318 million Learners continue to be affected due to COVID-19 related school closures

258 million Children were out of primary and secondary school before COVID-19

370 million Children have missed out on free or subsidized school meals during COVID-related school closures.

7.6 million Girls from pre-primary to secondary school are at risk of not returning to school as a result of COVID-19

HIGHLIGHTS

- UNICEF continued to ensure continuity of services, with special focus on supporting governments and partners to prioritize the safe reopening of schools and expanding access to early childhood development (ECD) programmes, which are so crucial in giving children the best start to life.

- UNICEF COVID-19 socio-economic impact survey show that 64 countries are introducing innovative and alternative mechanisms to support parents and caregivers to provide nurturing care for young children in the face of COVID-19, with UNICEF support.

- Globally, over 354 thousand schools are implementing safe school protocols. As part of this, UNICEF has supported rapid assessments and the provision of WASH services in priority schools, the development of national IPC protocols to ensure a safe reopening of schools, and procurement and distribution of cleaning and disinfection material.

- UNICEF has supported governments in the roll out of high-tech (online platforms) and low-tech (TV, radio, SMS, print) distance learning initiatives to reach and support the most disadvantaged and marginalized children. Over 274 million children have been supported with distance/home-based learning.

Measures for students at risk of exclusion from remote learning, by income group
FUNDING OVERVIEW AND PARTNERSHIPS

By mid-November, UNICEF received US$1.29 billion in generous contributions from the public and private sectors. The top resource partners for the COVID-19 response were the Global Partnership for Education, the United States, the United Kingdom of Great Britain and Northern Ireland, Japan and the World Bank. Global program partnerships and international financial institutions also stepped up and provided resources to respond to the pandemic, including support to continuous education activities. As of 1 December, UNICEF had utilized US$977.6 million for the COVID-19 response, of which US$428.5 million was used for supplies (including PPE, diagnostics and oxygen) and close to US$374.8 million was transferred and committed to implementing partners. This utilized amount includes funds received against the COVID-19 HAC appeal as well as other sources of funding such as regular resources and repurposed to support the response. In terms of transfers to implementing partners with funding received against the UNICEF COVID-19 global appeal, 44 per cent of disbursements were transferred to civil society organizations (including 26 per cent for national NGOs and community-based organization and 1 per cent academic institutions, and 16 per cent for international NGOs), and 56 per cent were transferred to governments. For information on the funding status of the US$1.93 billion UNICEF appeal, visit: www.unicef.org/coronavirus/donors-and-partners.

SITUATION OVERVIEW & HUMANITARIAN NEEDS

The COVID-19 pandemic continues to cause significant loss of life, disrupting livelihoods and threatening advances in health and global development. As of 4 December 2020, there have been over 70.2 million confirmed cases of coronavirus disease 2019 (COVID-19), with over 1.5 million deaths reported, including among children1.

The pandemic continues to accelerate, with cases and fatalities increasing across the globe. Burkina Faso, Cambodia, the People’s Republic of China, Latvia, Mauritania, Niger, Papua New Guinea, Senegal, Turkey and Yemen were amongst a number of countries registering a fifty-percentage point increase in COVID cases from 22-29 November.

The COVID-19 pandemic is exacerbating existing humanitarian emergencies. In Sudan, a second surge of COVID-19 is straining an already weak health system due to years of low funding, lack of trained personnel and essential medicines. Seven medical doctors died from COVID-19 in the past 10 days2. Sudan has reimposed restrictions, including the suspension of primary and secondary schools. The surge comes at a time when Sudan has welcomed in over 45,000 refugees from Ethiopia, a country that is also experiencing a surge in cases and fatalities. Before conflict erupted in Ethiopia’s northern Tigray region, the country was already battling one of the worst locust infestations in decades, including in the Tigray region3. Fuel, food and medical supplies are extremely low in the Tigray region as access is restricted. In Syria, cases and fatalities, particularly amongst healthcare workers, continue to rise as an already strained health care system deals with severe shortage of medicine and equipment. Cases in schools have sharply increased, demonstrating the challenges of preventing transmission in crowded schools or with poor/damaged infrastructure.4 According to UNHCR, conflict, insecurity, COVID-19 and deteriorating economic conditions are leading to a rise in trafficking of children, forced labor and forced recruitment by armed groups in Mali. More cases of child recruitment were documented in the first half of this year (230 cases) compared to the whole of 2019 (215 cases)5. As schools remain closed due to conflict, insecurity, COVID-19 and/or teachers’ strikes, children are being pushed to work in informal gold mines, particularly in Gao and Kidal where many areas are controlled by armed groups. Rapid child

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3 https://apnews.com/article/ethiopia-faces-war-virus-locusts-604afde8881b253de700c8ec360f7673
COVID-19 has exposed weaknesses in health systems across the globe in low, medium and high-income settings. Based on WHO’s global pulse survey data for the first 6 months of the pandemic, 90% of countries have experienced some level of healthcare disruption, with some services like routine immunization and family planning facing disruption levels above 60%. Before the pandemic, over five million children under five died every year from preventable causes, including from pneumonia, diarrhea, malaria and vaccine-preventable conditions. Almost 20 million children already go without vital vaccinations every year. Due to disruptions in routine immunization service delivery, many countries have postponed previously scheduled follow-up measles immunization campaigns resulting in the accumulation of susceptible young children, and consequent risks of measles outbreaks.

The added strain of the pandemic could worsen the situation of child malnutrition globally. In 2020, at least one in three children are not growing properly because of malnutrition, and at least two in three are not fed the minimum diet they need to grow, develop and learn to their full potential. Globally, almost 200 million children under 5 suffer from stunting, wasting, or both and at least 340 million from the hidden hunger of vitamin and mineral deficiencies. An analysis published in the Lancet on the impact of COVID-19 on nutrition indicates the number of children with wasting could increase by about 15 per cent (an addition 6.7 million children) over the first 12 months of the pandemic, with 80% of them in sub-Saharan Africa and South Asia.

COVID-19 has impacted the continuity of WASH services. According to UNICEF’s WASH survey in 75 countries, the most widespread drops in service coverage as compared to this time last year were seen in schools (where lower access to safe water, sanitation and hygiene were reported) and at the household level (where access to safe water services were strained). Before the pandemic, three billion people globally lacked soap and water at home, 818 million children lacked soap and water at their school (of high importance when children return to school), and 32 per cent of health care facilities were not equipped to practice hand hygiene at points of care. In 2019, a quarter of health care facilities worldwide still lacked basic water services, exposing 1.8 billion people, including health care workers and patients, to greater risk of infections.

Approximately 318 million learners continue to be affected due to COVID-19 related school closures (a decline from a peak of 1.5 billion learners affected on 4 April). A report published by UNESCO, UNICEF and the World Bank shows that schoolchildren in low- and lower-middle-income countries have already lost nearly four months of schooling since the start of the pandemic, compared to an average of six weeks among high-income countries. The same report shows that school children in low- and lower-middle income countries were less likely to have access to remote learning or to be monitored on a day-to-day basis by teachers and were more likely to have delays in their schools reopening. Before COVID-19, more than 175 million children – nearly half of all pre-primary-age children globally – were not enrolled in pre-primary education and 258 million children were out of primary and secondary school. About 370 million children missed out on free or subsidized school meals and the number of families struggling to put food on the table has doubled during the pandemic. Before the COVID-19 pandemic, the world was already struggling with a learning crisis. Even though most children were in school, about six in ten (617 million) primary school-age children (6 to 11 years old) and lower-secondary school-age adolescents (12 to 14 years old) were not achieving minimum proficiency levels in reading and mathematics. When not in school, girls face additional risks of child marriage and child pregnancy, and 7.6 million girls from pre-primary to secondary school are at risk of not returning to school as a result of COVID-19.

Violence prevention and response services have also been severely disrupted. Of the 136 countries that responded to a UNICEF Socio-economic Impact Survey of COVID-19 Response, 104 countries (home to over 1.8 billion children) reported a disruption in services related to violence against children. Globally, the number of children living in multidimensional poverty – without access to education, health, housing, nutrition, sanitation or water – is estimated to have soared by 15 per cent, or an additional 150 million children by mid-2020.

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7 This includes children stunted (144 million), wasted (47 million), and overweight (38 million) out of a total under 5 children population (676 million).

8 This refers to 200 million who are stunted or wasted (or both) often associated with an estimate of undernutrition (and does not include overweight).

9 https://data.unicef.org/resources/national-education-responses-to-covid19/

HUMANITARIAN LEADERSHIP, COORDINATION AND STRATEGY

With its dual humanitarian and development child rights mandate, and existing presence at the field, country and regional levels, UNICEF has a strong comparative advantage in its ability to address the scale of COVID-19 needs globally.

In humanitarian and public health emergencies, UNICEF’s response is guided by the Core Commitments for Children in Humanitarian Action and inter-agency standards. UNICEF contributes to both outbreak control and mitigation of the collateral impacts of the pandemic, including interruptions to water, sanitation and hygiene (WASH), health, nutrition, education, protection and other essential social services for children, women and vulnerable populations. The organization’s COVID-19 preparedness and response strategy aims to reduce transmission in affected countries and mitigate the impact of the pandemic on children, youth and their care providers, especially for the most vulnerable.

UNICEF works under the leadership of national governments and in close coordination with WHO, humanitarian country teams, United Nations country teams and civil society partners to protect children and their families from exposure to COVID-19, minimize the impacts of public health and social measures and minimize mortality.

As a member of the IASC, UNICEF has taken steps to ensure that implementing partners – including local civil society and national and international non-governmental organizations – have the flexibility needed to respond to COVID-19 and continue their important work. UNICEF has been organizing a series of webinars for non-governmental organization partners on UNICEF’s response to COVID-19 to ensure the continuity and strength of programming.

UNICEF is working with IASC partners to create a mechanism, in synergy with the ACT global access initiative, to secure access, allocation, distribution and implementation of COVID-19 medical products to populations affected by humanitarian emergencies that might not be included in national access mechanisms.

The coordination of the response relies on high-quality evaluative evidence, including real-time evidence, to ensure organizational learning and continuous improvement. Two approaches are emphasized at the global and decentralized levels: learning-focused evaluations for adaptive management; and summative evaluations to assess UNICEF’s overall response, including the results achieved for children. Summative evaluative exercises with sister United Nations agencies will also be prioritized to capture how the United Nations family is working together to achieve collective results.

GLOBAL COORDINATION AND TECHNICAL SUPPORT

UNICEF works within the United Nations-led architecture and government systems to ensure that the needs of children and women are included in guidance, and tools, response plans and country-level implementation. UNICEF is a member of the United Nations Crisis Management Team (CMT), which is composed of 10 United Nations agencies and hosted by the United Nations Operations and Crisis Centre.

UNICEF also plays a key role in the ACT-Accelerator and the COVAX facility, a global collaboration to accelerate the development, production and equitable access to new COVID-19 diagnostics, therapeutics and vaccines and strengthen health systems to deliver these new tools UNICEF will work with manufacturers and partners on the procurement of vaccine doses as well as freight, logistics and storage of COVID-19 vaccines, on behalf of the global COVAX Facility.

UNICEF is also a contributor and key partner to the WHO-led global response and the COVID-19 regional teams and incident management support teams. UNICEF regional offices are actively coordinating and collaborating with regional WHO incident management support teams. UNICEF is co-leading the RCCE pillar with IFRC and WHO and agencies are collectively contributing to the community readiness work for the rollout of a COVID-19 vaccine. At the technical level, UNICEF contributes to several WHO expert groups, including those developing technical guidance for case management, IPC, vaccine research and development and social science.

UNICEF procurement services are offered as a development cooperation mechanism to support countries’ access to quality and affordable essential supplies via UNICEF. When using procurement services, a government leverages its own domestically mobilized financial resources, which may include its budgetary funding or financing it has secured from third-party financing partners. During the COVID-19 emergency, governments with financial support from, for example, World Bank concessional loans and grants, have secured access to personal protective equipment, diagnostics and medical supplies, including oxygen therapy, via procurement services.
SUMMARY ANALYSIS OF PROGRAM RESPONSE

Strategic priority 1: Public health response to reduce novel coronavirus transmission and mortality

Since the start of the outbreak, UNICEF has shipped more than 126.1 million gloves, 189.2 million surgical masks, 13.5 million N95 respirators, 5.5 million gowns, 843,897 goggles, 2.6 million face shields, 16,290 oxygen concentrators and 2.9 million molecular diagnostics in support of 136 countries (total value $224.6 million). In view of meeting the demand expected until Q1 2021, UNICEF is ensuring supply availability and has supplies ready for dispatch for key products, such as 117.5 million surgical masks, 14.5 million N95 respirators, 2.8 million coveralls, 8.3 million surgical gowns, 8.8 million face shields, 963 oxygen concentrators, 25.9 million ampoules and tablets of Dexamethasone for therapeutic use and 107,688 molecular diagnostics.

Over 3.1 billion people have been reached with COVID-19 messaging, and over 252 million people have been engaged on COVID-19 through risk communication and community engagement actions. UNICEF and partners trained 2.4 million healthcare providers in the detection, referral and appropriate management of COVID-19 cases, and over 3.4 million healthcare facility staff and community health workers were trained in infection prevention and control (IPC), including in schools. For example, in Côte d’Ivoire, in partnership with the Ministry of Education, UNICEF organised trainings of trainers on the implementation of the health and safely protocol in school and its integration with UNICEF’s Three Star Approach for WASH in schools. A sensitization for the safe and healthy protocol for school was conducted in 243 schools with specific focus on handwashing practices. In India, UNICEF developed streamlined e-modules and a digital application that reached 33 districts to train teachers on critical COVID-19 and WASH behaviors and help them benchmark their respective school’s access to WASH facilities ahead of the annual WASH in Schools programming. In the Democratic Republic of Congo, UNICEF launched the “Turnkey Clean Hands Schools” initiative with 2,188 Healthy Schools that were supported with infection prevention and control materials to facilitate the start of the new school year for 888,747 students (421,920 girls and 466,827 boys).

Strategic priority 2: Continuity of health, HIV, nutrition, education, WASH, child protection, gender-based violence, social protection and other social services; assessing and responding to the immediate socio-economic impacts of the COVID-19 response

UNICEF continued to provide critical health, nutrition, education and social services and supplies.

To ensure continuity of access to essential health services, UNICEF has provided training and awareness/hygiene promotion sessions to health workers, volunteers and community leaders via a mix of online and face-to-face modalities. Almost 78 million children and women have received essential healthcare services in UNICEF supported facilities, and over 2.4 million healthcare providers have been trained in detection, referral and appropriate management of COVID-19 cases in these settings.

UNICEF continued to ensure continuity of access to essential nutrition services, including the protection of diets and practices, providing guidance and tools on how to breastfeed and support families in feeding their young children healthy diets while following hygiene and IPC practices. Special focus has been given to integrating nutrition services into early childhood development (ECD) programs and nutrition education programs. For example, in Viet Nam, COVID-19 messages were integrated into a comprehensive early childhood development program that is delivered via community platforms. In Somalia, UNICEF continued to provide a range of nutrition preventive and promotive services reaching 34,134 mothers and caretakers with infant and young child feeding counselling. In Bangladesh, UNICEF supported over 460,000 caregivers in nutrition counselling. Through these and other efforts, over 39 million caregivers of children have been reached with messages on breastfeeding in the context of COVID19.

UNICEF continued to reach populations with critical water, sanitation and hygiene supplies, including in schools, in line with safe school protocols. Globally, over 91 million people have been reached with critical WASH supplies (including hygiene items) and over 354 thousand schools are implementing safe school protocols to help mitigate COVID-19 transmission. In Moldova, UNICEF delivered liquid and solid soap, and sanitizer to each school and pre-school in the country. In Afghanistan, UNICEF provided masks, hand sanitizers, and hygiene kits for 126,000 students (60 percent girls) in 394 schools upon school reopening. In Senegal, UNICEF supported the procurement of hygiene and handwashing kits for 1,486 preschools, primary, lower and secondary schools including Quranic schools.

UNICEF is supporting governments and partners in 64 countries to introduce innovative and alternative mechanisms – including the Internet of Good Things, a global digital tool developed by UNICEF in partnership with Facebook in 2014 – to support...
parents and caregivers to provide nurturing care for young children in the face of COVID19. Parents have received information on how to prevent and identify symptoms of COVID-19 as well as access information to support positive parenting strategies.

UNICEF has supported governments in the roll out of various distance learning initiatives, ranging from high-tech (online platforms and apps) to low- or no-tech modalities (TV, radio, SMS, printed materials), focusing on learning modalities with the greatest reach to support the most disadvantaged and marginalized children. With UNICEF support, governments in Bangladesh, Somalia, Timor Leste and Zimbabwe have adopted a "Learning Passport" to provide children, parents, teachers and schools with access to high quality content. UNICEF South Africa is helping the government scale up mass e-learning, online and app-based access, in partnership with the private sector. To promote equal opportunities for learning among all children, UNICEF, together with government and partners in Kenya, have piloted the development of an accessible digital textbook using the principles of Universal Design for Learning. In Serbia, UNICEF is piloting open-source assistive technology that helps children with developmental difficulties and complex communication needs communicate more freely as well as learn and function independently. In Peru, UNICEF supported the Ministry of Education to provide inclusive distance learning options for children with disabilities. It is also distributing tablets with relevant content for indigenous and rural students to promote equitable learning opportunities. Globally, over 274 million children have been supported with distance/home based learning.

UNICEF continues to strengthen gender-based violence (GBV) risk mitigation across all programming areas within the COVID-19 response, including education. Overall, almost 75 million children, parents and primary caregivers have been provided with community based mental health and psychosocial support. UNICEF is also supporting governments to expand the coverage of social protection programs, provide top-ups, and simplify the administrative procedures to ensure that families in need are reached and supported. Globally, almost 47 million households are benefiting from new or additional social assistance measures provided by governments.
East Asia and Pacific Region

SITUATION OVERVIEW & HUMANITARIAN NEEDS

After most countries across the region reopened schools over the past few months, some countries have reclosed schools as a precautionary measure following the detection of community transmitted cases of COVID-19. Repeated typhoons and flooding are exacerbating the risk of increased disease burden, malnutrition, disruption to education and risks to protection, on top of the ongoing socio-economic impact of the pandemic in the region. Over 1.4 million COVID-19 cases and 34,372 deaths have been confirmed in the region, with Indonesia and the Philippines the most affected.

PROGRAM RESPONSE HIGHLIGHTS

UNICEF education and early childhood development teams continue to provide support to governments and partners in emergency response planning, establishing continuity of learning initiatives (TV, radio, online, print) during school closures, especially for the most marginalized children, as well as in advocacy and preparations for safe and sustainable school reopening. This support has been provided through direct technical support, development of guidance documents and knowledge and information exchange. UNICEF has worked to ensure the continuous delivery of quality integrated early childhood development services that address the holistic developmental needs of young children. In its response, UNICEF focuses both on short-term (immediate school reopening) and long-term approaches by working with governments to strengthen the resilience of the education systems for any future similar emergency.

PILLAR IN FOCUS: EDUCATION & /ECD

Timor-Leste: Since the start of the pandemic, UNICEF collaborated closely with the government to ensure learning continuity for children during school closures and the reopening of schools. UNICEF supported the Ministry of Education (MoE) in establishing the Eskola ba Uma (School Goes Home) radio and TV program to ensure children were able to continue their education, airing the first program less than a week after school closures. UNICEF also supported the MoE in launching the online 'Learning Passport' platform, reaching nearly 1,000 students within 48 hours of its launch. The 'Learning Passport' played an important role during school reopening in June, training more than 15,000 teachers, or 95 percent of the work force, in preparation for the safe reopening and operation of schools. UNICEF also supported a 'Back to School campaign' through the provision of supplies, including masks and hygiene equipment and the dissemination of messages.

Mongolia: UNICEF in collaboration with the Ministry of Education, Culture and Science (MOESC) and other partners from the Education Cluster, developed a pre-primary and basic education sector contingency plan for the pandemic, which was distributed along with safe school operation guidance to prepare 2,200 schools and kindergartens for reopening. UNICEF also provided support to the MOESC in developing an online portal with interactive and child centered content to accompany TV-based learning. This joint effort of UNICEF, UNESCO and UNFPA is expected to benefit about 400,000 young children, including children with disabilities. Jointly with Save the Children, UNICEF supported the printing and distribution of a parents’ guidebook to support home-based learning and school readiness, benefitting 81,000 children aged 5-6 years who will enroll in first grade.

Access to Continuous Education and Child Protection

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<tr>
<th>Access to Continuous Education and Child Protection</th>
<th>EAPR</th>
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<tbody>
<tr>
<td>Number of children supported with distance/home-based learning</td>
<td>70.8 M</td>
</tr>
<tr>
<td>Number of schools implementing safe school protocols (COVID-19 prevention and control)</td>
<td>126 K</td>
</tr>
<tr>
<td>Number of children without parental or family care provided with appropriate alternative care arrangements</td>
<td>519 K</td>
</tr>
</tbody>
</table>

9 COs reported results
10 COs reported results
7 COs reported results

Funding Received: $143.8 M
Funding Required: $162.0 M
Gap: 11%
Europe and Central Asia

Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Georgia, Kazakhstan, Kosovo (UNSCR 1244), Kyrgyzstan, Moldova, Montenegro, North Macedonia, Romania, Serbia, Tajikistan, Turkey, Turkmenistan, Ukraine and Uzbekistan. UNICEF is also present in Italy and Greece, supporting refugee and migrant populations.

SITUATION OVERVIEW & HUMANITARIAN NEEDS

The region has had a doubling of confirmed cases and fatalities since the last reporting period, confirming WHO’s November statement of an “explosion” of coronavirus cases in Europe, which has resulted in movement restrictions being re-imposed to cope with this second wave. Re-active or pro-active school closures were re-introduced, with approximately 32.1 million children in over half the countries affected by partially or fully closed schools. Different approaches have been used to determine whether schools should remain open including prioritizing vulnerable children, children of health workers or those in early grades; operating on a shift system; adjusting to community level COVID-19 transmission or parental reactions. Many countries identify inadequate water, hygiene and sanitation facilities and supplies in education facilities as a main difficulty for safe reopening. The pandemic has significantly interrupted education for pre-school and school age children, with underlying drivers of exclusion brought into sharper focus. While impact on learning losses is significant for many children, assessments show those from vulnerable households have been disproportionately affected. Reports indicate that over 35 per cent of young people face difficulties accessing online learning due to a lack of devices or internet connectivity. For example, in Montenegro, 45% of children in Roma and Egyptian minority communities were left without distance education access.

PROGRAM RESPONSE HIGHLIGHTS

UNICEF is supporting education through RCCE; outreach to vulnerable groups; teacher training; provision of psychosocial and mental health support to students; identification of children at-risk of dropping out and support to parents. Almost 290,000 teachers have been trained on digital, distance, and/or blended learning. Support to vulnerable children has included assuring safety and hygiene measures (seven countries), mental health and psychosocial support (six countries), and translation or adaptation of key messages (nine countries). Over 940,000 parents and caregivers of young children have benefited from ECD counseling and parenting support to strengthen their capacity to support home learning and ensure overall child wellbeing. UNICEF continues to support continuity of learning, providing countries with guidance on safe re-opening of schools and preschools, including a comprehensive guidance (Considerations) on reopening and remote learning.

PILLAR IN FOCUS: EDUCATION/ECD

Turkey: UNICEF has provided 75,000 learn-at-home kits for both Syrian and Turkish vulnerable children and support to online Education Information Network (EBA). This approach has been extended to offline environments through the use of vehicles for mobile Wi-Fi hubs, thereby bringing connectivity, digital inclusive learning and systems for creation and sharing of digital content.

Georgia: UNICEF launched a special television broadcast and a Facebook-based platform geared towards helping parents of children with disabilities to support their children’s learning.

Kyrgyzstan: UNICEF supported the filming of 374 lessons for the preschool and pre-primary programs for the first and second academic quarters. All lessons are being broadcast on television according to the schedule approved by the Ministry of Education and Science.

<table>
<thead>
<tr>
<th>Access to Continuous Education and Child Protection</th>
<th>ECAR</th>
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<tbody>
<tr>
<td>Number of children supported with distance/home-based learning</td>
<td>27.1 M 64%</td>
</tr>
<tr>
<td>Number of schools implementing safe school protocols (COVID-19 prevention and control)</td>
<td>51 K 168%</td>
</tr>
<tr>
<td>Number of children without parental or family care provided with appropriate alternative care arrangements</td>
<td>30 K 85%</td>
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SITUATION OVERVIEW & HUMANITARIAN NEEDS

Case rates and death rates continue to increase in multiple countries with a high risk of resurgence. Infections of healthcare workers continue to increase, especially in Kenya, Uganda, Namibia, Eswatini and Zimbabwe. At the onset of the pandemic, all countries in the region closed schools as part of social distancing and lockdown measures to prevent further spread of the virus. To date, 12 out of 21 countries in ESAR have reopened schools to all cohorts, most of which follow the courses with a system of rotation and a mixed distance/in-person approach. For the other 9 countries, only a few cohorts have returned and the majority of learners are expected back in January 2021. Early trends in Ethiopia, South Africa, and Zimbabwe indicate that at least 30 percent of the recalled students have not attended school so far, with the situation being worse for secondary students and likely even worse for girls.

PROGRAM RESPONSE HIGHLIGHTS

UNICEF is using the Internet of Good Things (IoGT)—a global digital tool developed by UNICEF in partnership with Facebook in 2014—in countries across the region to enable access to timely information for parents and caregivers. Parents have received information on how to prevent and identify symptoms of COVID-19 as well as access information to support positive parenting strategies. UNICEF, with other partners, has also supported governments to improve access to digital learning to respond to COVID-19 school closures and build back better. For example, in Zimbabwe, the Government with the support of UNICEF has adopted a “Learning Passport” to provide children, parents, teachers and schools with access to high quality content. Zimbabwe is also part of the GIGA Project to connect every school, with more than 3,000 schools connected to date. Across the region, UNICEF has supported 20.3 million children with distance and home-based learning and more than 39,500 schools have been assisted with implementing safe school protocols for COVID-19 IPC.

PILLAR IN FOCUS: EDUCATION/ECD

South Africa: UNICEF is working with the Department of Basic Education (DBE) to scale up mass e-learning, online and app-based access with private sector input, including partnering with 2Enable to develop new digital learning content for preschool and primary students. Strategies also comprise radio and TV broadcasts as well as mobile phones to reach children who lack devices and the internet. At least 6.8 million children have been provided with remote learning resources. UNICEF is working with the Department of Social Development and the DBE on standard operating procedures to encourage the safe re-opening of schools. Almost 21 million people have been reached through COVID-19 messaging focused on staying safe at school. UNICEF has provided support to the government on the safe re-opening of ECD programs, and helped develop the Tshwaragano Ka Bana series, in partnership with the LEGO Foundation, to help parents support their children at home. The series, which includes content for children with disabilities, has reached almost 960,000 children aged 0-5. UNICEF has supported the development of ECDmobi, a free app, to enable play-based learning for children and the development of a booklet to enable parents to explain COVID-19 to their young children. This booklet has been translated into local languages, audio-sound and South African Sigh Language to ensure it is accessible for all.

Ethiopia: UNICEF has supported distance learning, largely through radio, to reach 31.5 million learners, and has worked with government and partners on the safe reopening of schools. Where schools have reopened, 63 percent of primary school children and 33 percent of secondary school students have returned to school. UNICEF is supporting the establishment of school management committees in schools to monitor the reopening and re-enrollment of marginalized children, especially girls.

Access to Continuous Education and Child Protection

<table>
<thead>
<tr>
<th>Access to</th>
<th>Number of</th>
<th>Percentage</th>
<th>COs reported</th>
<th>Results</th>
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<tr>
<td>Continuous Education</td>
<td>26.7 M</td>
<td>87%</td>
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<td></td>
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<tr>
<td>Child Protection</td>
<td>51 K</td>
<td>114%</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>38 K</td>
<td>78%</td>
<td>11</td>
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Latin America and the Caribbean

SITUATION OVERVIEW & HUMANITARIAN NEEDS

Although the region has seen a reduction in the weekly rate of cases, several countries are in a second wave or a prolonged first wave, including most of Central America, which is of specific concern in light of Hurricanes Eta and Iota which hit the sub-region in early November. The longstanding inequalities of LAC countries paired with rising unemployment due to the pandemic crisis, have left millions of vulnerable people with reduced access to health care and unable to follow quarantine and social distancing measures, as they need to continue working to make a living. Many education systems across the LAC region are still considering whether to reopen schools. Although 24 countries have developed protocols for safe school reopening, only 13 have fully opened schools, 5 have opened partially and 18 remain with schools closed. At least 97% of school-aged children (137 million approx.) in the region are not receiving face-to-face classes. Despite government efforts, many children and adolescents in the region still do not access distance education, especially those from vulnerable groups (migrant and refugee children, children with disabilities, children from rural and remote areas, among others). The prolonged closure of preschools and early childhood education services in most countries have deprived younger children of learning experiences.

PROGRAM RESPONSE HIGHLIGHTS

Since the beginning of school closures, UNICEF has supported over 42 million children in 24 countries in the provision of distance learning programs through radio, TV, internet, and other platforms, including for early learning through the regional #learningAtHome campaign. UNICEF has worked with governments in supporting teacher training and capacity development, including training on remote education. UNICEF has provided assistance to early childhood development (ECD) workers through the production of training material and innovative tools to foster the continuity of their support to parents. UNICEF has supported Ministries of Education (MoEs) with back-to-school plans and safe school guidelines, including guidance for reopening of comprehensive early childhood care and education services.

PILLAR IN FOCUS: EDUCATION/ECD

Chile: In line with the Chile Crece Contigo ECD comprehensive protection system, UNICEF supported the training of over 4,000 officials on tools to promote the nurturing of young children while encouraging the self-care of caregivers. These operational tools are used by frontline workers who interact with mothers, fathers and caregivers of children under 5. UNICEF is supporting government and partners on the reopening of the preschool system, based on UNICEF guidelines.

Bolivia: UNICEF has launched Safe Return to School Plans for 7 school districts, delivering 87 mobile handwashing stations for students in seven municipalities in Pando, Beni, Cochabamba, and La Paz departments. In addition, UNICEF has distributed biosafety supplies to 103 education facilities to support the safe return to classes for 55,000 students.

Access to Continuous Education and Child Protection

<table>
<thead>
<tr>
<th>Access to Continuous Education and Child Protection</th>
<th>LACR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of children supported with distance/home-based learning</td>
<td>44.8 M</td>
</tr>
<tr>
<td>Number of schools implementing safe school protocols (COVID-19 prevention and control)</td>
<td>12 K</td>
</tr>
<tr>
<td>Number of children without parental or family care provided with appropriate alternative care arrangements</td>
<td>11 K</td>
</tr>
</tbody>
</table>
Middle East and North Africa

SITUATION OVERVIEW & HUMANITARIAN NEEDS

COVID-19 cases continue to increase in the region, with Iran, Jordan and Morocco registering the highest overall caseload, with significant increases in Egypt, Algeria, the State of Palestine, Sudan and Syria. Most countries have reopened schools; however some countries have imposed precautionary closures to curtail recent increases.

PROGRAM RESPONSE HIGHLIGHTS

All MENA countries have operationalized new remote learning platforms. By mid-November, schools either remain closed, opened only for exams, reclosed due to lockdown or shifted to online or blended models. UNICEF continues to advocate for access to education for all, including the hardest to reach students, by providing new modes of learning. For example, in the State of Palestine (SoP), UNICEF supported school safe operation protocols and helped build staff capacity in the Ministry of Education (MoE) from different areas in the West Bank, including East Jerusalem, and the Gaza Strip. UNICEF helped to train almost 45,000 staff (60% female). In East Jerusalem, UNICEF provided 250 secondary school students with remote remedial education. Almost 3,500 children (63% girls) received psychosocial and protection services in the Gaza Strip, including individual counselling, life skills education, child-parent interaction, and expressive arts trainings.

PILLAR IN FOCUS: EDUCATION/ECD

Iraq: In Northern Iraq, the Ministry of Education (MoE) alongside KRG (Kurdistan Regional Government) provided online learning to all students following school closure. With financial and technical support from UNICEF, the MoE created a satellite channel, utilizing several dialects in the region. Free lessons were broadcasted as part of national television packages. A total of 350,000 children were reached in the first 10 days of the program.

United Arab Emirates: UNICEF, in coordination with the Education / Child Protection Sections of the UAE Ministry of Education, conducted a virtual teacher training which reached almost 1,000 teachers between Sharjah and Dubai, focusing on adaptive child education as well as overall well-being.

Access to Continuous Education and Child Protection

<table>
<thead>
<tr>
<th>MENAR</th>
<th>Number of children supported with distance/home-based learning</th>
<th>5.9 M</th>
<th>82%</th>
<th>11 COs reported results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of schools implementing safe school protocols (COVID-19 prevention and control)</td>
<td>29 K</td>
<td>92%</td>
<td>8 COs reported results</td>
</tr>
<tr>
<td></td>
<td>Number of children without parental or family care provided with appropriate alternative care arrangements</td>
<td>14 K</td>
<td>72%</td>
<td>9 COs reported results</td>
</tr>
</tbody>
</table>
## SITUATION OVERVIEW & HUMANITARIAN NEEDS

With over 10.4 million confirmed cases and 150,000 deaths, the COVID-19 pandemic situation is not yet under control across South Asia region. Over 1.5 million new confirmed cases were reported across the region with India alone reporting over 1.3 million cases. While testing capacity has generally improved in some countries, it remains below the recommended WHO benchmark. Survey findings from testing random samples for coronavirus antibodies suggest that official numbers are grossly understating the actual spread of COVID-19. Across the region, schools have been closed on average of 5 months due the pandemic, negatively impacting the learning of 391 million children who are unable to attend schools and must rely on remote or home-based learning. Lack of access to the internet has exacerbated inequalities and the learning crisis particularly for poor and hard to reach populations. Due to long school closures, it is estimated that children in the region have experienced a learning loss of 0.5 years of learning-adjusted years of schooling. Similarly, it is projected that 5.5 million students could drop out from the education system adding to the existing 29 million children of primary and lower secondary age are out of school.

## PROGRAM RESPONSE HIGHLIGHTS

In order to mitigate the impacts of long school closures, UNICEF continues to provide extensive technical support for continuity of learning. Recognizing equity issues and understanding local contexts, UNICEF has supported governments in the roll out of various distance learning initiatives, ranging from high-tech (online platforms and apps) to low- or no-tech modalities (TV, radio, SMS, printed materials), focusing on learning modalities with the greatest reach to support the most disadvantaged and marginalized children. In addition, UNICEF has supported Ministries in the development of Continuity of Learning Frameworks, review of the education curriculum, orientation and training of teachers, parents and guardians on online and remote learning, and development of self-learning packages for pre-school and primary school children. Due to challenges of digital divides limiting the scale up of home based learning to reach a large proportion of children and youth, UNICEF is working with government and partners to develop regional and national strategies to accelerate technology for learning approaches and build capacity, as well as integration of technology for learning in education sector plans and strategies and costed scenarios of rollout.

### PILLAR IN FOCUS: EDUCATION/ECD

**Bhutan:** UNICEF supported the Ministry of Education (MoE) to ensure the continuity of learning of 170,802 children impacted by school closures. Remote learning using TV, Google classroom (Grade IV-XII), radio and other social media (We Chat, WhatsApp) was strengthened to keep students safe. In collaboration with the Royal Education Council (REC), UNICEF, Save the Children and partners provided support to develop recorded video lessons, benefitting around 78% of the affected children. When field monitoring results indicated only 22% of student population including 60% of children with disability, particularly those in remote areas, did not have access to the ongoing the broadcasted lessons, UNICEF supported the government to adopt a blended approach which included printing, distributing and orienting teachers and parents on the use of self-instruction materials in order to address the learning gap.

**Pakistan:** UNICEF provided technical support to the Education Department to scale up the ‘My Home, My School’ campaign in Balochistan, which supports the development of in-home classrooms. The initiative has expanded to 16,018 home-based learning centers supporting children, parents and teachers, and has provided continuity of learning to over 51,000 children (30,743 boys and 20,801 girls) across Balochistan.

### Access to Continuous Education and Child Protection

<table>
<thead>
<tr>
<th>Metric</th>
<th>Number</th>
<th>SAR</th>
<th>%</th>
<th>COs reported results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of children supported with distance/home-based learning</td>
<td>63.7 M</td>
<td>66%</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Number of schools implementing safe school protocols (COVID-19 prevention and control)</td>
<td>672</td>
<td>1%</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Number of children without parental or family care provided with appropriate alternative care arrangements</td>
<td>20 K</td>
<td>136%</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
SITUATION OVERVIEW & HUMANITARIAN NEEDS

The region accounts for 19 percent of all confirmed cases and for 13 percent of all deaths reported in Africa region (based on WHO data). The analysis of the epidemic curve has shown that the peak in confirmed cases and associated deaths was reached around mid-June 2020, followed by a sharp decrease until end of October. There has been a slow increase since the beginning of November.

PROGRAM RESPONSE HIGHLIGHTS

To support school reopening, UNICEF organized a webinar on foundational literacy and numeracy skills for 84 education staff from 17 countries. The webinar focused on in-school foundational literacy and numeracy pedagogies; supporting teachers; Out of School Learning; and the delivery and scaling up of education services. The re-opening of Early Childhood Education (ECE) centers remains a challenge. To address this, WCAR has been supporting countries in reopening ECE centers. UNICEF organized an ECD webinar on Early Childhood Development (ECD) and ECD Response in Emergencies and during COVID-19 pandemic. The webinar brought to light the specificities of technical support needed for Early childhood Development in Emergencies (ECDiE) program response in the region, especially in terms of coordination, planning, data collection, fundraising, as well as good models/best practice of ECDiE relevant for the context.

PILLAR IN FOCUS: EDUCATION/ECD

Democratic Republic of Congo: In response to school closures, UNICEF helped to provide distance learning by supporting the Ministry of Education in developing paper-based booklets, including coloring booklets so that young children could continue to learn at home. The approach included a clear definition of the role of parents and caregivers in accompanying children to do coloring exercises that help them to develop and strengthen knowledge and skills throughout exploratory, plastic arts, psychomotor, sensory and mathematics activities.

Ghana: Over 760,000 people have been reached with community based psychosocial support services in the context of COVID-19 in over 1,000 communities across the country. Field facilitators have engaged parents and caregivers, children and adolescents within their communities through community information centers, information vans as well as schools, home visits, and small group discussions. Additionally, the Ghanaians Against Child Abuse (GACA) campaign continues to reach out to people with COVID-19 and child protection related helplines and better parenting messages. The movement thus far has reached over 1.4 million people through GACA social media handles.

### Access to Continuous Education and Child Protection

<table>
<thead>
<tr>
<th>Description</th>
<th>WCAR</th>
<th>Number</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of children supported with distance/home-based learning</td>
<td></td>
<td>35.5 M</td>
<td>60%</td>
</tr>
<tr>
<td>Number of schools implementing safe school protocols (COVID-19 prevention and control)</td>
<td></td>
<td>84 K</td>
<td>52%</td>
</tr>
<tr>
<td>Number of children without parental or family care provided with appropriate alternative care arrangements</td>
<td></td>
<td>46 K</td>
<td>58%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COs reported results</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>58%</td>
<td></td>
</tr>
</tbody>
</table>
UNICEF GLOBAL COVID-19 Situation Report  
No. 15 November 2020

Human Interest Stories and External Media

COVAX Update: UNICEF working with global airlines and freight providers to plan delivery of COVID-19 vaccines [LINK]

UNICEF calls for averting a lost generation as COVID-19 threatens to cause irreversible harm to children’s education, nutrition and well-being [LINK]

UNICEF and PAHO launch joint COVID-19 vaccine tender on behalf of COVAX Facility [LINK]

COVID-19: over 97 per cent of students still out of the classrooms in Latin America and the Caribbean [LINK]

UNICEF Executive Director Henrietta Fore’s remarks at Indiana University on “Access to Learning for the World’s Children: Reimagining Education for the Post-COVID World” [LINK]

Children in the poorest countries have lost nearly four months of schooling since start of pandemic – UNESCO, UNICEF and World Bank report finds [LINK]

UNICEF Executive Director Henrietta Fore’s remarks at the World Health Summit Panel “Accelerating the SDG-3 Global Action Plan for Health and Wellbeing” [LINK]

In Venezuela, teachers adapt to a COVID-19 world [LINK]

A six-point plan to protect our children: Global coordination is urgently needed to prevent the COVID-19 crisis from becoming a child-rights crisis [LINK]

To keep our children learning [LINK]

What you need to know about a COVID-19 vaccine [LINK]

South Africa: COVID-19, schools reopening and digital learning [LINK]

Next SitRep: 22 January 2020


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Public Partnership Division (PPD)  
Tel: +1 212 326 7160  
Email: chaddadmardini@unicef.org
## SUMMARY OF PROGRAM RESULTS

### Risk Communication and Community Engagement (RCCE)

<table>
<thead>
<tr>
<th>Result by 25 Nov 2020*</th>
<th>Total countries reported</th>
<th>Included in CO response plan</th>
<th>Countries set target</th>
<th>Countries reported results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.70 B</strong></td>
<td>128</td>
<td>127</td>
<td>127</td>
<td>126</td>
</tr>
<tr>
<td>Number of people reached on COVID-19 through messaging on prevention and access to services</td>
<td>95%</td>
<td>2.84 B</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>252.6 M</strong></td>
<td>128</td>
<td>117</td>
<td>115</td>
<td>115</td>
</tr>
<tr>
<td>Number of people engaged on COVID-19 through Risk Communication and Community Engagement (RCCE) actions</td>
<td>105%</td>
<td>240.1 M</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>36.2 M</strong></td>
<td>128</td>
<td>79</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td>Number of people sharing their concerns and asking questions/clarifications for available support services to address their needs through established feedback mechanisms</td>
<td>68%</td>
<td>52.9 M</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### WASH / Infection Prevention Control (IPC)

<table>
<thead>
<tr>
<th>Result by 25 Nov 2020*</th>
<th>Total countries reported</th>
<th>Included in CO response plan</th>
<th>Countries set target</th>
<th>Countries reported results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>92.0 M</strong></td>
<td>128</td>
<td>121</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Number of people reached with critical WASH supplies (including hygiene items) and services</td>
<td>108%</td>
<td>84.9 M</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.1 M</strong></td>
<td>128</td>
<td>106</td>
<td>106</td>
<td>98</td>
</tr>
<tr>
<td>Number of healthcare workers within health facilities and communities provided with personal protective equipment (PPE)</td>
<td>105%</td>
<td>2.0 M</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.4 M</strong></td>
<td>128</td>
<td>77</td>
<td>77</td>
<td>72</td>
</tr>
<tr>
<td>Number of healthcare facility staff and community health workers trained in infection prevention and control (IPC)</td>
<td>98%</td>
<td>3.5 M</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Results are for countries that have reported on specific indicators.*
### Continuity of Health

**Result by 25 Nov 2020**

**2.4 M**

*Number of healthcare providers trained in detecting, referral and appropriate management of COVID-19 cases*

- **92%**
- **Target for Dec 2020**
- **2.6 M**

- **Total countries reported**: 128
- **Included in CO response plan**: 65
- **Countries set target**: 65
- **Countries reported results**: 59

**Result by 25 Nov 2020**

**78.3 M**

*Number of children and women receiving essential healthcare services in UNICEF supported facilities*

- **75%**
- **Target for Dec 2020**
- **104.1 M**

- **Total countries reported**: 128
- **Included in CO response plan**: 84
- **Countries set target**: 81
- **Countries reported results**: 78

**Result by 25 Nov 2020**

**39.4 M**

*Number of caregivers of children (0-23 months) reached with messages on breastfeeding in the context of COVID-19*

- **115%**
- **Target for Dec 2020**
- **34.4 M**

- **Total countries reported**: 128
- **Included in CO response plan**: 82
- **Countries set target**: 81
- **Countries reported results**: 77

---

*Results are for countries that have reported on specific indicators*
### Access to Continuous Education, Child Protection, Social Protection and GBV Services

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of children supported with distance/home-based learning</strong></td>
<td>274.6 M</td>
<td>77%</td>
<td>354.6 M</td>
</tr>
<tr>
<td><strong>Number of schools implementing safe school protocols (COVID-19 prevention and control)</strong></td>
<td>355.1 K</td>
<td>41%</td>
<td>865.5 K</td>
</tr>
<tr>
<td><strong>Number of children without parental or family care provided with appropriate alternative care arrangements</strong></td>
<td>676.5 K</td>
<td>138%</td>
<td>488.8 K</td>
</tr>
<tr>
<td><strong>Number of children, parents and primary caregivers provided with community based mental health and psychosocial support</strong></td>
<td>75.1 M</td>
<td>103%</td>
<td>73.0 M</td>
</tr>
<tr>
<td><strong>Number of UNICEF personnel &amp; partners that have completed training on GBV risk mitigation &amp; referrals for survivors</strong></td>
<td>189.0 K</td>
<td>120%</td>
<td>158.1 K</td>
</tr>
<tr>
<td><strong>Number of children and adults that have access to a safe and accessible channel to report sexual exploitation and abuse</strong></td>
<td>24.0 M</td>
<td>75%</td>
<td>32.0 M</td>
</tr>
<tr>
<td><strong>Number of households receiving humanitarian cash transfers through UNICEF response to COVID-19</strong></td>
<td>1.6 M</td>
<td>98%</td>
<td>1.7 M</td>
</tr>
<tr>
<td><strong>Number of households benefitting from new or additional social assistance measures provided by governments to respond to COVID-19 with UNICEF support</strong></td>
<td>46.8 M</td>
<td>73%</td>
<td>63.9 M</td>
</tr>
</tbody>
</table>

*Results are for countries that have reported on specific indicators*
Risk Communication and Community Engagement (RCCE)

Disaggregation of people reached on COVID-19 through messaging on prevention and access to services

- Male: 38.4 M (<18 years: 102.9 M, 18+ years: 116.1 M)
- Female: 41.1 M (<18 years: 116.1 M, 18+ years: 116.1 M)

Number of countries reported disaggregation for this indicator: 26

WASH / Infection Prevention Control (IPC)

Disaggregation of people reached with critical WASH supplies (including hygiene items) and services

- Male: 8.8 M (<18 years: 6.4 M, 18+ years: 7.4 M)
- Female: 9.2 M (<18 years: 7.4 M, 18+ years: 7.4 M)

Number of countries reported disaggregation for this indicator: 44

Access to Continuous Education

Disaggregation of children supported with distance/home-based learning

- Male: 65.3 M
- Female: 62.8 M

Number of countries reported disaggregation for this indicator: 48
ANNEX B

FUNDING STATUS*

<table>
<thead>
<tr>
<th>Regional offices/Headquarters</th>
<th>2020 Requirement</th>
<th>Funding Received</th>
<th>Funding Gap</th>
<th>Gap in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Asia and the Pacific</td>
<td>$162.0 M</td>
<td>$143.8 M</td>
<td>$18.2 M</td>
<td>11%</td>
</tr>
<tr>
<td>Eastern and Southern Africa</td>
<td>$349.8 M</td>
<td>$273.1 M</td>
<td>$76.7 M</td>
<td>22%</td>
</tr>
<tr>
<td>Europe and Central Asia</td>
<td>$149.0 M</td>
<td>$67.0 M</td>
<td>$82.1 M</td>
<td>55%</td>
</tr>
<tr>
<td>Latin America and the Caribbean</td>
<td>$177.8 M</td>
<td>$86.3 M</td>
<td>$91.5 M</td>
<td>51%</td>
</tr>
<tr>
<td>Middle East and North Africa</td>
<td>$356.9 M</td>
<td>$213.8 M</td>
<td>$143.1 M</td>
<td>40%</td>
</tr>
<tr>
<td>South Asia</td>
<td>$294.0 M</td>
<td>$169.2 M</td>
<td>$124.8 M</td>
<td>42%</td>
</tr>
<tr>
<td>West and Central Africa</td>
<td>$424.0 M</td>
<td>$298.6 M</td>
<td>$125.3 M</td>
<td>30%</td>
</tr>
<tr>
<td>Global coordination and technical support</td>
<td>$16.7 M</td>
<td>$29.9 M</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>To be allocated</td>
<td></td>
<td></td>
<td>$7.6 M</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1.93 bn</strong></td>
<td><strong>$1.29 bn</strong></td>
<td><strong>$0.64 bn</strong></td>
<td><strong>33%</strong></td>
</tr>
</tbody>
</table>

*Funding status (USD) is based on funding received and allocated by region within the global HAC appeal.

FUNDING GAP