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Report No: 46273-GD

PROJECT PAPER

ON A

PROPOSED ADDITIONAL FINANCING (CREDIT)

IN THE AMOUNT OF SDR 1.3 MILLION  
(US\$1.9 MILLION EQUIVALENT)

TO

GRENADA

FOR THE

OECS EDUCATION DEVELOPMENT PROJECT

November 5, 2008

**Human Development Sector  
Caribbean Country Management Unit  
Latin American and the Caribbean Regional Office**

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## CURRENCY EQUIVALENTS

(Exchange Rate Effective October 29, 2008)

Currency Unit = Eastern Caribbean Dollar  
EC\$2.6882 = US\$1.00  
US\$1.46 = SDR 1

## FISCAL YEAR

January 1 – December 31

## ABBREVIATIONS AND ACRONYMS

AF	Additional Financing
APL	Adaptable Lending Program
CAS	Country Assistance Strategy
CXC	Caribbean Examination Council
DFID	United Kingdom's Department for International Development
EU	European Union
GDP	Gross Domestic Product
GOG	Government of Grenada
IBRD	International Bank for Reconstruction and Development
IDA	International Development Association
LAC	Latin American and the Caribbean
MOE	Ministry of Education and Human Resources
MOF	Ministry of Finance
OECS	Organization of Eastern Caribbean States
OEDP	OECS Education Development Project
PAD	Project Appraisal Document
PCU	Project Coordinating Unit
PTB	Public Tenders Board
SDR	Special Drawing Rights
SOE	Statement of Expenditures
SPEED II	Long Term Education Sector Plan for 2006-2015
TVET	Technical and Vocational Education and Training
UWI	University of West Indies

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# GRENADA

## Additional Financing for OECS Education Development Project

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**GRENADA  
ADDITIONAL FINANCING FOR GRENADA OECS EDUCATION  
DEVELOPMENT PROJECT**

**PROJECT PAPER DATA SHEET**

Date: November 5, 2008		Team Leader: Cynthia Hobbs	
Country: Grenada		Sector Director: Evangeline Javier	
Project Name: Additional Financing for OECS Education Development Project		Sector Manager: Chingboon Lee	
Project ID: P113342		Country Director: Yvonne Tsikata	
		Environmental Category: C	
Borrower: Government of Grenada			
Responsible agency: Ministry of Education			
Revised estimated disbursements (Bank FY/US\$m)			
FY	FY09	FY10	Fy11
Annual	0.6	0.6	0.7
Cumulative	0.6	1.2	1.9
Current closing date: December 30, 2008			
Revised closing date: June 30, 2011			
Does the restructured or scaled-up project require any exceptions from Bank policies?			<input type="radio"/> Yes <input checked="" type="radio"/> No
Have these been approved by Bank management?			<input type="radio"/> Yes <input checked="" type="radio"/> No
Is approval for any policy exception sought from the Board?			<input type="radio"/> Yes <input checked="" type="radio"/> No
Revised project development objectives (PDO)/outcomes: The overall objectives of the Grenada OECS Education Development Project (parent project – ID P077759), as indicated in the Loan Agreement, are: “(a) to increase equitable access to Secondary Education; (b) to improve quality and efficiency of Secondary Education; and (c) to strengthen the institutional capacity of the educational sector.” The parent project was restructured after Hurricane Ivan in November 2004, requiring a shift of focus and funds to reconstruction of schools. The additional resources would finance the costs associated with scaling up the components which were curtailed when the project was restructured, namely (b) improving education quality and (c) strengthening management. There is no change in the parent project development objectives.			
Does the scaled-up or restructured project trigger any new safeguard policies? No.			
For Additional Financing			
[ ] Loan [X] Credit [ ] Grant			
For Loans/Credits/Grants: Total Bank financing (US\$m.): 1.9 (SDR 1.3) Proposed terms: IDA			
Financing Plan (US\$m.)			
	Source	Local	Foreign
		Total	
Borrower		0.46	0.00
IDA		0.98	0.92
Others		0.00	0.00
Total		1.44	0.92
			2.36



## **I. Introduction**

1. This Project Paper seeks the approval of the Executive Directors to provide, under OP13.20, an additional credit in the amount of SDR 1.3 million (US\$1.9 million equivalent) to the Government of Grenada for the OECS Education Development Project (Loan 7187-GR/Credit 3809-GR). The activities to be financed would require a 30-month extension of the project closing date, from December 30, 2008 to June 30, 2011.

2. The proposed additional resources would finance the costs associated with scaling up those components curtailed when the project was restructured after Hurricane Ivan in November 2004 to address emergency infrastructure needs, namely improving education quality and strengthening management. The proposed additional financing would continue to support the Project's key development objectives, which are to: (a) increase equitable access to secondary education; (b) improve the quality of the teaching and learning process; and (c) strengthen management of the sector and the governance of the schools. It would especially enable the Project to achieve its expected outcomes and impact on the second and third objectives. No changes are proposed to the design or implementation arrangements of the Project.

## **II. Background and Rationale for Additional Financing in the amount of SDR 1.3 million (US\$1.9 million equivalent)**

3. The Grenada OECS Education Development Project (OEDP) is part of a horizontal multi-country APL established in 2002 as a new strategy to work with the Organization of Eastern Caribbean States (OECS). The Board approved the Loan and Credit Agreements in the amounts of US\$4.0 million and SDR 2.9 million (US\$4.0 million equivalent) for a total of US\$8.0 million on June 27, 2003 and the Project became effective on January 28, 2004. The United Kingdom's Department for International Development (DfID) provided US\$0.8 million in parallel financing. In September 2004, eight months into project implementation, Hurricane Ivan hit Grenada causing widespread destruction to the country's school infrastructure and educational materials. On November 16, 2004, the project was restructured to address emergency civil works needs. The first project objective was revised to include replacement and rehabilitation of secondary schools damaged by the passage of the hurricane, and a significant portion of the loan and credit was redirected to finance this task (*see Table 2 in Section III for comparative project costs*). The other two objectives remained the same, but the expected outcomes were significantly scaled down and the activities were funded mostly by the DfID grant. The original closing date was September 30, 2007. The closing date for the project has been extended twice: initially to June 30, 2008 and then to December 30 2008 to finalize civil works. The proposed additional financing would extend the project by thirty months to a new closing date of June 30, 2011.

4. Project Performance to Date: Approximately US\$1.42 million in IBRD funds (18%) of the original credit and loan remains undisbursed. This remaining amount is

committed to ongoing activities and most should be disbursed by December 2008. Compliance with loan covenants is satisfactory. Project performance is good and the Ministry of Education and Human Resources (MOE) has demonstrated strong commitment to achieving the PDOs. Implementation is rated as moderately satisfactory for the following reasons:

(i) The project management team led the process of assessment of damage and sector needs following Hurricane Ivan, and they managed and financed the design of 19 schools, including three under the OEDP and 16 under the World Bank/EU-funded Hurricane Ivan Emergency Recovery Project. This significantly slowed the implementation process for the OEDP. However, implementation has steadily improved and it is expected that some ratings may be upgraded during the next mission, which is planned for this calendar year. In addition, the Coordinating Project Unit (PCU) has submitted an action plan that delineates some of the implementation problems and highlights specific steps to improve implementation performance.

(ii) There was a procurement issue due to conflict with the national Public Central Tenders Board that was beyond the control of the Ministry of Education and the Coordinating Project Unit (PCU). The issue was handled in accordance with Bank policy. As a result, misprocurement was declared on the process for construction at Grenville Secondary School, and US\$1,078,651.69 was cancelled from the loan in the category of Civil Works. Although the works at Grenville were not carried out under the OEDP, the impact on access to secondary school has not been affected because alternative arrangements were made to use facilities at a nearby school and a government-owned handicraft centre. The WB task team confirmed that the goal of increasing the number of secondary school places by 520 was surpassed when taking into consideration the alternative arrangements.

(iii) Procurement staffing and capacity was also a problem for a period of time and merited a moderately unsatisfactory rating, but based on the results of the Post Procurement Review carried out in April 2008, the implementation rating for procurement was upgraded to moderately satisfactory. New staff has been hired and procurement capacity has substantially improved. Procurement for the AF will be handled by two trained procurement officers: one worked for the previous Bank-funded Basic Education Reform Project and has eight years of relevant experience, while the procurement assistant was recently promoted, based on excellent performance, and has attended four Bank-organized training courses over the last two years.

(iv) In November 2005, the implementation arrangements for the OEDP were changed. A new PCU was established under the Ministry of Finance (MOF) to oversee all donor-funded projects, and staff from the MOE's Project Management Unit was moved. This led to some delays during the transition to the new structure. Staffing and reporting arrangements are now settled and no further changes are anticipated.

There are no unresolved fiduciary, environmental, social, or other safeguard problems.

5. Project outcomes and results: The MOE has achieved or surpassed most of the project's targets after its restructuring. Progress has been made in: (i) expanding the number of new secondary school places by 629 (306 through expansion of two schools and 323 through accommodation of a nearby school and handicraft center); (ii) increasing transition rates from primary to secondary schools in previously identified underserved areas; and (iii) improving the gross completion rate for Form V from 82 percent in 2002 to 100.04 percent in 2007. Net enrollment has dipped below the original rate (70 percent in 2002 to 62 percent in 2007) because many students dropped out of secondary school following Hurricane Ivan to take advantage of available jobs in the booming construction business. The MOE has ensured continuation of many of the quality and management-focused activities, including peer counselling, interventions in literacy and numeracy, school management and supervision, and a counselling programme. Additional unexpected outcomes of the project that lend to the sustainability of OEDP initiatives include the development of an on-line programme for literacy and numeracy (now offered by UWI to countries throughout the Caribbean) and the establishment of district management teams to assist with school evaluation and performance.

6. Some progress has been made to improve education quality. However, due to the effects of Hurricane Ivan and the emphasis placed on reconstruction, the quality of education has suffered. Poor student performance on 2007 CXC examinations in math and language reinforces the urgent need to train teachers to deliver better teaching of literacy and numeracy skills. Only 10 percent of those students who sat the CXC exams in 2007 passed at least 5 subjects, including math and English. This is partly a reflection of a greater number of students gaining access to secondary education and choosing to sit for the exams.

7. New district management teams were introduced and are initially working well. They have helped schools, through whole school evaluation, to identify teacher training and counseling needs which are included in this additional financing proposal. Training for MOE officials is contributing to strengthening the institutional capacity of the sector.

8. Reasons for the Additional Financing: The OEDP was originally designed to address education quality and management issues. Due to the destruction caused by Hurricane Ivan, efforts were necessarily redirected primarily towards rebuilding of school infrastructure. The World Bank has worked closely with the MOE over the years and recognizes the technical team's continued commitment to carrying out quality enhancing activities using the DfID seed grant and government funds. The proposed additional resources would support their ongoing efforts, allowing the Government to fulfill the original goals of the OEDP while responding to emerging needs as the MOE transitions to universal secondary education. It would focus on scaling up the aspects that were curtailed when the project was restructured and which could not be covered by the DfID

grant, namely improving education quality and strengthening management. Additional financing is the best available mechanism to achieve the project's original development goals and those of the long-term Education Sector Plan for 2006-2015 (SPEED II). The additional financing needs are relatively modest, and this modality would be more cost-effective than a new project and would allow the MOE to respond to sector needs and challenges in a timely manner.

9. Though quality-focused activities have contributed to some quality improvements at the school and system level, the quality of education needs to be further improved as demonstrated by student performance on national and regional exams. The problem is particularly acute in language and math, and the Government has proposed to use nearly 65 percent of the additional resources to focus on literacy and numeracy training to place properly trained literacy and numeracy coordinators in primary and secondary schools and provide them with adequate materials and support. This would build on the achievements of the OEDP, including the development of literacy and numeracy policies and teacher manuals and guidelines based on the policies. The new district management teams have also demonstrated initial positive effects, including improved school evaluation and targeted identification of teacher training and counseling needs, but they require additional training to better support teachers and school principals and to ensure that the district education officers work with the schools in a coordinated way, in particular to ensure better student performance. The remaining loan funds under the OEDP are committed to finalize civil works and could not be used for the above purposes.

### **III. Proposed Changes**

10. No changes are proposed for the development objectives of the parent project: (a) to increase access to secondary education; (b) to improve the quality of secondary education; and (c) to improve the management of education in the MOE and in the schools. The focus of the additional financing would be on the second and third objectives. No civil works will be financed with the additional resources. There are no major changes envisioned in the design of the Project. It would build on activities originally planned, with a strong focus on improved teaching of literacy and numeracy and upgrading of TVET teaching skills. The modality for some training has changed as on-line courses have become available since the Project was approved, and the number of teachers to be trained has expanded to allow for trained coordinators in both primary and secondary schools. This is a departure from the original focus on secondary school curriculum, based on recognition of the need to better train primary school students in reading, writing, and math to ensure they are adequately prepared for secondary school.

11. The following is a summary of activities to be supported by the additional financing. All activities would be included under the existing OEDP components and sub-components, although some are new in light of emerging needs.

12. Component 2: Improving the Quality of Teaching and Learning

*2.1 Development of Curriculum (Literacy and Numeracy Initiatives)*

*(a) Teacher training in literacy and numeracy:* (i) training of 60 teachers in literacy and numeracy using an on-line degree program; and (ii) in-service training in literacy and numeracy for 160 primary and secondary teachers.

*(b) Instructional support:* Improving and implementing a national strategy for the teaching of Mathematics and Language Arts, including: (i) acquisition of basic pedagogical resources to support the teaching of these subjects; (ii) development of a standardized performance measurement system; and (iii) development of resources to support instruction and facilitate parental assistance in the learning of Mathematics.

*(c) Instructional Support Materials:* (i) equipment upgrades for the Materials Production Unit to strengthen its capacity to develop and produce instructional materials for use in schools; and (ii) training of its staff.

*2.2 Upgrading of teachers' skills:* Technical and Vocational Education and Training (TVET) pedagogy for technical teachers in secondary schools, including: (i) 20 unqualified technical teachers at the Diploma level; and (ii) four teachers at the Degree level.

*2.4 Improving Student Support Services:* Training in counseling to school counselors and assistant counselors, including: (i) training for 20 counseling assistants (qualified teachers) to Bachelor's degree; and (ii) training of five counselors from Bachelor's degree to Master's degree.

13. Component 3. Strengthening Governance and Management: (i) Training for school principals, vice principals, and district management teams to ensure support for implementation of literacy and numeracy programs in the classroom. By project completion, all of the above (a total of approximately 240 education professionals) would have been trained; and (ii) training of some 100 student council members.

14. Component 4. Project Administration: Continued support under the current arrangements, including communications, supplies, and staff for the PCU (portfolio manager and procurement specialist).

15. In summary, the distribution of additional financing would be as follows:

**Table 1 – Additional Financing Resources by Component**

Component	Loan Allocation (US\$ millions)
<i>Component 2</i>	
<i>Support for Literacy and numeracy initiatives</i>	
• Teacher development on literacy and numeracy	350,000
• Instructional support	605,000
• Instructional support materials	145,000
• Upgrading of teacher skills (TVET)	230,000
• Improving student support services – training for counselor and assistant counselors	340,000
<i>Component 3</i>	460,000
Strengthen management teams	
<i>Component 4</i>	230,000
Project Administration	
<b>Total</b>	<b>2,360,000</b>

16. The revised project costs by component are shown in the following table:

**Table 2 - Combined Project Cost**

Component	(1) Original PAD	(2) Project 2004 Restructuring	(3) Additional Financing	(2) + (3) Total Project (Incl. AF)
1. Increasing Equitable Access	1.17	6.30	0.00	6.30
2. Improving Quality	7.78	1.80	1.67	3.47
3. Strengthening Governance and Management	1.57	0.40	0.46	0.86
4. Project Management	0.74	0.80	0.23	1.03
Front end fee	0.04			
<b>TOTAL</b>	<b>11.30</b>	<b>9.30</b>	<b>2.36</b>	<b>11.66</b>

17. Implementation Arrangements for the Additional Financing: All implementation arrangements would be the same as those for the parent Project. The MOE would continue to be the implementing agency. The PCU's Portfolio Manager would liaise with MOE technical staff and ensure timely implementation of the project activities. The PCU, under the MOF, would be responsible for the fiduciary aspects of project implementation. PCU staff includes the Project Coordinator (PC), the Portfolio Manager, a Planner/Programmer, a Financial Management Specialist, Accounting Assistants, Procurement Officers, and a Procurement Assistant. Arrangements for financial management, disbursements and procurement remain as for the parent Project. The proposed new closing date for the additional financing would be June 30, 2011.

#### **IV. Consistency with CAS**

18. The proposed activities are aligned with the main goals of the OECS Country Assistance Strategy (CAS), dated September 6, 2005 and the Progress Report on the Country Assistance Strategy for the OECS (Report No. 43478-LAC) dated June 5, 2008. The CAS identifies two pillars: (i) stimulating growth and improving competitiveness; and (ii) reducing vulnerability by promoting greater social inclusion and strengthening disaster risk management. Under the second pillar, one of the goals is to foster higher levels of human capital development and increased and more equitable enrolment in secondary education. While the ongoing OEDP activities have helped the Government to create additional spaces in secondary schools and to increase completion rates, the additional financing would address the continued need to improve quality education for all students (equitable access) and management and efficiency of the education sector.

#### **V. Appraisal of Project Activities under the Additional Financing**

##### **A. Economic Analysis**

19. Since the main focus of the original project design was on quality improvements of the education system, the economic analysis in the Project Appraisal Document (PAD) focused on this aspect, including the benefits of undertaking literacy and numeracy initiatives and teacher training. Improvements in quality would be achieved through the provision of better trained teachers and curricular reforms. It was expected that through these measures and improved facilities (carried out under the parent Project), the Project would gradually contribute to decreased dropouts and higher educational achievements which would translate into higher earnings through an increased number of graduates and higher productivity gains associated with secondary education. The main findings of the original economic analysis continue to be valid. The renewed financing of quality improvements would be expected to contribute to the fulfillment of the envisaged project benefits.

20. The Government of Grenada is preparing a World Bank-financed “Skills for Inclusive Growth Project.” This Project is the second phase of the OECS Adaptable Lending Program. The APL’s objective is to support the Government to increase the employability of youth through public/private sector partnerships for demand driven technical and life skills training. This project complements the OEDP by better linking education to the labour market demands and by offering assistance to youth who face difficulty in gaining a foothold in the labour market. The Additional Financing proposal would ensure that the OEDP meets its original objectives and contributes to improving youth’s numeracy and literacy skills. A solid numeracy and literacy foundation would contribute towards higher youth employability and gains in GDP over time, as captured in the economic analysis of the Skills for Inclusive Growth Project.

## **B. Financial analysis**

21. During the last decade, the Government has gradually increased the resources allocated to the education sector. In 2007, total public education expenditure represented 15 percent of GDP (versus 4.9 percent in 1997 and 6.6 percent in 2001). Though budget resources have significantly increased for recurrent and capital expenditures, the increase in capital expenditures has been more significant during the last few years, reflecting investments in infrastructure.

22. The activities under the additional financial proposal would trigger some recurrent expenses, including: (i) higher salaries for teachers as the result of training and improvement in teachers' qualifications; and (ii) the conversion of teachers to literacy coordinators, relieving them from regular teaching duties. The MOE is developing a plan for the re-deployment of primary school teachers to these positions, given the declining trend in the school-age population and the decreasing need for teachers at this level.

## **C. Technical Analysis**

23. The additional financing would continue to focus on the knowledge gap between the subject matter taught and the knowledge and skills required for the countries to be competitive and to diversify, especially in terms of the low literacy and numeracy skills in Grenada. This issue was analyzed in the original PAD, and the findings still hold true. The additional financing would support the Project in addressing this issue. Teachers would receive more training in early detection of learning difficulties and in ways of helping students with learning problems, as well as in teaching better literacy and numeracy skills to all students. A literacy audit carried out in 2007, under the OEDP, showed that low level literacy and numeracy skills are not limited to low achieving students but rather are a more generalized problem, where students are not well taught at early levels (K- Grade 3). Training would focus on enhancing the literacy and numeracy skills of teachers and also would provide more student-centered approaches to shift away from the traditional frontal teaching modes. Finally, a portion of the additional funds would be dedicated to upgrading the teaching skills of TVET teachers, thus contributing to a greater number of students leaving the system with employable skills.

## **D. Fiduciary Analysis**

24. *Procurement:* Both the Ministry of Education and the PCU acknowledged that procurement capacity required substantial improvement. The misprocurement declared on the process for construction at Grenville Secondary School and cancellation of

## **A. Fiduciary Analysis**

24 *Procurement:* Procurement for the Additional Financing for Grenada OECS Education Development Project will be carried out in accordance with the World Bank's "Guidelines: Procurement under IBRD Loans and IDA Credits" of May 2004, as amended in October 2006; and "Guidelines: Selection and Employment of Consultants by World Bank Borrowers" of May 2004, as amended in October 2006. Both the Ministry of Education and the PCU acknowledged that procurement capacity required substantial improvement. The misprocurement declared on the process for construction at Grenville Secondary School and cancellation of US\$1,078,651.69 revealed several procurement capacity weaknesses, which were effectively addressed. The findings of both the Procurement Capacity Assessment (March 2008), and the Post Procurement Review (April 2008) highlight improvements in overall technical and financial planning, and project components are appropriately packaged for procurement purposes. Furthermore, the PCU includes two Procurement Officers, and a Procurement Assistant is being hired. Both officers have good familiarity with the Bank's standard bidding documents, procurement procedures and guidelines. Both officers have also been involved with World Bank funded projects for approximately ten years and have attended various Bank-sponsored procurement courses at Headquarters and in the Region, including the week-long Fiduciary Workshop at Headquarters in July 2008. The current performance rating of the Project has been upgraded to Moderately Satisfactory. Efforts should be made to ease the sometimes lengthy approval process by the Public Tenders Board (PTB), which remains a concern for timely procurement and contract execution under the project.

25 *Financial Management:* The financial management system to be used under the proposed Additional Financing is the same as that used under the ongoing Project. Based on performance under the OEDP, the financial management system is considered satisfactory. Credit funds will continue to be disbursed to a Designated Account based on SOEs, and the PCU will prepare quarterly reports no later than 45 days after the end of each quarter.

## **B. Safeguard Policies**

26 The additional resources would be allocated to support teaching and learning and to strengthen the school district management teams and project administration. The additional financing does not involve expansion in scope or coverage that would trigger safeguards policies. However, under the parent Project, following restructuring as an emergency response to address damage from Hurricane Ivan, the focus shifted to reconstruction of one secondary school and rehabilitation of two secondary schools. One school was dropped from the project, as explained above. All other works are complete.

## **VI. Expected Outcomes**

27. The proposed Additional Financing would benefit 42 district management team members, 220 teachers slated for literacy and numeracy training, 24 TVET teachers, 200 principals and vice principals, five counselors and 20 counseling assistants, and 100 student council members. Some 9,000 students would benefit indirectly from the training given to the executive members of the student councils, and around 17,000 students in primary and secondary schools would benefit from the literacy, numeracy, TVET and counseling training. The key performance indicators related to quality would remain the same. They are achievable despite a reduction in overall funding for the education quality component since the GOG used the DfID seed grant and government funds (some of which are not reflected in the project costs) to establish literacy and numeracy polices and teacher guides. They serve as a foundation for the proposed quality activities. New intermediate outcome indicators were agreed upon during the technical discussions and negotiations, and the Government and the task team established that they would be included in the Operational Manual in a table comparing the original outcomes and outputs and the revised indicators.

## **VII. Benefits and Risks**

28. The expected benefits of the activities to be implemented under the Additional Financing are the same as recorded in the original PAD. Successful implementation of the proposed activities would contribute to ensure that more students are able to benefit from better secondary education and to improve educational achievements by students, leading eventually to higher productivity and increased earnings. Completion of secondary education by a greater number of students with better literacy and numeracy skills would yield more opportunities for tertiary education and more skilled workers for the labor market.

29. The main envisioned risk would be that quality improvements (linked to improvements in teachers' skills and pedagogical practices) would take longer than the duration of the Additional Financing proposal. This risk is moderate. It is mitigated by actions from the MOE to provide training to district management teams and school administrators to more directly support teachers with the implementation of their newly acquired literacy, numeracy, and TVET skills. In addition, the MOE is seeking ways to move the trained specialists into dedicated literacy and numeracy coordinator positions to better enable them to work effectively.

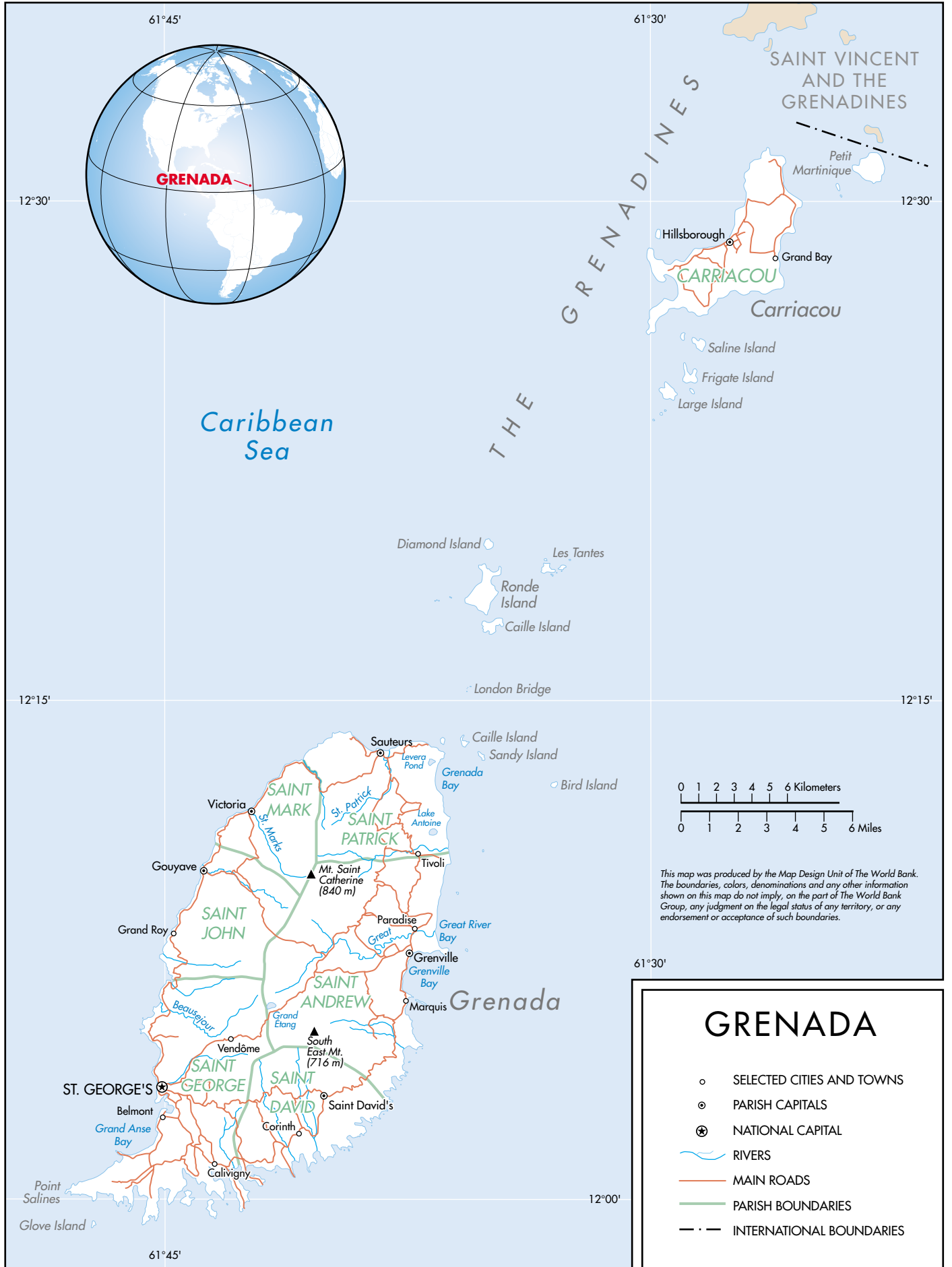
## **VIII. Financial terms and conditions for the additional financing**

30. The Government of Grenada selected a standard IDA credit (maturity of 35 years, including a grace period of 10 years) with payment dates of February 15 and August 15 of each year. The GOG and the World Bank agreed to retroactive financing in an amount not to exceed SDR 260,000 (or US\$380,000 equivalent) for expenditures made on or after October 28, 2008, up to the date of signing.

### IX. Allocation of Loan Proceeds

<b>Category</b>	<b>Amount of the Credit Allocated (expressed in SDR)</b>	<b>Percentage of Expenditures to be financed (inclusive of Taxes)</b>
(1) Goods, consultant's services, Training and Operating Costs	1,300,000	100%
<b>TOTAL AMOUNT</b>	<b>1,300,000</b>	





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## GRENADA

- SELECTED CITIES AND TOWNS
- ⊙ PARISH CAPITALS
- ★ NATIONAL CAPITAL
- RIVERS
- MAIN ROADS
- PARISH BOUNDARIES
- - - INTERNATIONAL BOUNDARIES