

CHARTER OF THE GLOBAL PARTNERSHIP FOR EDUCATION (AS OF NOVEMBER 2011)

I PREAMBLE

1.1 The Global Partnership for Education is a global partnership of developing and donor countries, multilateral agencies, civil society organizations and the private sector and private foundations supporting the education sector in developing countries, with a particular focus on accelerating progress toward the Education for All goals of:

- expanding early childhood education
- providing free and compulsory basic education for all
- promoting learning and life skills for young people and adults
- increasing adult literacy
- achieving gender parity and gender equality
- improving the quality of education.

The Global Partnership for Education Compact: Mutual accountability to deliver the following:

Developing country partners commit to:

- develop and implement a sound and sustainable education plan (comprehensive sector plan or interim plan) through broad-based consultation
- provide strong and increased domestic financial support to education
- demonstrate results on key performance indicators

Donors, multilateral agencies, civil society organizations and private foundations and the private sector commit to:

- increase support to the education plan, including financial support
- assist in mobilizing resources and aligning them with the priorities of developing country partners
- harmonize procedures as much as possible

It was established in 2002 following the development consensus reached at Monterrey, and is a Compact explicitly linking increased donor support for education to recipient countries' policy performance and accountability for results.

1.2 The Global Partnership for Education is underpinned by principles set out in the March 2005 Paris Declaration on Aid Effectiveness and globally reaffirmed in the Accra Agenda for Action adopted by the Third High Level Forum on Aid Effectiveness in September 2008. Developing country partners take the lead in designing and implementing education programs through broad-based consultation, which use benchmarking and monitoring of progress against output and outcome indicators. Sound education plans emphasize promoting faster progress in provision of quality education for all children. Donors, multilateral agencies, civil society organizations and the private sector and private foundations then commit to aligning their support for a developing country partner's program. They provide support for its capacity development, mobilize predictable and long-term financing, and seek to align their procedures with the government systems and among themselves.

1.3 The Global Partnership for Education's guiding principles are:

- a) Country ownership
- b) Benchmarking
- c) Support linked to performance
- d) Lower transaction costs
- e) Transparency
- f) Development results and value for money
- g) Mutual accountability

1.4 The Global Partnership for Education aims to accelerate progress toward the Education for All goals by promoting:

- a) Further development effectiveness and more efficient aid for education
- b) Sound sector policies in education
- c) Adequate and sustainable domestic financing for education
- d) Sustained increases in aid for education
- e) Increased accountability for sector results

Globally, the Global Partnership for Education also aims to promote mutual learning on what works to improve education outcomes and advance Education for All goals.

1.5 In subscribing to the Global Partnership for Education Compact, partners are called to give careful attention to aid effectiveness and to promote transparency, clarity, and trust. The Global Partnership for Education relies on a clear and effective structure of governance and decision-making. Broad participation by all partners, including developing country partners, civil society and the private sector and private foundations is essential. Relationships and communications among developing country partners, donors, multilateral agencies, civil society organizations and the private sector and private foundations are built on clarity and transparency. Steps are taken to minimize possible conflicts of interest. Adaptability is a key characteristic of the Global Partnership for Education.

1.6 This document, *Charter of the Global Partnership for Education*, is intended to promote transparency, accountability, and effective support for Global Partnership for Education management. It emphasizes the centrality of developing country partners in the Global Partnership for Education and reflects the norms and practices developed to implement the goals and principles of the Global Partnership for Education. This document supersedes the Education for All Fast Track Initiative Framework and any inconsistencies between it and the *Charter of the Global Partnership for Education* are resolved in favor of the latter.

II GLOBAL PARTNERSHIP FOR EDUCATION GOVERNANCE: OVERVIEW

2.1 Global Partnership for Education Governance Structure

2.1.1 The Global Partnership for Education operates at two levels: the country level and the global level. At the country level, the Local Education Group (LEG) forms the foundation for the Global Partnership for Education governance. It comprises the government of the developing country partner, donors present in the country, multilateral agencies, and CSOs and others supporting the education sector. The Global Partnership for Education country-level process is supported by global-level processes, directed by a constituency-based Board of Directors.

III COUNTRY-LEVEL GOVERNANCE

3.1 Local Education Group

3.1.1 The Local Education Group (LEG) lies at the heart of the Global Partnership for Education. The Global Partnership for Education is founded on the principle of collective support for a single country-led process towards the development, endorsement and implementation of an education plan. With the government leading and having the responsibility for implementing its policies and plans, CSOs and the Local Donor Group (LDG), described below, work together with government at the country level to support the development, monitoring, and evaluation of the education plan. This includes monitoring and promoting progress toward increased aid effectiveness, active participation in Joint Reviews as well as mobilizing financial support.

Composition

3.1.2 The specific composition, title, and working arrangements of the LEG will vary from country to country according to local circumstances and need. The intent is to make use of or adapt relevant existing structures where feasible for, inter alia, sector dialogue and coordination of financing. The main types of stakeholders that play roles in governance at country level are governments of developing country partners, CSOs and other non-governmental organizations, and the LDG.

Roles and Responsibilities

3.1.3 The LEG is a collaborative forum for policy dialogue, alignment and harmonization of donor support to the education plan. It seeks to ensure all parties are kept fully apprised of progress and challenges in the sector, and it collates and disseminates information on domestic, partner and non-partner funding of the education sector.

3.1.4 Building on established monitoring and review procedures, the LEG reports to the Board of Directors through the Secretariat on progress and challenges, and funding of the education sector from all sources.

3.1.5 The partners' roles and responsibilities and their relationships in the Global Partnership for Education process are further outlined below.

3.2 Governments of Developing Country Partners

3.2.1 Governments of developing country partners subscribe to the Global Partnership for Education Compact and thereby commit to achieving the Education for All goals. They do this through the elaboration of an education plan that is generally compliant with the Global Partnership for Education Results Framework and that is embedded in the country's Poverty Reduction Strategy Paper or equivalent.

Roles and Responsibilities

3.2.2 The Government, in consultation with civil society and the LDG, is responsible for the development, implementation, monitoring and evaluation of the education plan. It is primarily accountable to its parliament and citizens, sharing the results of this accountability with the other partners of the LEG and with the Global Partnership for Education through the Secretariat.

3.2.3 The Government expresses interest in engagement with Global Partnership for Education, and is, where appropriate, responsible for developing program proposals for financing from the Global Partnership for Education in consultation with the LEG.

3.2.4 The Government leads and directs the work of the LEG, convenes, and chairs LEG meetings and coordinates Joint Reviews of education plan implementation.

3.2.5 The Government ensures that all relevant Ministries and authorities with a stake in the plan have the opportunity to participate in Global Partnership for Education processes. These will include Ministries of Education, Finance, Health and Labour, and may include ministries covering areas such as Women's Affairs, Youth, Social Welfare, Water and Infrastructure, Literacy etc., and local authorities.

3.3 Civil Society Organizations and other non-governmental organizations

3.3.1 CSOs and other non-governmental organizations participate in LEGs and support progress toward Education for All goals through advocacy and dialogue with governments and local donor groups on appropriate education policy and implementation with adequate financing, quality, learning outcomes, as well as oversight and accountability mechanisms.

Roles and Responsibilities

3.3.2 In the context of the LEG, CSOs and other non-governmental organizations ensure that broad and representative voices are brought into the LEG regarding the development, implementation and monitoring of the education plan.

3.3.3 CSOs and other non-governmental organizations support the development, implementation, and monitoring of the education plan.

3.3.4 CSOs and other non-governmental organizations engage in policy dialogue as part of the LEG with a view to strengthening domestic policy and accountability processes.

3.3.5 CSOs and other non-governmental organizations monitor and promote progress toward better harmonization and alignment of civil society support to the implementation of the education plan.

3.3.6 CSOs and other non-governmental organizations participate in the preparation and undertaking of Joint Reviews of education plan implementation.

3.4 Local Donor Groups

Composition

3.4.1 The Local Donor Group (LDG) comprises local representatives from bilateral and multilateral development partners and other donors (e.g. NGOs, private foundations and the private sector), acting in their institutional capacities.

Roles and Responsibilities

3.4.2 The LDG supports the developing country partner government's development, implementation and monitoring of the education plan.

3.4.3 The LDG appraises and endorses the developing country partner's education plan.

3.4.4 The LDG mobilizes financing on a long term and predictable basis to complement the developing country partner's domestic financing to fund implementation of its endorsed education plan.

3.4.5 The LDG monitors and promotes progress toward better harmonization and alignment of both financial and technical support.

3.4.6 The LDG takes an active role in the preparation of Joint Reviews of education plan implementation.

3.4.7 The LDG informs the LEG on annual funding commitments and actual disbursements as well as indicative rolling expenditure/implementation plans.

3.4.8 The LDG supports, as appropriate, the Government's application for use of Global Partnership for Education funding instruments.

3.4.9 Members of the LDG ensure coordination and information-sharing with their headquarters.

3.5 Coordinating Agency

3.5.1 The Coordinating Agency (CA) is selected by the LEG and assists in facilitating the work of the LEG.

3.5.2 The CA acts in accordance with operational procedures as determined by the LEG. In cases where no CA is in place, the LDG, in consultation with the developing country partner, designates one.

Roles and Responsibilities

3.5.3 The CA serves as the communications link between the Government of the developing country partner, the LEG (including the Supervising Entity and/or the Implementer) and the Secretariat.

3.5.4 The CA fosters and further develops the relationship between the LDG, the developing country partner and CSOs and other non-governmental organizations.

3.5.5 The CA leads, or otherwise facilitates the LDG and CSOs in their roles of supporting and monitoring the development, endorsement, and implementation of the education plan.

3.5.6 The CA plays a facilitating role with respect to the timely and efficient disbursement of all funds supporting implementation of the education plan. The CA reports on progress of education plan implementation, including on funding commitments and disbursements to the developing country partner, the Board of Directors and the Partnership through the Secretariat.

IV GLOBAL-LEVEL GOVERNANCE

4.1 The Partnership

4.1.1 The Partners subscribe to the Global Partnership for Education Compact. The Board of Directors and Committees established by the Board of Directors are the governing bodies of the Global Partnership for Education. The Partners fall into four categories: developing country partners with an endorsed education plan¹; donors; multilateral agencies²; CSOs, the private sector and private foundations and other stakeholders working in education and involved in the discussions of the Global Partnership for Education.³

Partnership Meeting

4.1.2 The Partnership meeting is a high level forum for mutual accountability, enabling a review of progress, challenges and bottlenecks, lesson sharing, consultation and advocacy.

4.1.3 Partnership meetings take place every second year, or as otherwise agreed by the Partnership. As convenient, they will be held in conjunction with the Education for All High Level Group meetings or other Global Partnership for Education meetings.

4.1.4 The Board of Directors with support from the Secretariat supports and coordinates the organization of the Partnership meeting.

¹ The Global Partnership for Education is open to all low-income countries. The Global Partnership for Education uses the same definition for eligibility as the International Development Association (IDA).

² The Global Partnership for Education encompasses all major donors for education, including potential new donors.

³ Civil society organizations and other stakeholders seeking Partnership status submit requests to the Board of Directors, through the Secretariat.

4.1.5 Observer status at Partnership meetings is available to all interested stakeholders. Observer status may be requested through the Secretariat, with a final decision on attendance taken by the Chair.

The Partnership meeting will:

- a) Review progress based on reports from the Board of Directors and provide advice to the Board of Directors on the general direction of the Partnership;
- b) Provide an opportunity for debate and a platform for advocacy in support of continued resource mobilization, improved aid effectiveness, and inclusion of new partners;
- c) Promote the exchange of information and good practice on implementation of developing country partners and donor activity in support of Global Partnership for Education objectives;
- d) Mobilize and sustain high level coordination, political commitment and momentum to achieve the Education for All goals; and
- e) Provide a communication channel for all stakeholders who are not included in the constituencies of the Board of Directors.

4.2 Global Partnership for Education Board of Directors

Composition and Selection

4.2.1 The Board of Directors is composed of 19 members who represent the main constituencies of the Global Partnership for Education and a Chair independent of all partner organizations. Each Board member shall have one vote.

4.2.2 The 19 Board Members shall consist of the following:

- a) *Six representatives from developing country partners⁴* with an endorsed education plan, divided on a geographical basis, including at least three from Africa;
- b) *Six representatives from donor countries* contributing financial and other support to the Global Partnership for Education;
- c) *Three representatives from multilateral agencies*: a representative of the United Nations Educational, Scientific and Cultural Organization, a representative of the United Nations Children’s Fund, and a representative of multilateral and regional development banks;
- d) *Three representatives from Civil Society*: one representing international/northern civil society organizations; one representing civil society organizations from developing country partners; and one representing members of the teaching profession; and

⁴ The European Commission is included in the donor country constituencies.

e) *One representative from the private sector/foundations.*

4.2.3 Each constituency shall appoint an Alternate Board Member to serve as an additional representative of their constituency.

Selection of Board Members and Terms

4.2.4 Each group mentioned in Article 4.2.2 above will determine a process for selecting its Board representation. Board Members will serve as representatives of their constituencies. Board Members will serve on the Board of Directors for two years or such other term that the Board of Directors may determine. Board Members shall be deemed to act in their capacity as representatives of their respective governments, organizations, constituencies or other entities. Each constituency of the Board of Directors shall notify the Secretariat of the appointment of its Board Member and Alternate Board Member and any modifications thereto.

Roles and Responsibilities

4.2.5 The Board of Directors is the supreme governing body of the Global Partnership for Education.

4.2.6 The Board of Directors sets policies and strategies for the Global Partnership for Education.

4.2.7 The Board of Directors reviews and approves the annual objectives for the Global Partnership for Education.

4.2.8 The Board of Directors makes funding decisions for the Global Partnership for Education trust funds, monitors their utilization and ensures they are being used in line with Global Partnership for Education objectives and policies (including those set out in the relevant trust fund governance document), upon recommendations of committees established by the Board of Directors as relevant.

4.2.9 The Board of Directors gives direction to the Secretariat, and reviews and approves its annual objectives, outcomes, staffing, budget, and work plan.

4.2.10 The Board of Directors advocates for the Global Partnership for Education, mobilizes resources and frames responses to important global and country specific policy or resource issues that are preventing progress toward the Education for All goals.

4.2.11 The Board of Directors commissions working groups and task teams as appropriate; and provides oversight to ensure delivery of agreed terms of reference and timeframe.

4.2.12 The Board of Directors gives direction to the Chair, and approves his/her annual objectives, outcomes, staffing, budget and work plan.

4.2.13 The Board of Directors enhances links among the various partners of the Global Partnership for Education by strengthening channels of communication and collaboration.

4.2.14 The Board of Directors oversees the preparation of the Partnership Meeting.

4.2.15 The Board of Directors provides input to the annual meetings of the UNESCO High-Level Group on Education for All.

4.2.16 The Board of Directors exercises other powers as required to carry out the purposes of the Global Partnership for Education.

Organization and Decision Making

4.2.17 The Board of Directors endeavors to make all decisions by consensus. If all practical efforts by the Board of Directors have not led to consensus, decisions will be made on the basis of a majority of the full membership of the Board of Directors, provided that such majority includes at least one Board member representing developing country partners, one Board member representing donor countries, one Board member representing civil society organizations or the private sector/foundations and one Board member representing a multilateral agency. The Chair or at least two members present may call for a vote.

4.2.18 No decision taken by the Board of Directors is binding on any organization providing members to serve on the Board of Directors. When discharging their duties, Board members are not required to take decisions that conflict with the constitution, regulations, rules and policies of the organization providing that member to the Board of Directors. It is understood that the Board of Directors sets Global Partnership for Education policy and cannot legislate specific changes in policy for a given member without its consent. Decisions may be made electronically, on a non-objection basis in response to requests for decision made by the Chair or the Secretariat.

4.2.19 The Board Member and the Alternate Board Member shall have the right to attend meetings of the Board of Directors. Attendance of other constituency members is permitted, however, the Chair may seek to limit the number of attendees from a constituency after consultation with the relevant constituency. Only one member from a constituency (as designated by the Board Member) may speak on any one agenda item. The Head of the Secretariat or his or her nominee shall attend meetings of the Board of Directors to represent the Secretariat. The Chair of the Board of Directors shall approve the attendance of other interested stakeholders in meetings of the Board of Directors.

4.2.20 The Board of Directors shall meet as often as necessary, either in person or through other means. In-person meetings shall be convened not less than twice per year. A meeting of the Board of Directors shall be convened by written notification from the Chair, including an indicative agenda no less than four weeks before the meeting.

4.2.21 A meeting of the Board of Directors shall be convened within two months of the written request of one third of the Board membership, with an indication of the agenda for the meeting and a justification for requesting the meeting.

4.2.22 Board Members can request that items be put on the agenda by written notice to the Chair at least three weeks before the scheduled meeting. The Chair will circulate a final draft agenda for any meeting no later than two weeks before the meeting.

4.2.23 Board of Directors meetings convened according to the procedures detailed above and with the presence of a majority of Board members which includes at least one Board member representing

developing country partners, one Board member representing donor countries, one Board member representing civil society or the private sector/foundations and one Board member representing a multilateral agency are deemed to have a quorum. During meetings of the Board of Directors, one or more members may participate by audio or video link. A member participating in such a meeting by such means is deemed to be present at that meeting.

4.2.24 The attendance of the Board Member and Alternate Board Member from each of: (i) the six constituencies representing developing country partners; and (ii) the constituency representing civil society organizations from developing countries, shall be funded by the Global Partnership for Education trust funds upon request from such Board Member or Alternate Board Member. Such funding shall be facilitated by the Secretariat and included within the budget of the Secretariat work plan approved by the Board of Directors.

4.2.25 In its discretion, the Board of Directors may meet in executive session (Board Members and Alternate Board Members only). The Board of Directors shall determine whether any members of the Secretariat may attend an executive session.

4.3 Chair of the Global Partnership for Education

4.3.1 The Chair of the Global Partnership for Education is independent of any constituency and represents the Board of Directors and the Partnership as a whole. The Chair does not participate in voting for decisions by the Board of Directors.

Roles and Responsibilities

4.3.2 The Chair has the following roles and responsibilities:

- a) Providing political and intellectual leadership for Global Partnership for Education: Represents the Partnership and the Board of Directors in political and public fora;
- b) Leading Global Partnership for Education resource mobilization efforts;
- c) Facilitating decision making – including on strategy and policies – and follow-through to assure their implementation;
- d) Convening and chairing the Partnership Meeting, Board of Directors and other Global Partnership for Education meetings, as appropriate. The Chair may invite a Board Member to chair meetings of the Board of Directors, as appropriate;
- e) Guiding operations and processes of Global Partnership for Education meetings with support from the Secretariat, including:
 - i. Preparation of meeting agendas for Board of Directors meetings and other Global Partnership for Education meetings;
 - ii. Issuing notices and updates to the Board of Directors; and

- iii. Facilitating agreement on decisions from the Board of Directors meetings and other Global Partnership for Education meetings.
- f) Providing input to the annual performance review of the Head of the Secretariat.
- g) Exercising other tasks as required to carry out the purposes of the Global Partnership for Education as decided by the Board of Directors.

Selection and Evaluation of the Chair

4.3.3 The Chair is selected by the Board of Directors through an open competitive process and is hired by a partner designated by the Board of Directors as agreed by the partner.

4.3.4 The Chair is appointed for a term of three years. Extension of the term is subject to agreement by the Board of Directors following a performance review process. Only one term extension is possible without a new open competitive process.

4.3.5 The Chair is accountable to the Board of Directors with regard to objectives and outcomes, and to the Board of Directors and the partner that hired the Chair with regard to the Chair work plan and budget. An annual performance review of the Chair is organized by the partner organization in which the Chair appointment is based, with input from the members of the Board of Directors and other partners as appropriate.

4.3.6 Partners fund expenses of the Chair through the Global Partnership for Education trust funds.

4.4 The Secretariat

Composition

4.4.1 The Secretariat provides support to the Chair and the members of the Board of Directors and its committees, working groups and task teams, as well as to the Partnership Meeting and other meetings serving the interests of the Partnership as a whole. The Secretariat is based in a donor or multilateral agency partner organization, which promotes a working environment that facilitates the Secretariat's fulfillment of its responsibilities.

4.4.2 The Secretariat comprises staff recruited on the basis of expertise relevant to the implementation of its agreed program. Employment conditions for the Secretariat will be determined in line with human resource policies and procedures of the organization in which the Secretariat is based. The organization in which the Secretariat is based provides human resources, administrative and other support to the Secretariat.

4.4.3 Partners fund the expenses of the Secretariat through the Global Partnership for Education trust funds. Partners may also support the delivery of the Secretariat work program through placement of secondees in the Secretariat, as agreed with the Head of the Secretariat.

Roles and Responsibilities

4.4.4 The Secretariat provides the following technical and administrative support to the Global Partnership for Education:

- a) Supporting the development of the Global Partnership for Education as directed by the Board of Directors;
- b) Providing support to the Partnership, the Chair, the Board of Directors, and its committees, working groups and task teams to help them fulfill their roles and responsibilities and maintain progress toward the strategic objectives of the Global Partnership for Education;
- c) Providing support and coordination for the organization of Global Partnership for Education meetings, including preparation of meeting agendas and meeting organization;
- d) Supporting resource mobilization efforts;
- e) Working with all partners to promote effective communication and data reporting at all levels, particularly strengthening communications at the country level and enabling clear messages on progress to be conveyed at the global level and to the media;
- f) Providing support, where required, to the LEG and CA to strengthen the in-country process, in particular in the following ways:
 - i) Taking the lead in collecting information on the country processes leading to education plan endorsement, and sharing this with other members of the Global Partnership for Education; and
 - ii) Providing quality support to the planning and monitoring processes, including the Joint Review.
- g) Collecting, monitoring, and sharing, among Partners, global and country-level information on all funding amounts and sources associated with delivery of the endorsed education plans;
- h) Providing support to the Board of Directors and its committees in their oversight of the efficient and effective disbursement of the Global Partnership for Education trust funds with appropriate safeguards and accountability;
- i) Providing support to the Board of Directors and its committees in the Global Partnership for Education trust fund proposal process and providing accurate financial information and in monitoring of the utilization of Global Partnership for Education trust funds in line with Global Partnership for Education objectives and policies (including the relevant trust fund document);
- j) Helping coordinate the efforts of the Global Partnership for Education to address issues and priorities related to policy, data, capacity, and finance;
- k) Facilitating the sharing of lessons learned and data collected from developing country partners within the Global Partnership for Education in a timely and effective manner;

- l) Maintaining a record of all Partnership members, including the LEG and LDG members and CA in each developing country; and
- m) Exercising other tasks as required to carry out the purposes of the Global Partnership for Education as determined by the Board of Directors.

Selection and Evaluation of the Head of the Secretariat

4.4.5 The Head of the Secretariat is recruited through a competitive process by a panel comprising the organization in which the Secretariat is based, the Chair, and members of the Board of Directors. The process to determine which Board Members serve on the recruitment panel of the Head of the Secretariat is agreed by the Board of Directors. The process for recruiting the Head of the Secretariat is organized by the organization in which the Secretariat is based and the Head is appointed in line with the host human resource policies and procedures of that organization, for a term of three years.⁵ Extension of the term is subject to agreement by the Board of Directors and the organization in which the Secretariat is based following a performance review process. Only one term extension is possible without a new process of selection.

4.4.6 The Head of the Secretariat is accountable to the Board of Directors with regard to objectives and outcomes, and to the Board of Directors and the organization in which the Secretariat is based with regard to the Secretariat work plan and personnel and budget management. The Board of Directors shall organize an annual performance review of the Head of the Secretariat with input from the organization in which the Secretariat is based.

4.5 Global Partnership for Education Funding Instruments

4.5.1 The Global Partnership for Education provides a global platform for mobilizing additional resources for the education sector through:

- a) Domestic resources;
- b) Resources from bilateral and multilateral donors at the country level;
- c) Resources from donors (including resources from private sector donors and foundations) not yet present in the country who are willing to provide new funding;
- d) Global Partnership for Education trust funds:
 - i) The Global Partnership for Education trust funds are considered integral to the implementation of the Global Partnership for Education. They are established to be used for purposes of the Global Partnership for Education, as expressed in the relevant agreements or arrangements signed by the donors and the trustee. The Board of Directors allocates the financing and monitors that the funds are used in support of the Global Partnership for Education objectives; and

⁵ The three-year term shall apply to the appointment of the Head of the Secretariat after the expiry of the term, including any possible extension, of the Head in place in April 2011.

- ii) These funds are used in line with the objectives of the Global Partnership for Education. The Secretariat will inform the Partnership, through annual implementation and other reporting, and regular updates to the Board of Directors, on how the use of the funds support the Global Partnership for Education objectives.