

BOARD OF DIRECTORS

VIA AFFIRMATIVE VOTE

FINAL DECISIONS

Reference	Decision												
<p>BOD/AV/2024/07-01</p>	<p>Strategic Parameters for a System Transformation Grant to Dominica</p> <p>The Board of Directors:</p> <ol style="list-style-type: none"> In accordance with BOD/2023/07-01, notes the enabling factors for system transformation in Dominica, as set out in Annex 3 of document BOD/AV/2024/07 DOC 01, and the Secretariat’s assessment in Annex 3. Notes the Secretariat’s assessment set out in Annex 2, of the strategic parameters of the Dominica Partnership Compact in Annex 4. Invites Dominica to submit an application and approves an extension to do so by no later than February 28, 2025 for a system transformation grant of up to a total of US\$2,500,000, in reference to FRC/2021/09-01, and in accordance with the strategic parameters for GPE support as set out in Table 1. <table border="1" data-bbox="440 1094 1544 1692"> <thead> <tr> <th colspan="3" data-bbox="440 1094 1544 1192"> Table 1 Summary of Strategic Parameters and Secretariat Allocation Recommendations (all amounts in US\$) </th> </tr> </thead> <tbody> <tr> <td data-bbox="440 1192 505 1255">a.</td> <td data-bbox="505 1192 1295 1255">System Transformation Grant (STG) Indicative Allocation</td> <td data-bbox="1295 1192 1544 1255">2,500,000</td> </tr> <tr> <td data-bbox="440 1255 505 1367">b.</td> <td colspan="2" data-bbox="505 1255 1544 1367"> High Priority Enabling Factors: None of the enabling factors have been identified as high priority </td> </tr> <tr> <td data-bbox="440 1367 505 1692">c.</td> <td colspan="2" data-bbox="505 1367 1544 1692"> Focus Area for GPE Funding: Developing, implementing, and sustaining a comprehensive, inclusive, and equitable curriculum by: <ul style="list-style-type: none"> integrating technology, life skills, TVET, Arts and resilience education; and serving the needs of all students, in both general and special education settings. </td> </tr> </tbody> </table>	Table 1 Summary of Strategic Parameters and Secretariat Allocation Recommendations (all amounts in US\$)			a.	System Transformation Grant (STG) Indicative Allocation	2,500,000	b.	High Priority Enabling Factors: None of the enabling factors have been identified as high priority		c.	Focus Area for GPE Funding: Developing, implementing, and sustaining a comprehensive, inclusive, and equitable curriculum by: <ul style="list-style-type: none"> integrating technology, life skills, TVET, Arts and resilience education; and serving the needs of all students, in both general and special education settings. 	
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a.	System Transformation Grant (STG) Indicative Allocation	2,500,000											
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BOD/AV/2024/07-02

Strategic Parameters for a System Transformation Grant to Grenada

The Board of Directors:

- 1 In accordance with [BOD/2023/07-01](#), notes the enabling factors for system transformation in Grenada, as set out in Annex 3 of document BOD/AV/2024/07 DOC 02, and the Secretariat’s assessment in Annex 3.
- 2 Notes the Secretariat’s assessment set out in Annex 2, of the strategic parameters of the Grenada Partnership Compact in Annex 4.
- 3 Invites Grenada to submit an application and approves an extension to do so by no later than February 28, 2025 for a system transformation grant of up to a total of US\$2,500,000, in reference to [FRC/2021/09-01](#), and in accordance with the strategic parameters for GPE support as set out in Table 1.

Table 1 Summary of Strategic Parameters and Secretariat Allocation Recommendations (all amounts in US\$)

a.	System Transformation Grant (STG) Indicative Allocation	2,500,000
b.	High Priority Enabling Factors: None of the enabling factors have been identified as high priority.	
c.	Focus Area for GPE Funding: Implementation of an enhanced curriculum and assessment strategy for lower secondary schools.	

BOD/AV/2024/07-03

Strategic Parameters for a System Transformation Grant to St. Lucia

The Board of Directors:

- 1 In accordance with [BOD/2023/07-01](#), notes the enabling factors for system transformation in St. Lucia, as set out in Annex 3 of document BOD/AV/2024/07 DOC 03, and the Secretariat’s assessment in Annex 3.
- 2 Notes the Secretariat’s assessment set out in Annex 2, of the strategic parameters of the St. Lucia Partnership Compact in Annex 4.
- 3 Invites St. Lucia to submit an application and approves an extension to do so by no later than February 28, 2025 for a system transformation grant of up to a total US\$2,500,000, in reference to [FRC/2021/09-01](#), and in accordance with the strategic parameters for GPE support as set out in Table 1.

Table 1 Summary of Strategic Parameters and Secretariat Allocation Recommendations (all amounts in US\$)		
a.	System Transformation Grant (STG) Indicative Allocation	2,500,000
b.	High Priority Enabling Factors: There are no high priority enabling factors.	
c.	Focus Area for GPE Funding: <ul style="list-style-type: none"> • Building a resilient education system, • Promotion of climate resilient infrastructure, • Leveraging technology to improve education administration and delivery, • Improving access to and equity in ICT resources, and • Gender and Special Education Needs responsive curriculum and pedagogy. 	

BOD/AV/2024/07-04

Strategic Parameters for a System Transformation Grant to Saint Vincent and the Grenadines

The Board of Directors:

- 1 In accordance with [BOD/2023/07-01](#), notes the enabling factors for system transformation in Saint Vincent and the Grenadine's, as set out in Annex 3 of document BOD/AV/2024/07 DOC 04, and the Secretariat's assessment in Annex 3.
- 2 Notes the Secretariat's assessment set out in Annex 2, of the strategic parameters of the Saint Vincent and the Grenadines' Partnership Compact in Annex 4.
- 3 Invites Saint Vincent and the Grenadines to submit an application and approves an extension to do so by no later than February 28, 2025 for a system transformation grant of up to a total of US\$2,500,000, in reference to [FRC/2021/09-01](#), and in accordance with the strategic parameters for GPE support as set out in Table 1.

Table 1 Summary of Strategic Parameters and Secretariat Allocation Recommendations (all amounts in US\$)		
a.	System Transformation Grant (STG) Indicative Allocation	2,500,000
b.	High Priority Enabling Factors: None of the enabling factors have been identified as high priority.	

	<p>Focus Area for GPE Funding:</p> <p>Implementation of Comprehensive Technology Integration for Enhanced Education by achieving four (4) outcomes:</p> <p>c.</p> <ol style="list-style-type: none"> 1) improve quality education; 2) improve and personalize educational delivery methods; 3) promote gender equality and inclusivity within the education system; and 4) foster socio-economic empowerment through digital literacy and skills.
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BOD/AV/2024/07-05

Strategic Parameters for a System Transformation Grant and a Girls' Education Accelerator Grant to the Republic of Yemen

The Board of Directors:

- 1 Notes the assessment of the Independent Technical Advisory Panel (ITAP) on enabling factors for system transformation to the Republic of Yemen, including those considered high priority, as set out in Annex 3 of document BOD/AV/2024/07 DOC 05.
- 2 Notes the Secretariat's assessment set out in Annex 2, of the strategic parameters of the Republic of Yemen's Partnership Compact in Annex 4.
- 3 Invites the Republic of Yemen to submit an application and approves an extension to do so by no later than February 28, 2025 for a system transformation grant (US\$49.256 million), in reference to [FRC/2021/09-01](#), and in accordance with the strategic parameters for GPE support as set out in Table 1, with the option to include an additional US\$12.314 million, the release of which is conditioned on GPE Board decision that top-up triggers have been achieved.
- 4 Invites the Republic of Yemen to submit a revised proposal for top-up triggers addressing selected enabling factors, as detailed in Annexes 1 and 2.
- 5 Subject to the Secretariat's confirmation of available Girls' Education Accelerator resources, invites the Republic of Yemen to apply for Girls' Education Accelerator funding in accordance with the strategic parameters for GPE support.

Table 1 Summary of Strategic Parameters and Secretariat Allocation Recommendations (all amounts in US\$)

a.	System Transformation Grant (STG) Indicative Allocation	61.57 million
b.	STG Allocation conditioned on achievement of triggers – 20% of Total STG	12.314 million
c.	Conditional Girls' Education Accelerator (GEA) Grant Indicative Allocation (currently unavailable)	10 million

	<p>d. High Priority Enabling Factors and Conditions for Accessing Additional Allocation*</p> <ul style="list-style-type: none"> ▪ Volume, Equity, and Efficiency of Domestic Public Expenditure on Education <p>e. Focus Area for GPE Funding:</p> <p><u>Under the STG:</u> Improve the quality of basic education to ensure all children at Grade 3 are equipped with foundational, transferable skills and meaningful learnings for life by the end of 2028 – with focus on learning outcomes, teacher quality, access for vulnerable children, improved learning environments, and EMIS and learning assessment system strengthening.</p> <p><u>Under the GEA:</u> improving girls’ learning outcomes by expanding the professional support for female teachers and building foundational skills for out-of-school girls.</p> <p>* Summarized from the partnership compact. See Annex 4 for full details.</p>															
<p>BOD/AV/2024/07-06</p>	<p>Top-up triggers for Strategic Parameters for Guinea</p> <p>The Board of Directors:</p> <ol style="list-style-type: none"> 1 Noting the assessment of the Independent Technical Advisory Panel (ITAP) on enabling factors for system transformation, including those considered high priority, as set out in Annex 3 of document BOD/AV/2024/07 DOC 06; 2 Noting the Secretariat assessment set out in Annex 2 of the revised top-up triggers set out in Annex 4; 3 Approves the revised top-up triggers (actions and targets as well as the associated amounts) for accessing the additional allocation. <table border="1" data-bbox="440 1283 1549 1827"> <thead> <tr> <th colspan="3">Table 1 Summary of Strategic Parameters and Secretariat Allocation Recommendations (all amounts in US\$)</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td>System Transformation Grant (STG) Indicative Allocation</td> <td>33,380,000</td> </tr> <tr> <td>b.</td> <td>STG Allocation conditioned on achievement of triggers – 20% of Total STG</td> <td>6,676,000</td> </tr> <tr> <td>c.</td> <td>Girls’ Education Accelerator Grant Indicative Allocation</td> <td>10,000,000</td> </tr> <tr> <td>d.</td> <td colspan="2"> High priority enabling factors and conditions for accessing additional allocation: <ul style="list-style-type: none"> ▪ Volume, Equity, and Efficiency of Domestic Public Expenditure on Education </td> </tr> </tbody> </table>	Table 1 Summary of Strategic Parameters and Secretariat Allocation Recommendations (all amounts in US\$)			a.	System Transformation Grant (STG) Indicative Allocation	33,380,000	b.	STG Allocation conditioned on achievement of triggers – 20% of Total STG	6,676,000	c.	Girls’ Education Accelerator Grant Indicative Allocation	10,000,000	d.	High priority enabling factors and conditions for accessing additional allocation: <ul style="list-style-type: none"> ▪ Volume, Equity, and Efficiency of Domestic Public Expenditure on Education 	
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		<ul style="list-style-type: none"> ○ Trigger 1: 1,000 qualified local civil servant teachers in post in public schools at the start of the 2024–2025 school year (US\$3,338,000, or 10 percent of the STG) ○ Trigger 2: 1,000 qualified local civil servant teachers who have received their remuneration during the 2024–2025 school year – based on the target 1 list (US\$3,338,000, or 10 percent of the STG)
	e.	<p>Focus Area for GPE Funding</p> <p>Professionalization of the teaching profession for improved and sustainable performance in the education sector & Accelerate girls’ access, retention, and graduation through:</p> <ul style="list-style-type: none"> ▪ Alignment of the recruitment system, training, and allocation of teachers with the required standards; ▪ Socio-administrative upgrading of the function to better attract and retain teachers, especially women; ▪ Improvement of the learning environment and conditions; and ▪ Accelerating the successful schooling of girls and vulnerable groups by gender sensitive teachers.