style-type: none">a. de mentionner dans la notification d'approbation transmise au Burundi la recommandation et la condition stipulées au tableau 2.b. d'indiquer l'état d'avancement des points soulevés aux rubriques « recommandations » et « conditions » dans le rapport annuel sur la performance des financements, conformément à l'échéancier défini. |

Tableau 1 : Résumé de la requête et recommandations aux fins de l'allocation (en USD) :

| Pays : Burundi | | |
|-----------------------|--|------------------------------|
| a. | Allocation d'un ESPIG sous forme de financement accéléré | 9 380 000 |
| b. | Allocation sollicitée (100 %) | 9 380 000 |
| c. | Allocation recommandée | 9 380 000 |
| d. | Agent partenaire | UNICEF |
| e. | Commission de l'agent partenaire (% - montant) | 656 600 |
| f. | Coûts d'appui à la mise en œuvre encourus par l'agent partenaire | 469 000 ¹ |
| g. | Durée | 1 an, 6 mois |
| h. | Date de démarrage prévue | 1 ^{er} janvier 2021 |
| i. | Source de financement | Fonds du GPE |

Tableau 2 – Réunion d'examen : recommandations, comptes rendus et conditions

| Pays : Burundi | |
|-----------------------|--|
| Recommandation | Le Secrétariat a conscience que l'accès des enfants à l'éducation est régulièrement mis à mal dans les régions du pays sujettes aux catastrophes naturelles chroniques, comme les vents violents, les fortes pluies et les inondations, et que des solutions pérennes comme la construction des salles de classe détruites par les catastrophes s'imposent. Tout en approuvant l'inclusion de la construction des salles de classe dans la proposition de financement accéléré, le Secrétariat recommande en outre au gouvernement et à l'agent partenaire de communiquer conjointement au Groupe local des partenaires de l'éducation (GLPE) les écoles retenues pour bénéficier du programme de construction ainsi que le nombre cible d'enfants dont l'accès à l'école sera garanti par le programme. Le gouvernement et l'agent partenaire sont aussi encouragés à rendre régulièrement compte au GLPE de l'exécution et des résultats du programme de construction. |
| Compte rendu | Aucun |

¹ Ce montant doit être couvert par le financement et ne vient pas s'ajouter à celui-ci.

| | |
|------------------|--|
| Condition | Le Secrétariat note que la fourniture des manuels scolaires aux élèves des 5 ^e et 6 ^e années prévue dans la proposition est une intervention d'envergure nationale s'inscrivant dans le cadre de la réforme des programmes scolaires en cours dans le secteur, et qu'elle ne répond pas à un besoin humanitaire. Le Secrétariat estime, par conséquent, que cette activité n'est pas admissible dans le cadre du financement accéléré du GPE et demande que le montant correspondant, soit 815 000 dollars, soit réaffecté à des activités relevant du plan de réponse humanitaire. Ce montant sera bloqué jusqu'à ce que le pays présente au Secrétariat une proposition de réaffectation des fonds et que le Secrétariat juge que les activités proposées répondent aux normes de qualité. |
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Annexe A - Rapport du Secrétariat à l'étape III du processus d'examen de la qualité (uniquement disponible en anglais)

ANNEX A

Accelerated Funding – QAR Phase 3 – SECRETARIAT DELEGATED AUTHORITY

Program title: Program to Support Learning Continuity in Emergency Situations (PACASU – TUBARAMIRE)

Total program cost: US\$9.38 million, of which US\$469,000 for Grant Agent's Implementation Support Costs

Implementation period: 1 year, 6 months

Projected implementation start date: January 1, 2021

Grant Agent: UNICEF

1. ELIGIBILITY FOR ACCELERATED FUNDING

1.1 ELIGIBILITY FOR ACCELERATED FUNDING¹

Burundi meets the three eligibility criteria for accessing accelerated funding.

- (i) **Burundi is eligible for education sector program implementation grant program (ESPIG) funding.**² In December 2019, the GPE Board decided to provide an additional allocation for accelerated funding to Burundi, under which Burundi could access US\$9.38 million in accelerated funding, valid until the end of 2020 unless otherwise adjusted by the Board. The country is currently implementing a US\$25.6 million ESPIG and preparing an application to access a US\$21.3 million additional financing (to be submitted in January 2021), with AFD as grant agent for both allocations. A US\$7 million accelerated funding grant was approved on June 10, 2020, with UNICEF as grant agent, to respond to the impact of COVID-19 on the sector.
- (ii) **Burundi is affected by a crisis for which a humanitarian appeal has been launched and published by the UN Office of Coordination for Humanitarian Affairs, with education as a part of that appeal.** Humanitarian Response Plans (HRP) have been launched every year in Burundi for a number of years to address a protracted humanitarian situation. The current HRP³ was launched by OCHA in March 2020 and targets 630,000 out of the 1.74 million people identified as in need of humanitarian assistance. In July 2020, the HRP was updated to reflect additional interventions addressing the health and socioeconomic impact of the COVID-19 pandemic and to revise the response planned before the pandemic in view of the impact of COVID-19 measures on capacities to implement the HRP⁴. The updated HRP targets 887,000 people across the country. Education is part of the HRP 2020.
- (iii) **The application demonstrates that GPE funds will not displace government and/or other donor funds but will be in addition to other resources.** The humanitarian needs for education in Burundi outweigh the resources available. The original humanitarian response plan published in March 2020 is budgeted for a total of US\$114 million and includes a US\$1.7 million request to address needs identified by the Education Cluster. Further, this figure for the sector

¹ [GPE Guidelines for Accelerated Support in Emergency and Early Recovery Situations](#)

² This means the country has an active Maximum Country Allocation.

³ The Humanitarian Response Plan (HRP) is available at [this link](#).

⁴ The addendum to the HRP is available at [this link](#).

was revised upwards to US\$10 million (US\$4.2 million for the humanitarian response, plus US\$5.8 million matched specifically to COVID-19 response) in July 2020 with the publication of the addendum. The current update by OCHA indicates that no funding has been identified to respond to needs in the education sector under the HRP.⁵ It is important to recognize that needs which have also been identified in other Clusters (WASH, Protection, Nutrition) have a direct impact on the provision of education to children, which explains why the funding gap identified for the education sector can be considered to be larger than US\$10M. The country is also developing a resiliency plan, which will include consideration of the chronic natural disasters responded to with this proposal, and thus expand the scope (and financing gap) of the needs assessment conducted for the HRP. Although this application is being processed in December 2020, it remains highly relevant since the Accelerated Funding will support the HRP objectives with which the program is aligned and is responding to needs that have not been met and which will likely be considered as a basis for the next yearly HRP.

2. COUNTRY AND EDUCATION SECTOR EMERGENCY CONTEXT

2.1. COUNTRY BACKGROUND

The Republic of Burundi is a small landlocked country with a high population density⁶. A large share of the population is concentrated in the rural areas (87 percent)⁷ and the country's economy is largely reliant on its agricultural sector, which employs 80 percent of the labor force. 72.9 percent of the population lives below the poverty line of \$1.90 per day, which is nearly double the average for Sub-Saharan Africa (SSA) and for low-income countries. Poverty is concentrated in rural areas and in the North and Center-East regions, where the rate is triple than in Bujumbura⁸.

Burundi has experienced great political instability and many episodes of violence since its independence in 1962. Relative stability conducive to economic recovery returned to the country following the Arusha Peace and Reconciliation Agreement (2000). In May 2020, voting was organized for presidential, parliamentary and communal elections, and General Evariste Ndayishimiye was elected as new president, replacing Pierre Nkurunziza, who had spent 15 years in power and whose last reelection campaign in 2015 had triggered a social and political crisis.

The Government of Burundi and its partners, convened under the leadership of OCHA, have designed a new three-year Humanitarian Response Strategy (2020-2022) with a specific Humanitarian Response Plan (HRP) for the year 2020. Strategies are included to respond to humanitarian needs in several sectors, including education, in the context of a multi-faceted crisis. According to the HRP, 1.74 million people are needing humanitarian assistance this year, and they include more than 135,000 internally displaced persons (IDPs), of which 83 percent were displaced because of natural disasters (strong winds, floods, landslides) occurring across the country.⁹ While 330,000 Burundians are living as refugees in neighboring countries, with a majority in Tanzania¹⁰, more than 79,000 Burundians have returned on a voluntary basis since 2017 and the HRP intends to address their needs. The HRP also integrates plans to respond to the needs of more than 85,000 refugees living in Burundi, a majority of whom are from DR Congo¹¹.

⁵ See <https://fts.unocha.org/appeals/922/summary> accessed 12/7/20

⁶ 449 per km², UN Data 2019

⁷ World Bank data, 2019: <https://data.worldbank.org/indicator/SP.RUR.TOTL.ZS?locations=BI>

⁸ World Bank Country Partnership Framework (Fiscal years 2019-2023)

⁹ May 2020 data from HRP 2020 addendum (July 2020)

¹⁰ Other host countries are Congo DRC, Rwanda, Uganda.

¹¹ 85,894 refugees and asylum seekers were living in Burundi as of 10/31/19, with 98.5% of them from DRC (HRP/UNHCR)

Interventions under the HRP 2020 will be implemented across all 18 provinces of the country, but a number of provinces, particularly in the northern and eastern regions, will be prioritized because food insecurity is more pronounced and the numbers of IDPs and returnees are higher there.

COVID-19 will also have repercussions on Burundi's economy, which is facing a double shock of supply and demand. All productive sectors are expected to contract, including agriculture, an important pillar of the Burundian economy¹². The HRP, initially published in March 2020, was updated with an addendum released in July 2020 that reassessed humanitarian needs upwards and integrated additional needs linked directly to the impact of COVID-19.

| | |
|---|--|
| Burundi | |
| Population | 11.53 million ¹³ (2019, World Bank) |
| Human Development Index Ranking | 185 out of 189 countries ¹⁴ (2019, UNDP) |
| Learning-adjusted Years of School | Boys: 4.9 years, Girls: 5.5 years ¹⁵ (2020, World Bank) |
| GDP | US\$ 3.012 billion ¹⁶ (2019, World Bank) |
| GDP per capita | US\$ 261.2 ¹⁷ (2019, World Bank) |
| World Bank Income Classification Level | Low income ¹⁸ (2020, World Bank data) |

2.2 EDUCATION SECTOR OVERVIEW
2.2.1 Education Sector Context

Following the sociopolitical events of 2015, several development partners pulled out, the pooled fund was suspended, sector dialogue dwindled, the sector's internal funding shrank, and the macroeconomic environment was totally disrupted. Therefore, in collaboration with its development partners, the Government took up the option of developing a medium-term transitional plan (2018-2020 TEP), which was endorsed by the Government and the Development Partner Group (DPG) on May 31, 2018. The TEP has focused on basic education to support the basic education reform launched at the start of the 2013/2014 academic year and to meet the major challenges identified by the 2014 Education Country Status Report (CSR) and the analysis of risks and vulnerabilities conducted in 2017. The COVID-19 crisis has also required the Government to meet new and urgent needs in the education sector, which are being addressed through a dedicated response plan, but put additional constraints for achieving objectives of the

¹² Adapted from World Bank <https://www.worldbank.org/en/country/burundi/overview>
¹³ <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=BI>
¹⁴ http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/BDI.pdf
¹⁵ https://databank.worldbank.org/data/download/hci/HCI_2pager_BDI.pdf?cid=GGH_e_hcpexternal_en_ext
¹⁶ <https://data.worldbank.org/indicator/NY.GDP.MKTP.CD?locations=BI>
¹⁷ <https://data.worldbank.org/indicator/NY.GDP.PCAP.CD?locations=BI>
¹⁸ <https://datahelpdesk.worldbank.org/knowledgebase/articles/906519-world-bank-country-and-lending-groups>

TEP. The development of the next 10-year sector plan is underway in 2020, with the development of a comprehensive sector analysis¹⁹.

Access to education in Burundi has improved with the implementation of the 2013 reforms to basic education²⁰, however there is still significant progress to be made in the education system²¹. While enrolment rates are high overall at primary education and gender parity levels appear to be satisfactory with about as many girls enrolled as boys²², data published by UIS shows that a large share of children are not completing primary school²³, with a marked advantage for girls whose completion rate is 64.5 percent as opposed to 54.3 percent for boys in 2019 (gender parity index of 1.16)²⁴.

In terms of efficiency, the quality of education is in addition highly impacted by high repetition rates and high pupil/teacher ratios (PTR). At primary education, the repetition rate increased from 22.3 percent in 2015 to 26.3 percent in 2018²⁵ and the pupil/teacher ratio increased from 47 in 2015 to 56.3 in 2018²⁶. The school environment is characterized by school dropouts, which are caused by high repetition rates, household poverty, the opportunity cost of schooling, and chores for children.

As regards learning outcomes, Burundi posts higher average scores than the other countries that took part in the 2014 Program for the Analysis of Education Systems (Benin, Burkina Faso, Cameroon, Chad, Côte d'Ivoire, Niger, Republic of the Congo, Senegal, and Togo) in terms of reading and mathematics at the start and end of primary education. However, 21 percent of pupils present learning difficulties in reading in early grades and 43.5 percent at the end of their schooling, as demonstrated by the PASEC regional assessment.²⁷ Learning difficulties in the first year of schooling are the result of a number of factors, such as the assignment of less experienced teachers to the earlier grades, limited learning time, overcrowded classes, and pupil and teacher absenteeism. Transition from the use of Kirundi to French as language of instruction in grade 5, insufficient textbooks and an imbalanced distribution of textbooks across schools are other factors impacting negatively on learning outcomes

Other socioeconomic factors lead children and adolescents to drop out of school. The preliminary results of an out-of-school study on children and adolescents show that more than 50% of children between the ages of 4 and 19 living in provinces bordering other countries like Tanzania are out of school. These young people abandon school to go to neighboring countries to engage in low-paid seasonal work.²⁸ In addition, girls stand less chance of continuing with their studies in secondary education due to sexual violence. For many girls sexual violence is recurrent and often leads to unwanted pregnancies. Food insecurity is also another barrier to access school. According to WFP, in 2014, 7 percent of households were in acute food insecurity and 25 percent in moderate food insecurity. Children who do not live with their parents (orphans and fostered children) and children living with disabilities are also vulnerable and more at risk of being out of school.

¹⁹ The first draft of the education sector analysis has not yet been shared with development partners at the time of writing this report.

²⁰ Primary education (cycle 1-3) and lower secondary education (cycle 4) grouped in 9 years of study

²¹ Accelerated Funding program document, October 2020

²² Accelerated Funding program document, October 2020, p.7; UIS data: GER of 119.8% for boys, 118% for girls in 2019

²³ 59.4 percent completion rate, UIS 2019

²⁴ <http://uis.unesco.org/country/BI>

²⁵ Accelerated Funding program document, October 2020, p.8

²⁶ Joint sector review aide-memoire, April 2019

²⁷ 2014 PASEC and 2017 education sector analysis results.

²⁸ Accelerated Funding program document, October 2020, p.13

2.2.2 Education Sector Emergency Response Context

According to the HRP, the humanitarian response support for the education sector in 2020 aims to ensure continuity of learning for school-aged children who belong to returnee or internally displaced populations, as well as those affected by a natural disaster. The strategies proposed aim to enforce the right to education for these children and ensure that they gain key competencies in terms of survival and risk reduction. It would therefore contribute to reinforcing the protection of children against abuse and human trafficking that are risks affecting children who are not in school, according to the humanitarian needs overview (HNO) prepared as a basis for the HRP. The HRP has a special focus on girls' access to education, in particular those from displaced families, since they are more at risk of discontinuing their education compared to boys in certain areas.

While the HRP covers all 18 provinces of the country, humanitarian needs in the education sector are more acute in provinces located in the West (Bubanza), the North (Ngozi, Kirundo), and the East (Cankuzo, Muyinga and Ruyigi), considered as priority provinces²⁹. The July 2020 HRP addendum did not provide a specific update of priority provinces for the sector, but it did indicate targeting Bujumbura specifically which was affected by floods in April 2020, with an impact on school infrastructures.

Since schools have not closed during the pandemic, and limited support has been provided to implement the HRP in 2020, interventions designed as part of the initial March 2020 HRP have been maintained and include distributing kits to students and teachers, rehabilitating classrooms, referring students affected by trauma to specialized support services, and training teachers, school heads and members of school management committees on Education in Emergency, including on conflict prevention and management. With the July 2020 HRP addendum, specific interventions have been added to respond to the impact of COVID-19 on populations that are particularly vulnerable and who are already the target of the HRP. These interventions are part of the overall COVID-19 response plan for the education sector.

2.2.3 Sector/ Emergency Response Coordination

Education sector coordination works through Burundi's Local Education Group (LEG) known locally as the *Groupe du Secteur Education* (GSE). It is co-led by the Ministry of National Education and Scientific Research (MENRS) and UNICEF as coordinating agency. A large group of UN agencies, development banks, bilateral donors, INGOs, CSOs and teacher unions are represented in the LEG.

In terms of coordination of the emergency response, working groups have been set up in several sectors, including education, to bring together national authorities and their partners to design and implement sectoral response. UNICEF is a key partner of the Government in terms of the coordination of the emergency response for the sector. Together with the Education in Emergencies (EiE) Unit set up at the MENRS, UNICEF indeed co-chairs the EiE Working Group that brings together key EiE actors (OCHA, UNHCR, WFP, NGOs, etc.). The EiE Working Group was established in 2012 and replaced the then Education Cluster.

Considering the overlap in the representation of actors at the EiE Working Group and the larger LEG, and since UNICEF is co-chair for both, coordination between the two forums is enhanced. UNICEF is also co-lead for the Working Groups in the WASH and Nutrition sectors, which helps ensure strong intersectoral coordination.

²⁹ HRP 2020

HRP activities are meant to be implemented in collaboration with other sectors and local communities to ensure an integrated humanitarian response. For example, psychosocial support activities, the identification of children out of school and in the school system with special needs, as well the provision of catchup learning programs, are being implemented with the support of the Child Protection sector. The WASH sector will be involved for the construction of sanitation infrastructures adapted to schools. Members of civil society organizations and NGOs working in the education sector will be involved in implementing the HRP.

As regards implementation of the HRP in the sector, the application includes details on activities that have been supported so far, including the provision of students and teachers' kits, catchup learning programs, and classroom furniture, with funding from the Government, World Bank, UNICEF and China. Most of the sector activities identified in the HRP remain unfunded, however.

GPE also granted Burundi a US\$7 million accelerated funding to respond to the impact of COVID-19. The grant was approved in June 2020 and is based on the sector's COVID-19 response plan developed in March 2020, therefore preceding the July 2020 HRP addendum that reflects COVID-19 response interventions. The program will be implemented from June 2020 to November 2021 to support learning continuity in case of school closures (through distance learning based on print, radio, TV, online materials) and to facilitate keeping schools open or their reopening (notably through a WASH program, psychosocial support, awareness campaigns on COVID prevention, provision of hygiene and dignity kits, school canteens, students catchup measures). In addition to national, system-level activities, several activities will be specifically targeted to benefit the most vulnerable children, including girls, children in rural and suburban areas and children living with disabilities.

The current application demonstrates coherence between the approved COVID-19 accelerated funding grant, the approved ESPIG which started implementation in July 2019 and the proposed regular accelerated funding grants, in terms of types of interventions, types of populations targeted as well as targeted provinces.³⁰

ECW has not yet provided funding to Burundi, but it is expected that ECW will support the development of a Multi-Year Response Program in the country starting in 2021, with no specific budget attached to it yet.³¹

3. ACCELERATED FUNDING PROGRAM

3.1 PAST PERFORMANCE OF PRIOR ACCELERATED GRANT, IF APPLICABLE

This is not applicable for Burundi.

3.2 PROGRAM DESCRIPTION

The grant agent selection process was based on a transparent and inclusive process. Following a call for expression of interest, only UNICEF submitted an application. This application was reviewed and assessed by a team chaired by the Permanent Secretary of the Ministry of Education and comprised of key ministry stakeholders and donor partners. The grant agent was then endorsed by the LEG on April 24, 2020.

³⁰ A detailed convergence table was provided to the Secretariat as per its request.

³¹ Based on information provided to the GPE Secretariat as a member of ECW ExCom.

The project is based on and aligned with the Humanitarian Response Plan 2020 and needs identified by the EiE Working Group for school-aged children. Its overall objective is to ensure access to equitable, inclusive and quality education for 180,000 boys and girls³² aged 3 to 16, including children with special needs in the most vulnerable regions of the country (Ngozi, Bubanza, Cankuzo, Kirundo, Muyinga, Ruyigi, Makamba and Bujumbura). The project will specifically benefit (i) returnee and internally displaced children, (ii) children from the vulnerable host communities, (iii) children and teachers who were victims of natural disasters, and (iv) teachers and educational authorities. Because there are still significant disparities between boys and girls in terms of access to education in certain areas, including those targeted by this project, a particular focus will be placed on gender equality, and especially on girls living in displaced families.

The program is structured around four components in order to achieve the following main results:

Result 1: Children aged 3 to 16 (boys and girls) in targeted crises affected areas have access to an education adapted to their social-emotional needs. The main activities to be implemented to achieve this result include classroom construction, rehabilitation and equipment, including temporary classroom construction and equipment; provision of school kits and contingency stocks; school feeding; and 8 community awareness campaigns.

Result 2: Learning quality is strengthened. Result 2 is structured around trainings for teacher and school management committee members (on school management in emergency situations, pedagogical supervision of students, etc.); organization of remedial classes; and provision of teacher kits and textbooks.

Result 3: Children (boys and girls) and teachers affected by crises benefit from a psychosocial support. Main activities include the set-up of psychosocial units in targeted schools and the organization of related counseling sessions; and the referral of school personnel, particularly children, affected by serious psychological trauma to specialized centers.

Result 4: Project monitoring is ensured. Activities will focus on establishing a mechanism for instantaneous data collection in emergency contexts, including with training of local administration stakeholders on instantaneous data collection, analysis and use; and the support to the project monitoring and evaluation through M&E missions and reports.

The program includes three interventions that are not explicitly included in the education section of the HRP: school feeding, nationwide distribution of textbooks and classroom construction. School feeding is not included in the HRP under the Education cluster, but it is aligned to needs for school-aged children identified in the Nutrition cluster section of the HRP and the Secretariat thus considers the activity eligible for Accelerated Funding. The provision of textbooks for grades 5-6 students included in the proposal however is not aligned to the HRP: the activity is nationwide, part of the ongoing curricular reform, and not specifically targeted to a particular group of vulnerable children, or area, identified in the HRP. This activity is not considered eligible for Accelerated Funding, however other sources of funding could be drawn on to respond to this need.

The proposal includes an activity for the provision of 100 temporary classrooms (a key priority identified in the HRP) as well as the construction of 103 permanent classrooms. The latter activity is not included in the HRP; however, the EiE working group has recommended classroom construction as an important response to longer-term needs linked to the chronic crisis of heavy rains and flooding in the identified areas. The application confirms that the HRP only addresses the most acute humanitarian needs, often with activities

³² 91,800 girls are specifically targeted

that can be rapidly deployed (such as tent classrooms). It further notes that Government is currently developing a national resilience plan with the support of UNDP, and this plan is expected to include classroom construction. Targeting of the intervention follows the same criteria as the temporary classrooms – focusing on areas where classrooms have been destroyed or damaged by heavy rains and flooding, where there are severe vulnerabilities to future natural disasters, and where PTRs are high as a result. Given that this intervention responds to the same needs and with the same targeting as the temporary classrooms (though with an intervention approaches the chronic crisis from a resiliency building perspective), it is assessed as eligible under this Accelerated Funding grant.

Achievement of the program's four results will be supported and monitored by the grant agent, which will receive US\$469,000 to cover implementation support costs. Most of the funding and activities are focused on Result 1 (69.8%), followed by Result 2 (15.1%), Result 3 (6.1%), and Result 4 (3.8%). Please see table below for details.

Table A: Accelerated Funding Components and Costs

| | GPE Financing US\$ | % of total GPE |
|--|-----------------------------------|---------------------------|
| Total MCA | 9,380,000 | 100% |
| 1 Ensure access to education adapted to the socio-emotional needs of children and young people, girls and boys, of school age (3-16 years) affected by crises | 6,552,500 | 69.8% |
| 1.1 Classroom construction, rehabilitation and equipment | 3,530,500 | |
| 1.2 School supply provision | 1,650,000 | |
| 1.3 School meal provision | 1,292,000 | |
| 1.4 Awareness campaign on the importance of education and its management in emergency situations | 80,000 | |
| 2 Strengthening learning quality in emergency situations | 1,419,484 | 15.1% |
| 2.1 Training of educational staff on emergency situations | 45,000 | |
| 2.2 Organization of remedial classes | 360,000 | |
| 2.3 Pedagogical material and tool provision (textbooks, guides, kits) | 1,014,484 | |
| 3 Psychological support to children and educational staff affected by crises | 578,016 | 6.1% |
| 3.1 Set-up of a psychosocial support system for children and educational staff affected by humanitarian crises | 370,000 | |
| 3.2 Referral of children and educational staff affected by crises to specialized centers | 208,016 | |
| 4 Support to monitoring and evaluation of the project activities | 361,000 | 3.8% |
| 4.1 Set-up of a mechanism for instantaneous data collection in emergency contexts | 202,000 | |
| 4.2 Strengthening of staff capacity for M&E | 30,000 | |
| 4.3 Support to M&E missions | 129,000 | |
| Grant Agent's Implementation Support Costs* | 469,000 | 5.2% |
| GRAND TOTAL (with Grant Agent's Implementation Support Costs)* | 9,380,000 | 100% |
| Agency Fees** | 656,000 | 7% |

* Include Grant Agent's direct costs, such as Program Management, Administrative and other direct implementation costs.

** Agency Fee is not included in the allocation and is calculated as percentage rate (agreed with each GA) from the total grant.