DECEMBER 4-5, 2024 – MEETING OF THE BOARD OF DIRECTORS

EMIRATES OF DUBAI, UAE – BOD/2024-12-DOC 02 – FOR INFORMATION

REPORT FROM THE CEO

Please note: In accordance with the GPE Transparency Policy, documents are public only after their appraisal by the relevant governance instance. Governance officials may circulate documents to their constituency for consultation purposes, except for documents of a confidential nature.

OVERVIEW

In June, the Board made important decisions for GPE to be bigger, bolder, stronger, more efficient, and more effective. Indeed, the scale of the learning crisis and the changes in the external environment demand that GPE evolve on couple of fronts:

- by scaling up the use of GPE grant resources to leverage and mobilize additional finance for education;
- by leaning on the partnership and system approach at the core of GPE 2025 while adopting a couple of strategic shifts to mobilize partnership and investments to transform education systems fit for the 21st century leaving no one behind;
- by improving our efficiency and getting closer to partner countries, that is moving more GPE staff closer to partner countries by expanding operations in Paris and establishing a new regional hub in Nairobi, to improve our operational effectiveness.

With these important evolutions, we aim to improve GPE efficiency and effectiveness to better deliver on our mission and position ourselves for the next replenishment. Our next Board meeting in December will be the opportunity for the Board to weigh in on this direction of travel to position GPE ahead of the next financing cycle and ensure that GPE steps up its support to partner countries.

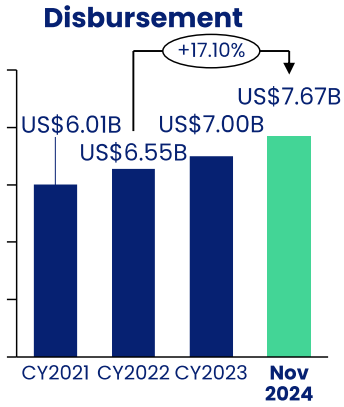
THE CEO'S DASHBOARD

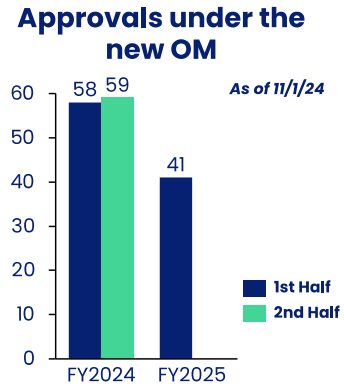
$2.9 BILLION

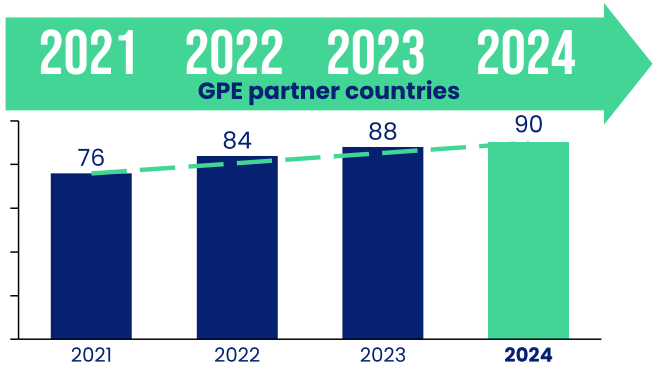
active implementation **grants** in **74 partner** countries

253 MILLION

children, 1.9 million **teachers** and 36,000 **classrooms** – GPE2025







$3.8 BILLION

mobilized from 64 co-financiers in 49 countries

41% OF FY24

grants support mitigation and adaptation measures for **climate change**, up from 23% in FY22

$1.3 BILLION

in GPE 2025 grants had a gender focus

GPE 2025 is built on an understanding that driving change within the complex landscape of an education system requires national leadership, a focus on delivery and the alignment of multiple actors. Every single one of the 61 GPE 2025 partnership compact and strategic parameters approved in the last year is the result of country leadership systematically engaging a diverse set of stakeholders in exploring what it will take in practice to drive change; to deliver better together than the sum of our parts. These partnership compacts reflect how sector actors will pull together to address issues impacting service delivery in a prioritized area; and how GPE will play its part in mobilizing and aligning the technical partnerships and financing needed to support the delivery of national priorities and country leadership.

Across GPE partnership countries, there is a profound shift in countries' efforts to radically improve learning outcomes for all. In **El Salvador**, dedicated support and leadership to early childhood learning led to the *Crecer Juntos* (Growing Together) campaign. In **Nepal**, the creation of an equity index to support the implementation of the School Sector Development Plan is used to target investments toward improving access, retention and learning outcomes in communities lagging furthest behind. Countries such as Malawi or Sierra Leone are engaging with a wide range of actors to harmonize and strengthen their data systems to improve foundational learning with the support of technology. Having achieved universal access to basic education and significant progress in access to pre-primary education, **Cabo Verde's Partnership Compact** maps the country's plans to make preschool education accessible to all and to improve the quality of early childhood education.

Gender equality and inclusion continue to be central components of the roll out of GPE 2025. The new methodology developed based on OECD principles to assess our grants' contribution to gender equality points to a positive direction on travel. Of 119 grants active in fiscal year 2024, 87% included at least one activity with gender equality as an objective. By volume, activities with gender equality as an objective accounted for 41 percent of the total active grant amount (equivalent to US$1.3 billion). Among the first active grants developed under GPE2025, activities with gender equality as an objective represent 62% of the grant value, compared to 34% of the value for grants approved before GPE 2025. In June 2024, the Board approved an additional US$45.4 million for the Girls' Education Accelerator (GEA), enabling five more countries—Central African Republic, Eritrea, Guinea, Mozambique, and South Sudan—to access this thematic funding. To date, 15 countries have secured a total of US$244.8 million in GEA financing, marking a significant step forward in addressing the barriers that girls face in accessing and completing their education. GPE's advocacy efforts on school-related gender-based violence (SRGBV) are also gaining momentum, with active participation in the Global Ministerial Conference on Ending Violence Against Children in November 2024. Consultations are ongoing to ensure that GPE's future strategy for 2030 is an opportunity to further hardwire gender equality and inclusion through the system transformation approach while further reducing fragmentation and transaction costs.

Learn and adapt. Early evidence indicates that GPE is supporting partner countries to develop increasingly prioritized and evidence-based system reforms that aim to address education challenges at scale. With nearly two-thirds of grant funds approved under GPE 2025 dedicated to addressing gender inequality, gender equality is integrated as a cross-cutting consideration in

those reforms, and partner countries are undertaking and progressing on key policy and institutional actions, especially in domestic financing, designed to enable successful reform implementation.

The recent **MOPAN assessment** reaffirmed the relevance and value of GPE's partnership model, noting improvements in inclusive dialogue, policy prioritization, and alignment with country needs. It also highlighted GPE's success in promoting gender equality and attracting new funds and financing partners to the education sector. The assessment also identifies areas for improvement: (1) clarifying GPE's role within the international education architecture, which will be addressed through the GPE 2030 strategy development and active collaboration with other actors in the sector; (2) further improvements in operational efficiency, building upon the efficiencies that have been achieved through the operating model adaptations undertaken so far, the recent internal changes to improve the Secretariat's effectiveness, and the proposed changes to grant agent selection and grant implementation oversight which are up for Board decision; and (3) improving the communication of GPE results, particularly the achievements of GPE grants. The standardization of grant reporting, introduced under GPE 2025, was an important step in this direction.

The recent **Independent Evaluation Group** (**IEG**) evaluation of the World Bank's support to basic education "Confronting the Learning Crisis: Lessons from World Bank Support for Basic Education, 2012–22" confirmed the importance of the system approach to achieving learning outcomes, which is at the core of GPE 2025. It showcased GPE as a "large-scale" positive partnership that adds value to the development of basic education. Out of the 10 case studies for the evaluation, seven are countries where the World Bank worked as a Grant agent for GPE funding. The evaluation highlighted the positive impact of GPE to promote the interaction between development partners and civil society, leverage funding, and support sector coordination. While GPE helped form important coordinating arrangements for the education sector, there is scope for deeper and more strategic collaboration. The evaluation also highlighted the importance of collaborating across partners to close the data gaps on learning outcomes and addressing constraints through the lens of a systems approach at the lower levels of the education system.

GPE 2030 is an opportunity for GPE to explore how to support, incentivize, and strengthen accountability for measuring learning outcomes through GPE mechanisms. A proposal to link top ups to progress in measuring learning outcomes is included in the GPE 2030 strategic parameters document. Additional measures to improve results measurement and aggregation will be proposed under the GPE 2030 monitoring, evaluation, and learning framework. **Country-level evaluations** show strong government-led inclusive dialogues and that countries used evidence to identify challenges more systematically but suggest there is room for improvement on prioritization. The **KIX and EOL reviews** indicate that the two programs have been highly successful. KIX is fulfilling its objectives in terms of knowledge generation/mobilization and country capacity strengthening while EOL is a sound strategic and programmatic investment which is contributing to the delivery of quality and inclusive education through the empowerment of CSO networks/actors.

Mid-term reviews. The system transformation journey is not always easy and learning together as a partnership has enabled GPE to adjust with relative agility. In July 2023, the Board agreed to use mid-term reviews of partnership compacts to inform the strategic parameters for the subsequent funding period of 2026–2030. Over the next 12 months, approximately 20-25 countries will be conducting mid-term reviews. **Mid-term reviews** are a key moment for governments and partners to assess the implementation of the priority reforms identified in the partnership compact; agree on

next steps or new directions; strengthen the alignment of actors and partner interventions (including GPE grants), identify gaps or stubborn bottlenecks to reform delivery, mobilize additional financing and partners, and agree where future GPE support could add value. The Secretariat is currently developing the guidance and templates necessary to support country partners effectively to undertake mid-term review, noting that data collected as part of these reviews will also support GPE's ability to report on results.

GPE Technical Assistance Initiatives (initially known as Strategic Capabilities) are mobilizing partners to provide targeted expertise in important cross-sectoral areas which impact children's well-being and equitable education outcomes. The *Climate Smart Education System Initiative*, which provides support to strengthen climate resiliency and sustainability in the education sector, is currently rolling out support to 35 eligible countries. Additionally, initiative partners are currently working on a proposal outlining the scope of the recent US$5 million allocation from the Board to this initiative. In parallel, GPE has advanced in its collaboration with the Green Climate Fund and Save the Children on the design of the *Building the Climate Resilience of Children and Communities through the Education Sector* (BRACE) program. The program is expected to be approved in June 2025, with climate financing for adaptation efforts in Cambodia, South Sudan and Tonga linked to the GPE Multiplier; a climate and education finance coordination and learning mechanism; and support for 20 additional countries to access climate finance. The *Gender Equality Initiative*, approved in July 2024 and piloted in Côte d'Ivoire and Chad, reinforces country capacity to mainstream gender equality in and through education systems in partnership with the Gender at the Center Initiative. The *Safe Learning initiative,* which aims to build country capacity to prevent and respond to violence in and around schools, in partnership with the Safe to Learn Coalition, is being piloted in Nepal and Sierra Leone. The *School Health and Nutrition Facility*, approved in September 2024 and piloted in Lesotho and Kenya*,* focuses on reinforcing national capacity to implement increasingly sustainable, gender-responsive and nationally owned school meal programs, in partnership with the School Meals Coalition. This pilot is also informing the design of a larger initiative led the Rockefeller Foundation, under the auspices of WFP and the School Meals Coalition, with significant potential for a larger co-financed effort at scale in beginning in 2025. The *Technology for Education Initiative,* which offers targeted support to countries with the intent of scaling up technology for education, in partnership with UNICEF and the EdTech Hub, is being piloted in Ghana and Tajikistan. Based on early learning from implementation of the four new pilot initiatives, partners will be developing proposals for an additional US$2 million each (approved by the Board in June 2024) to expand the programs by adding additional countries to the pilot phase.

The **Knowledge and Innovation Exchange (KIX)** reinforces GPE's operating model and strengthens evidence use in policy dialogue. The KIX LAC Hub supported El Salvador's Mid-Term Review, while the KIX EMAP Hub held a Policy Uptake Forum in Bangladesh, engaging stakeholders from South Asia, the Middle East, and North Africa. The KIX Africa 19 Hub held a three-day National Capacity Building Workshop on Teacher Policy Development and Implementation in Ethiopia with participants from the Ministry of Education, teacher training institutions, teacher unions, and civil service commission. KIX applied research in priority themes is also informing policy dialogue. Research in Burkina Faso, Chad, DRC, and São Tomé produced four diagnostic tools on gender norms. A project on gender-based violence in Haiti, Honduras, and Nicaragua is gaining interest in El Salvador, Guatemala, and Peru where government institutions and local organizations have expressed interest in scaling the project. Further outcomes cases and resources have been shared through www.gpekix.org including

the 2023-2024 KIX annual report that features KIX work on early childhood care and education, with an emphasis on play-based learning.

Education Out Loud (EOL) continues to strengthen civil society participation in policy dialogue and contribution to GPE 2025. Digital tools and technology are being used by the grantees to empower communities and enhance mutual accountability. From basic mobile applications to sophisticated data analytics platforms, online crowdsourcing and georeferencing, organizations supported by GPE Education Out Loud are using technologies to bridge the gap between governments and civil society, creating new channels for interaction and oversight. For example, in Benin, an online platform has been set up to provide real-time information on the general level of satisfaction of beneficiaries from public services (specifically education) and to enable policy players to react accordingly. An IIEP-UNESCO training financed by EOL also equipped civil society organizations with the tools and knowledge needed for effective educational planning to advocate for better funding, to ensure that educational policies are inclusive and effective, and hold governments accountable. Many cases of civil society action have been documented in the recent blog series and the stories of change on GPE and Education Out Loud website.

Since June 2024, around 15 webinars and workshops have been conducted under the **Effective Partnership Engagement** to foster coordination through local education groups and support consultations to inform the GPE 2030 strategy to ensure inclusive representation in shaping the direction of the strategy. The GPE Secretariat hosted regional constituency meetings for Eastern Europe, Middle East, Central Asia, and North Africa in Moldova in October 2024 and for the three African constituencies in Cote d'Ivoire in November. Key discussions in both meetings focused on developing the GPE 2030 strategy, planning effective mid-term reviews of partnership compacts, exploring emerging themes and evidence relevant to the region, to inform the Committee and Board meetings. Partner countries also had the opportunity to witness a country's priority reforms in practice through school visits, deepening their understanding of how educational reforms translate into system transformation.

GPE's FINANCE

Since the last FRC meeting in April 2024, the overall financial position of the GPE Fund has remained relatively stable with minor improvements in exchange rates and some movements in donor pledges both positive and negative which have an offsetting effect. In addition, the Foreign Exchange Management Pilot previously approved by the Board in June 2023 is now in operation with hedges in place for six contributions totaling US$116 million.

Disbursements for the 12-month period ending in June 2024 rose sharply to over US$1 billion. This significant increase helped lower operating expenses as a percentage of total disbursements to 5.6%, a notable reduction compared to 9% in the previous fiscal year (FY23). On a cumulative basis for GPE2025, the rate is 6.9% and below the target ceiling of 7%. Cash reserves continue to decrease and should be within the optimal range of 12 to 15 months of disbursements cover shortly. Moving forward, sustained high disbursement levels are expected, with the GPE's grant portfolio growing. However, this places further pressure on liquidity, necessitating a replenishment by mid-2026 to ensure sufficient resources are available.

Grant Approval. With strong demand for GPE's funding windows, grant approvals remain high. As of September 2024, over US$859 million has already been approved, with an additional US$380 million anticipated for approval by December 2024 or early 2025. Between July and September 2024, GPE approved 38 transformative reform grants, totaling US$316 million. These included 12 implementation grants (US$302 million), 7 system capacity grants (US$11 million), and 19 program development grants (US$3 million) along with 2 top-ups, worth US$12 million. During this period, 5 implementation grants became active worth US$243 million.

Innovative finance. To date, GPE has mobilized over US$3.8 billion in co-financing from 64 different partners, for 49 countries under GPE 2025. This exceeds the initial target of US$3 billion significantly ahead of schedule. In light of the demand for GPE's innovative finance funding remaining very high, the Board took decisions in both December 2023 and June 2024 to reallocate available resources to both the Multiplier and the Girls' Education Accelerator, enabling additional applications to receive funding. Looking forward, the Board reaffirmed in June 2024 its commitment and intent to significantly increase the share of grant resources in the 2026-2030 financing period through mechanisms including the Multiplier that will mobilize additional finance for education. An external firm has been contracted to support the next phase of technical analysis, with findings to be presented to the Board in June 2025. These recommendations, informed by further consultations, will focus on enhancing current approaches and introducing new instruments to leverage more resources for education, including exploring synergies with complementary sectors that can build on existing initiatives such as the Climate Smart Education technical assistance initiative and the efforts to mobilize co-financing from the climate sector through the Building the Climate Resilience of Children and Communities through the Education Sector (BRACE) initiative.

GPE remains dedicated to strengthening **oversight and risk management** related to misuse of funds and sexual exploitation, abuse, and harassment (SEAH). In close collaboration with GPE partners, particularly grant agents, the Secretariat ensures that there are robust mechanisms in place to mitigate risks, including effective whistleblowing mechanisms, protecting survivors, and enhanced risk assessments of GPE grants. As of October 2024, there were 11 cases of misuse of funds, and one case of SEAH. Lessons learned were shared with the EXCO and FRC in October 2024. Based on lessons learned from misuse cases, it is important for GPE partners to focus on strengthening procurement practices, as well as due diligence and oversight of implementing partners. In terms of SEAH, the lessons learned indicate that attention should be on increased awareness of safeguarding policies and effective communication among partners. The workshop organized in May 2024 with grant agents to improve reporting of misuse of funds and SEAH led to some concrete progress.

ADVOCATE FOR MORE AND BETTER FINANCING FOR EDUCATION

Mobilizing more and better financing for education is a core part of GPE's mandate, and under the umbrella of the SDG4 HLSC, GPE actively contributed to the narrative to transform education financing making a compelling case to invest in education. Launched at the Global Education Meeting (GEM) in Fortaleza, the joint narrative outlines how rapid changes in climate, technology, and demographics are reshaping our world, creating profound economic and societal impacts. Although education is fundamental to equipping humanity with the knowledge and skills needed to confront these challenges, investment in education is being neglected, to the detriment of our

collective future. The Secretariat encourages a collaborative effort in reframing the way that education is discussed: as a critical and tangible investment in future, rather than as an expense that must be justified.

The funding landscape remains particularly challenging, with donors shifting ODA to Ukraine and to priorities such as peace and security, humanitarian aid, climate change adaptation and mitigation, all within a strained global economic and political context. However, there has been positive movement regarding donor pledges, with increases from Spain (€5 million) and Japan. Both Spain and the UK have reallocated a portion of their pledge which meets the criteria for targeted contributions to the GEA in line with the flexibility set out by the Board in June 2024. The West Bank and Gaza sub-account of the GPE Fund has also received pledges from several donors (Ireland, Norway, Germany, Spain, and UK) that should now be sufficient to cover eligible grant allocations under GPE2025. One expression of interest to unlock US$5 million of the Multiplier for West Bank and Gaza has been approved with matching co-financing from a private foundation. Efforts are ongoing to secure the co-financing to unlock the remaining US$10 million that is available from the Multiplier. Co-financing targets remain significantly ahead of schedule with strong interest and growing demand for the Multiplier and diversification of co-financers including from the business community. For example, in Lesotho, Econet's Higherlife Foundation, Vodacom Lesotho Foundation, and Standard Bank have collectively contributed more than US$3.6 million to leverage US$2.5 million in Multiplier financing.

Over the past six months, GPE has intensified its efforts to secure more and better financing for the sector. In addition to GPE new Vice Chair, Christine Hogan, who started her term on September 15, GPE welcomed two new High-Level Envoys and Advisors Serigne Mbaye Thiam, former Minister of Education of Senegal, and Ruth Kagia, former Special Advisor to the President of Kenya, to support GPE's efforts to leverage partnerships and mobilize resources to tackle one of the most urgent crises our world is facing.

As CEO, I continued our efforts to ensure education is integral across all relevant ministerial tracks and featuring prominently in the outcomes of the G7 Italian Presidency, through my formal role on the G7 Gender Equality Advisory Council and during an event organized in Caserta ahead of the G7 Development Ministerial meeting. The media engagement during the Italian Presidency of the G7 totaled 30 pieces of earned coverage, including print and broadcast interviews, OpEds and podcasts. Over the past few months, GPE leadership, including our new High-Level Envoys, traveled to Japan, South Korea, the UK, Norway, Canada, and France to reiterate the need to keep investing in education globally to reduce poverty and inequality, improve health and well-being, enhance peace and social cohesion and boost earnings and economies. I will end the year with a tour of the Middle East to further strengthen our relationship with the region.

Partnership has been at the core of our engagements in the past few months. Starting at the EI World Summit in July, where I had the privilege of meeting with teachers' representatives from across the partnership who reiterated the importance of investing in education to collectively address the deepening of the education crisis. During the 79th edition of the Annual General Assembly, GPE focused on building and strengthening partnerships as well as show leadership in education

financing and its importance to education and non-education actors. GPE was proud to support a high level event with the African Union to mark the AU year of education, re-galvanizing political will and spotlight key actions and interventions to ensure that all African children can learn and build the skills they need for the 21st century. As a contribution of the Education Sector to the Global Digital Compact launch during the Summit of the Future, UNESCO, UNICEF, ITU and GPE launched a common framework for digital transformation in education, which calls upon all actors commit to common principles, align with country-led objectives, and coordinate their efforts more efficiently, thereby avoiding duplication and ensuring that initiatives complement each other. Active GPE engagement during the 2024 GEM and G20 presidency in Brazil, the FLEX Foundational Learning Summit in Rwanda, the School Meals Coalition Ministerial Meeting in Kenya, and COP 29 in Baku were opportunities to showcase key aspects of our efforts to support the transition from school to jobs, foundational learning, early childhood, school meals, climate, all cross-sectoral priorities reflected in the GPE 2030 strategy.

At its December meeting, the Board will receive a top line presentation of plans for a financing campaign for the strategic plan period 2026–2030. GPE expects to launch its fifth replenishment campaign in 2025 and to hold a high-level replenishment moment during the first half of 2026, with the vision of driving a step-change in education financing to accelerate education transformation to ensure a brighter future for children and young people in 90 partner countries. The campaign will have four goals: mobilizing financing for the GPE Fund, diversifying our donor base, mobilizing co-financing, and securing commitments to domestic financing.

SECRETARIAT MANAGEMENT AND BUDGET

Over the past six months, the Secretariat management and budget have been driven by the need to maximize our impact and value in a resource-constrained environment while improving our ability and effectiveness to serve partner countries based on the direction of travel set by the Board in June 2024.

The FY25-27 Operating Expenses Budget and Staffing plan approved by the Board reflected the need for GPE to continue to work in a constrained financial environment. The Secretariat continued to manage its financial resources effectively. Operating expenses as a percentage of disbursements dropped to 5.6% in FY24, down from 9% in FY23, reflecting both increased disbursements and tight budgetary control. This keeps cumulative operating expenses for GPE 2025 at 6.9%, within the 7% target range. The Secretariat continues to monitor expenditures closely and expects high disbursement levels to persist, allowing GPE to remain within target for GPE2025.

Since June 2024, GPE has undertaken strategic changes to enhance the **Secretariat's operational efficiency** to transform the way we work and eliminate inefficiencies in our policies, processes, and systems by leveraging technology and focusing time and efforts on delivering for partner countries. Following the Board decision in June, the process to locate more of GPE's technical and operational staff closer to partners through regional hubs in Paris and Nairobi is ongoing and offers a strategic opportunity to improve delivery and efficiency. This initiative, known as *GPE Forward*, affects 39 existing staff positions through changes in roles and/or locations with a significant emphasis being placed on supporting affected staff through this transition. In addition, the ongoing *GPE Digital Transformation Project* is designed to ensure that GPE IT systems are fit for purpose to effectively

enable the organization to deliver on its mission. Following an Enterprise Architecture Review, GPE adopted a hybrid IT service delivery model that provides the flexibility to implement modern IT platforms and solutions tailored to the needs of a mid-sized grant-making organization with a strong focus on advocacy and country engagement. The implementation phase is scheduled to begin in early 2025.

Operational Flexibilities. In June 2024, the GPE Board acknowledged that establishing a non-profit legal entity in Switzerland or France could benefit GPE's objectives, especially for resource mobilization. The Board directed the Secretariat to work with the support of external legal advisors, the World Bank, and in cooperation with relevant GPE partners including the governments of France and Switzerland to explore this option further, with a final decision expected at the December 2024 or June 2025 Board meeting. The Secretariat retained the services of an experienced legal consultant, Dr. Tim Nielander to present in a report the implications of creating a GPE Support Entity in the two locations, including risks, costs, and other practical and strategic considerations, under the guidance and oversight of the Board Ad Hoc Working Group. The report to the Board outlines the findings and feedback from consultations, confirming that a GPE Support Entity could enhance fundraising efforts by accessing new sources such as corporations, high-net-worth individuals, family offices, and foundations. It clarifies that the entity would not replace the GPE Fund; and that committed donor funds would continue to be directed to the GPE Fund. Established under founding documents and cooperation MoU, the entity would support GPE's fundraising activities, aligning fully with GPE objectives and Board approvals, without duplicating existing GPE functions nor changing the development education ecosystem.

CONCLUSION

At an important juncture for education given the scale of the learning crisis and the changes in the external environment, the Board is asked to make strategic decisions for the future of GPE. The Board is asked to make decisions on two important dimensions of the GPE 2030 strategy: its scope, including more explicit support from school to work transitions and skills programming for youth, and whether to sharpen the focus on the most vulnerable (Leave No One Behind) with continued support to lower and lower middle income countries and subject to availability of funds expand to upper middle income countries by increasing leveraged financing opportunities. The Financing and Funding Framework presents key principles for the use of GPE funding to support the delivery of GPE 2030 and how best to balance the increasing demand and need for GPE support including from middle-income countries as set out in the "Leaving No-One Behind" proposal with ensuring that GPE's scarce financial and human resources are deployed in an equitable, efficient, and effective manner that prioritizes those with the most need by further hardwiring gender equality and inclusion, strengthening resilience and mitigating the systemic impacts of crises including climate change, and leveraging finance. The Board is also asked to consider the strategic parameters for GPE 2030 building on the Mid-term reviews as a key moment for governments and partners to assess the implementation of the priority reforms identified in the partnership compact and agree on next steps or new directions. As we are preparing for our next strategic and replenishment cycle, the decisions on the Grant Agent Selection Process and on the Special Purpose Vehicle, will respectively improve GPE's operational efficiency and its ability to diversify its sources of funding through the creation of a non-profit legal entity.