GLOBAL GOVERNANCE MANUAL

March 2017

GPE Transforming Education

This manual is an introduction for individuals interested in the governance structure of the Global Partnership for Education. It is a living document and is updated regularly.

If you have any questions or comments on this manual, please contact the Board Services Team in the Secretariat at:

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TABLE OF CONTENTS

INTRODUCTION 5
- The Compact 5
- Historical Context 6
- Guiding Principles 7

COUNTRY-LEVEL AND GLOBAL GOVERNANCE PROCESSES 7

BOARD OF DIRECTORS 8
- Introduction 8
- Roles and Responsibilities of the Board of Directors 8
- Constituency Management 9
- Choosing Board Members and Alternate Board Members 9
- Representing the Views of the Constituency 10
- Note on Alternate Board Members 11
- Note on Communications Focal Points 11

BOARD OPERATIONS 12
- Meetings 12
- Agenda-Setting 12
- Attendance 12
- Quorum 12
- Participation in Meetings 13
- Support for Attendance at Meetings 13
- Decision-Making 13
- Working Groups and Task Teams 14

CHAIR OF THE GLOBAL PARTNERSHIP FOR EDUCATION 14

COMMITTEES 14
- Coordinating Committee 15
- Finance and Risk Committee 15
- Grants and Performance Committee 15
- Governance and Ethics Committee 15
- Strategy and Impact Committee 16

SECRETARIAT 17
- Chief Executive Officer 18
- Board Services Team 18
- BOARD POLICIES 18
- Board and Committee Operating Procedures 18

Charter 18
Conflict Resolution Procedures 19
Contributions and Safeguards Policy 19
Corporate Engagement Principles 19
Financing and Funding Framework 19
Gender Policy and Strategy 19
GPE Fund Governance Document 20
Guidelines for Accelerated Support in Emergency and Early Recovery Situations 20
Operational Framework for Effective Support in Fragile and Conflict-Affected States 21
Operational Framework for Requirements and Incentives in the Funding Model for the 2015–2018 Period 21
Policy on Conflicts of Interest 21
Policy and Communications Protocol on Misuse of GPE Trust Funds 21
Policy on Education Sector Program Implementation Grants 22
Policy on Transparency 22
Risk Management Policy and Operational Risk Framework 22
Standard Selection Process for Grant Agents 22

Appendix 1: Membership Process 23

INTRODUCTION

Welcome to the global governance processes of the Global Partnership for Education.

In this document, we refer to the Global Partnership for Education as GPE. We also refer to the Board of Directors as the Board.

GPE brings together the following groups to focus on accelerating progress toward the **Education for All Goals**:

- developing countries
- donor countries
- civil society organizations (including but not limited to those representing the teaching profession)
- private sector and foundations; and
- multilateral agencies

There are six **Education for All Goals,** which were adopted by the international community in a meeting of the World Education Forum in Dakar, Senegal, in 2000:

1. Expanding early childhood education
2. Providing free and compulsory basic education for all
3. Promoting learning and life skills for young people and adults
4. Increasing adult literacy
5. Achieving gender parity and gender equality
6. Improving the quality of education

GPE was established in 2002 under its former name, the Education for All Fast Track Initiative. You may find references to this name in various historical documents of GPE, on our website and elsewhere.

The Compact

GPE members each commit to a **Compact**, described below.

Developing country partners commit to:

- Develop and implement an evidence-based education sector plan (comprehensive or transitional), including a multi-year costed implementation plan, of good quality that is embedded in the country's national development strategy 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/private sector commit to:

- Increase support to government education sector plans, including through technical and financial support.
- Assist in mobilizing resources and aligning them with the priorities of developing country partners.
- Harmonize procedures and utilize country systems as much as possible.

GPE aims to promote capacity-building, policy dialogue and mutual learning on what works to improve education outcomes and advance Education for All goals.

Historical Context

GPE is grounded in the collective wisdom of the global conferences since the beginning of the 21st century.

- Education for All goals adopted at the World Education Forum, April 2000, in Dakar, Senegal. 180 countries committed themselves to providing quality education for all the world's children by 2015.

- Millennium Development Goals adopted at the UN summit, September 2000, in New York. World leaders agreed that all boys and girls should complete a full cycle of primary education by 2015.

- Monterrey Consensus forged at the International Finance and Development Conference, March 2002, Monterrey, Mexico. The consensus committed rich nations to boost trade and aid opportunities for countries with sound policies.

- UN Special Session on Children, May 2002, in New York. The General Assembly adopted "A World Fit for Children" which contained a Declaration and a Plan of Action, which together aimed to chart a course for a global movement that would strengthen international actions for the promotion of children's rights in the twenty-first century and beyond.

- Rome and Paris Declarations on Harmonization and Aid Effectiveness (2003 and 2005) and the Accra Agenda for Action adopted by the Third High Level Forum on Aid Effectiveness in September 2008. The development community committed to work towards aligning its assistance around country development priorities and to harmonize donor policies and priorities around country systems.

- Between 2004 and 2014, GPE granted over US$3.6 billion in financial aid to developing countries

Additional information about GPE and its results can be found at www.globalpartnership.org/results.

Guiding Principles

GPE's vision, mission, goals and objectives are established in its strategic plans, approved by the Board from time to time. GPE's guiding principles are:

a) Education as a public good, a human right and an enabler of other rights.

b) Focusing our resources on securing learning, equity and inclusion for the most marginalized children and youth, including those affected by fragility and conflict.

c) Achieving gender equality.

d) Enabling inclusive, evidence-based policy dialogue that engages national governments, donors, civil society, teachers, philanthropy and the private sector.

e) Providing support that promotes country ownership and nationally identified priorities, and is linked to country performance in achieving improved equity and learning.

f) Improving development effectiveness by harmonizing and aligning aid to country systems.

g) Promoting mutual accountability and transparency across the partnership.

h) Acting on our belief that inclusive partnership is the most effective means of achieving development results.

GPE aims to accelerate progress toward each GPE strategic plan 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, GPE also aims to promote mutual learning on what works to improve education outcomes and advance progress for Sustainable Development Goal 4 and GPE strategic plans.

COUNTRY-LEVEL AND GLOBAL GOVERNANCE PROCESSES

GPE operates at two levels: partnerships are formed by actors at the **country level** and at the **global level**.

At the country level, local partnerships of actors working on the ground (including developing country governments, donor countries, civil society organizations, representatives of the teaching profession, the private sector and private foundations, and multilateral agencies) coordinate their activities through their respective local education group (LEG).

The roles and responsibilities of each of the GPE actors at the country level (as well as at the global level) are described in the Charter of the Global Partnership for Education. This document is the "constitution" of GPE and has been approved by the Board.

Other useful information about GPE country-level processes can be found in the Country-Level Process Guide.

The country-level process is supported by global-level processes, directed by a constituency-based Board. This document focuses on global-level governance only.

BOARD OF DIRECTORS

Introduction

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

The Board consists of 19 voting members. All Board members represent constituencies, meaning that each Board Member represents a group of governments, networks, companies or institutions. Each Board member represents his or her constituency on the Board and does not participate in deliberations in a personal capacity.

The 19 constituency seats are made up of the following:

- Six seats for representatives of developing countries.
- Six seats for representatives of donor countries.
- Three seats for representatives of civil society (one for developing country civil society organizations, one for northern/international civil society organizations, and one for members of the teaching profession).
- Three seats for multilateral organizations (two for United Nations Agencies, and one for multilateral and regional banks).
- One seat for the private sector and private foundations.

Each seat has one vote (see Decision-making below). In addition to the Board member, each constituency selects an Alternate Board member.

In addition, the Board selects a **Chair** who is independent of all partner organizations and is a non-voting member. The current membership of the Board can be found on our website.

Roles and Responsibilities of the Board

The Board's main responsibilities are as follows:

- Set policies and strategies.
- Review and approve annual objectives.
- Make funding decisions for GPE trust funds, monitor their utilization and ensure they are being used in line with GPE objectives and policies.

- Provide direction to the Secretariat and Chair, and review and approve the Secretariat's annual work plans, budget and staffing.

Further details on the roles and responsibilities of the Board can be found in the GPE Charter.

Constituency Management

In January 2011, the Board of began operating on a constituency basis.

A constituency-based model means that each seat represents a large group of countries, networks, companies or institutions. In the case of GPE, each seat is represented by a Board member and an Alternate Board member.

Some constituencies represent a large number of stakeholders, others far fewer. In some, membership is open-ended, such as in the civil society constituencies. In others, membership is very narrowly defined, which is the case with many of the donor constituencies. In some cases, the seat consists of one or two agencies only.

An important principle regarding constituency representation is that each of the constituencies is **self-governed**. In order to ensure that the constituencies act independently in fulfilling their duties for the partnership (without interference from the Secretariat or the Chair), constituencies manage their own internal processes for how they choose members and alternates, consult on positions, and communicate with each other. Some constituencies have formal processes; some operate on a more informal basis. The process itself is dependent on what is practical for that constituency.

Constituencies should have answers to the questions below to ensure smooth operations:

- *Who is in your constituency?*
- *How do you communicate with constituency members?*
- *What is the process to develop constituency positions on issues being discussed?*
- *How do you select the Board member and Alternate?*
- *Do you have a handover plan for when the constituency representative changes?*

Choosing Board Members and Alternate Board Members

Board members and Alternate Board members are chosen every **two years**.

The Board Services Team will remind the constituencies when their representatives' terms are due to expire. As stated above, a constituency manages the selection process of its Board member and Alternate Board member. A representative of the constituency should communicate the results of the selection process to the Board Services Team and the Chair.

There are many options for managing a selection process. The appropriate mechanism may depend on the size of the constituency (some constituencies only represent two or three countries, for example) and the interest level of its members. Some suggestions are listed in the following section.

- A nominations committee can be formed or individuals can nominate themselves.
- Separate elections can take place for each of the roles. This would generally start with the election of the

Board member and then the Alternate Board member.

- The constituency can agree that the Board member, once elected, can choose his or her own Alternate Board member.
- The constituency can agree that there be one election and the Board member will be the person with the highest number of votes and the Alternate Board member with the second highest.
- Once the Board member and Alternate Board member are chosen, their positions could rotate (i.e., a country or organization can first serve as Alternate Board member, then as Board member). This is a good system for small constituencies of two to three members.

The following are some attributes of a successful Board member and Alternate Board member:

- Political backing of his/her government or organization so as to fully engage with his/her constituency and other Board members.
- Time (and in the case of non-developing country partners resources) to fully participate in face-to-face and other meetings of the Board, as well as to contribute to any ongoing written communications between Board members.
- Knowledge of GPE, its mission and processes, as well as general issues in the field of education in developing countries and the ability/willingness to advocate for GPE to external stakeholders and partners.
- Experience as a Board member in multilateral fora.
- Facilitation and consensus-building skills.
- Fluency in either English or French.

Representing the Views of the Constituency

Once constituency representation is chosen, it is the duty of the Board member and Alternate Board member to consult widely before expressing the position of the constituency.

Generally, whether their constituency is large or small, undefined or precise, the most successful Board members have a clear understanding of whom they represent as well as their constituency's expectations for their role on the Board. They also make sure that effective communication and consultation occurs within the constituency to develop positions on important issues.

The Board member is responsible for leading consultations among the constituency to determine a common position and to build consensus. The Board member must also be prepared to represent differences that may exist within the constituency and will be called to vote on Board decisions on behalf of its constituency, if necessary.

Effective decision-making by the Board is facilitated by each constituency establishing a unanimous position. In cases where a common position proves difficult, the Board member and Alternate Board member should at least be aware of the differences that exist within the constituency and be prepared to adequately represent

them at Board meetings.

It is good practice for the Board member and Alternate Board member to schedule an audio-conference or video-conference meeting, if possible, to discuss issues that are being discussed by the Board, in particular before any meeting of the Board.

The Board Services Team is available to help organize such meetings, upon request.

Note on Alternate Board Members

The Alternate Board member is an additional representative of the constituency, who is responsible, along with the Board member, for facilitating constituency consultations. He or she is encouraged to coordinate with the Board member to ensure effective representation of the constituency. The Alternate Board member is also expected to attend the Board face-to-face meetings, along with the Board member.

The Alternate Board member could be an individual from the same country or organization as the Board member, or from a different country or organization, depending on the needs of the constituency.

The Alternate Board member may also act on behalf of the Board member when he or she is unavailable (e.g., to represent their constituency at a Board meeting).

Note on Communications Focal Points

In addition to the roles of Board member and Alternate Board member, it is recommended that each constituency appoint a communications focal point.

The primary role of the communications focal point is to ensure that there is effective communication within the constituency, that each of the constituents is well-informed about the issues and decisions being discussed, and that all views within the constituency are taken into account.

All communications to the Board (from the Secretariat or otherwise), except for issues discussed during closed executive sessions at Board meetings, are sent to Board members, Alternate Board members and communications focal points. Technical advisors to Board and Alternate Board members may also be included in the regular Board distribution list, upon request from the Board or Alternate Board member.

The communications focal point plays a key role in the management of the constituency and its participation in Board deliberations. They:

- Act as communications focal points between the Board member and Alternate Board member and the other constituency members, and send communications to the Board on behalf of the constituency, as needed.
- Circulate all Board documents and materials to the constituency members for internal deliberation.
- Assist the constituency in organizing internal consultations prior to Board meetings to develop consensual

positions.

- Advise constituency members regarding Board meeting dates and times.
- Facilitate communication of Board decisions to constituency members.
- Support engagement with other Board constituencies.

BOARD OPERATIONS

Meetings

The Board generally has two three-day face-to-face meetings a year. It may meet more often if an urgent decision is needed. In the period between face-to-face meetings, meetings may occur by audio-conference, video-conference or other electronic means.

Board members and Alternate Board members will normally be informed of any proposed face-to-face meeting at least eight weeks in advance, and of any virtual meetings at least two weeks in advance.

Agenda-Setting

Meeting agenda items are based on GPE annual priorities, previous Board decisions, the work of committees, relevant strategic issues, and the core functions of the Board. The timing and agenda items are set in a way to ensure that the Board has enough time to focus on strategic matters without spending time on issues that are in the remit of its committees or the Secretariat. A draft agenda for face-to-face meetings is circulated approximately two months in advance and Board members are provided an opportunity to comment on the draft by written notice to the Chair. The Chair will circulate the final agenda and meeting documents for all face-to-face meetings three weeks before the meeting.

Attendance

Only the Board member and the Alternate Board member may attend all Board meetings. 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. The Chair also decides on the attendance of any observers.

If you would like to attend a Board meeting and you are not a Board member or an Alternate Board member, please contact a member of the Board Services Team at GPEgovernance@globalpartnership.org, who will pass along the request to the Chair.

Quorum

To ensure that there is wide representation while making decisions, the Board is only able to do business and make decisions when a majority of Board members are present. This majority must include at least one representative from a developing country constituency, a donor constituency, a civil society or the private

sector/private foundations constituency, and a multilateral agency constituency.

Participation in Meetings

During meetings, only one constituency member (generally the Board member or Alternate Board member) may speak on one agenda item. The Board member and Alternate Board member decide amongst themselves who will speak on particular issues. If other constituency members are present at a meeting and would like to speak on a matter, they may do so in place of, but not in addition to, the Board member or the Alternate Board member.

Board members may participate in the meeting by audio or video link if they are unable to attend the face-to-face meeting in person.

Support for Attendance at Meetings

Upon request, GPE may fund the attendance of the Board member and Alternate Board member from the following constituencies:

- The six developing country constituencies.
- The civil society organization constituencies from developing countries.

Attendance of all other individuals is funded by his or her own organization or country.

Decision-Making

Generally, when a decision is made by the Board, it will be based on a paper prepared by the Secretariat, a committee, or a working group, setting out the background, the issue, and recommended language for the decision to be taken. In order to facilitate consensus-building discussions among constituency members, the papers are distributed to Board members, in English and French, no later than two weeks before the Board meeting. Key documents are distributed in Spanish as well.

The Board endeavors to make all decisions by consensus. However, if all practical efforts by the Board have not led to consensus, decisions will be made through a vote on the basis of a **majority of the full membership** of the Board (i.e., at least ten votes in favor), 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/private foundations; and
- one Board member representing a multilateral agency.

The Chair or at least two members present at a meeting may call for a vote. Each constituency, represented by its Board member and/or Alternate Board member, has only one vote.

The bulk of the Board's decisions are made at face-to-face meetings. Records of those decisions can be found on the Board webpage on the GPE website.

From time-to-time, the Board may be asked to make **decisions by email**. These are generally made using a non-objection procedure, meaning that the decision is approved by the Board unless any member objects by a certain date/time. When this process is used, the objection of any Board member or Alternate Board member will prevent the decision from being approved.

Working Groups and Task Teams

From time to time, the Board will form working groups and/or task teams to undertake a specific task needed to fulfill GPE's work program.

The Board commissions working groups and task teams and provides oversight to ensure delivery of agreed-upon terms of reference and timeframe.

Working groups and task teams report to the Board until their mandates are completed.

Unless the Board decides otherwise, working groups and task teams are open to all partners.

CHAIR OF THE GLOBAL PARTNERSHIP FOR EDUCATION

The Chair of the Global Partnership for Education is independent of any partner organization and represents the Board and GPE as a whole.

The Chair facilitates decision-making by the Board but does not hold a vote. The Chair has the following main responsibilities:

- Providing political and intellectual leadership for GPE.
- Representing the GPE and the Board in political and public fora.
- Leading resource mobilization efforts.
- Convening and Chairing the Partnership meeting, all Board meetings, and other GPE meetings, as appropriate.

A full description of the Chair's roles and responsibilities can be found in the GPE Charter.

Information about the current Chair can be found on the GPE website.

COMMITTEES

Along with working groups and task teams, the Board may establish standing Board committees to undertake certain approved activities. In some cases, the Board may choose to delegate some of its powers to a committee (or to the Secretariat).

As of March 2017, GPE has five standing Committees to support the Board and allowing it more time for strategic matters. The Committees include: Coordinating Committee (CC), Grants and Performance Committee (GPC), Finance and Risk Committee (FRC), Governance and Ethics Committee (GEC), and Strategy and Impact Committee (SIC).

A full description of committee roles and responsibilities can be found in the Board and Committee Operating Procedures. Committee terms are two years, renewable once.

Coordinating Committee

Roles and Responsibilities

The mandate and the composition of the Coordinating Committee are described in detail in its terms of reference posted on the GPE website. Generally, the Coordinating Committee:

- Assists the Chair in coordinating the work of the Board's other standing committees.
- May be delegated decision-making authority by the Board, as needed.
- Acts as a sounding board for the CEO on critical matters on the Secretariat's roles and responsibilities.
- Undertakes any other responsibility or task delegated to it by a Board decision.

Grants and Performance Committee

Roles and Responsibilities

The mandate and the composition of the GPC are described in detail in its terms of reference on the GPE website. The GPC is primarily responsible for:

- **Grant Applications:** Review grant applications and recommend to the Board for approval, ensuring they are in compliance with the GPE Funding Model and aligned with the GPE strategic plan.
- **Education Sector Plans**: Oversee GPE ESP quality assurance processes and monitor to extent to which the GPE Funding Model is driving education sector progress in partner developing countries.
- **Grant Performance:** Track performance of all grants, and report to the Board thereon with advice and analysis, including actions to address country-level portfolio or country-specific performance issues, including, but not limited to, cancelling uncommitted allocations.
- **Country-Level Policies**: Analyze and review GPE country-level processes and operational model components, and make recommendations to the Board on new policies or revisions to existing policies.

Finance and Risk Committee

Roles and Responsibilities

The mandate and the composition of the FRC are described in detail in its terms of reference on the GPE website. Generally, the GEC is responsible for:

- **Financial Management**: Monitor GPE's financial position and oversees budgets and costs, forecasts available resources and recommends maximum country allocations, and recommends new and revised financial management policies.
- **Targeted Financing Arrangements**. Oversee and monitor the implementation of the Contributions and Safeguards Policy, make recommendations to the Board on targeted financing proposals, and make revisions on proposed revisions to targeted financing arrangements.
- **Risk Management**: Oversee and makes recommendations on the development and implementation of a risk management framework and operational risk framework.
- **Audits**. Oversee the audit arrangements of the GPE Fund and make any recommendations for changes in consultation with the Trustee, and oversee GPE processes for reviewing and follow-up on issues arising on audits of GPE grant funds.

Governance and Ethics Committee

Roles and Responsibilities

The mandate and the composition of the GEC are described in detail in its terms of reference on the GPE website . Generally, the GEC is responsible for:

- **Governance:** Conduct internal reviews of GPE global-level governance structure, annual performance reviews of Board Chair, Board Vice Chair, Board and Committees, and Chief Executive Officer, recommend changes for effective constituency representation and participation in GPE governance structures and monitor and oversee Committee terms of reference.
- **Ethics**: Oversee implementation of the Conflicts of Interest Policy and Transparency Policy and provide advice to the Board on ethics issues.
- **GPE Institutional Arrangements**. Monitor and provide regular reports on institutional arrangements, including hosting issues.
- **Committee Nominations Process**. Oversee nomination process with view of balanced representation of Board constituencies, including balance in representation with regard to gender and the Partnership, and Committee needs.

Strategy and Policy Committee

Roles and Responsibilities

The mandate and the composition of the SIC are described in detail in its terms of reference on the GPE website. Generally, the SIC is responsible for:

- **Strategic Planning**: Oversee the development of a new strategic plan and monitor progress on the current one annually, providing any advice to the Board to alleviate bottlenecks.
- **Results Framework**. Monitor results annually and make recommendations to the Board on significant adjustments to core indicators, as needed, and make decisions on adjustments to non-core indicators or

minor adjustments to core indicators.

- **Results Report**. Annually analyze, provide advice on and review the Results Report to the Board, including any recommendations for any changes to GPE global-level strategies, objectives or policies.
- **GPE Policies and Global-Level Strategies**. Recommend changes to GPE global-level strategies (for example, the knowledge and good practice exchange strategy), objectives, and policies based on findings in the Results Report (for example, gender).
- **Global Education Policy**: Provide advice to the Board and developing policies, guidelines or other mechanisms for Board approval to ensure that GPE is shaping and responding to the global debate on education.
- **Evaluations**. Oversee periodic independent evaluations of GPE and evaluations set out in the Monitoring and Evaluation Strategy.
- **GPE Funding Frameworks**: In collaboration with the FRC recommend to the Board eligibility, allocation, and prioritization frameworks and/or policies for GPE resources at the global and country levels, and new innovative funding mechanisms.

SECRETARIAT

The Secretariat plays a facilitative role and serves the interests of GPE as a whole.

The **Secretariat** is organized around four core units: country support; strategy, policy and performance, partnership and external relations; and operations. The roles of the units are as follows:

- **Country Support**: All activities related to the interface between the Secretariat and eligible GPE developing country partners. This covers the broad spectrum of:
  - ✓ Education Sector Plan analysis and development; education sector monitoring
  - ✓ Education Sector Program Implementation Grant development, assessment, approvals and monitoring.

- **External Relations and Constituency Outreach**: Resource mobilization and GPE constituency relations, advocacy, partnership support and outreach, and strategic communications.

- **Operations**: Trust Fund management and operations, finance, budget, human resources, Board operations and governance, office management and legal guidance.

- **Strategy, Policy and Performance:** this group is responsible for thought leadership and technical excellence in the work of the Partnership. It leads on policy, strategy, quality assurance and innovation within the GPE. The unit is also responsible for monitoring and evaluation of GPE results.

- **Front Office**: Support to the CEO and Chair to ensure they are prepared for all external engagements and interactions with the Board, assist in cross-Secretariat coordination to develop and execute on the strategy set by the Chair, lead on various special projects deemed of importance to GPE, but with no particular

home within the Secretariat.

A fuller description of the Secretariat's overall roles and responsibilities can be found in the GPE Charter.

Chief Executive Officer

The chief executive officer (CEO) of the Secretariat plans, leads, and ensures quality in the implementation of the Secretariat work plan and budget. The CEO is accountable to the Board with regard to objectives and outcomes.

Board Services Team

The Board Services Team serves as a liaison between the Secretariat and the Board (including the Chair) and its committees.

The Board Services Team assists the Chair of the Board and the Chairs of three standing technical Board Committees in preparing, facilitating, and coordinating the work plan and meetings for the Board and its Committees.

In particular, the Board Services Team offers the following range of support services to the Board and committee members:

- Technical counsel on all governance and constituency-related questions.
- Information sessions to incoming Board and committee members regarding their roles and responsibilities to ensure they are fully informed of available resources to strengthen their engagement.
- Audio-conference and video-conference services to assist Board members during the constituency consultation process. The Board Services Team can make available audio-conference or video-conference facilities upon request.
- Contact database management for each constituency. The Board Services Team maintains an updated comprehensive contact database of all GPE partners to facilitate communications among each constituency.
- Translation services for key Board and committee documentation, as appropriate.
- Interpretation services during Board and committee face-to-face meetings, as appropriate.

BOARD POLICIES

Board and Committee Operating Procedures

The Board and Committee Operating Procedures provide detail on such things as Board and Committee membership selection, meeting protocol, and decision-making processes.

Charter of the Global Partnership for Education

As mentioned earlier, the Charter of the Global Partnership for Education may be considered the bylaws or

constitution of the organizations. It outlines the roles and responsibilities of each of the GPE actors at the country level and the global level.

Conflict-Resolution Procedures

The Conflict-Resolution Procedures were adopted by the Board in 2016 and conceptualize key challenges around conflict resolution in a multi-stakeholder partnership, and set out steps for resolving resolution of disagreements around GPE processes at country level, including any that involve the Secretariat or agency partners' headquarters.

Contributions and Safeguards Policy

The Board adopted the Contributions and Safeguards Policy in 2017 to govern the circumstances under which any financial contributions will be permitted to the GPE Fund in order to maximize the opportunities for raising additional resources in an increasingly differentiated financing environment for education. The policy is posted on the GPE website.

Corporate Engagement Principles

The Board adopted the Corporate Engagement Principles in 2016 to specifically guide the business engagement of commercial enterprises and institutions with GPE. Included are principles on accountability and equity, systems strengthening, measurable outcomes, transparency, intellectual property, support to government, investment benefit, beyond philanthropy, shared bottom line and corporate responsibility. The Principles are to be read in conjunction with the GPE Charter, Conflict of Interest Policy and other policies.

Financing and Funding Framework

The Financing and Funding Framework (FFF) adopted by the Board in 2017 puts forward an integrated set of tools necessary for GPE to better serve as a platform for education system strengthening and to facilitate collective action in support of evidence based national strategies for universal quality education. The FFF provides a flexible set of financing and funding opportunities for countries while supporting global exchange of knowledge and innovation across the Partnership. This reinforces the idea that transformation across all GPE countries cannot rely on a "one-size-fits-all" approach – but countries and their partners can learn and benefit from each other. Moreover, the FFF also promotes coherence across these funding and financing options in order to ensure alignment with national education sector plans and streamline operations.

Gender Equality Policy and Strategy 2016–2020

Gender equality is considered vital for the realization of GPE's mission, strategic goals, and objectives. The Gender Equality Policy and Strategy 2016–2020 aims to increase gender equality in access, participation, and learning achievements for all girls and boys; improve gender equality in education systems; strengthen gender equality in education sector legal frameworks, policy and planning process; and ensure robust execution of

commitment to gender equality across GPE.

GPE Fund Governance Document

GPE acts as a forum for education policy at the country and global levels. It has a central fund, the GPE Fund–described in the Global Partnership for Education Fund Governance Document–to which each of the donors represented on the Board contributes.

The Board makes decisions regarding financing from the fund, and is advised by the three technical Committees.

The GPE Fund is used for the following activities:

Grants to countries for:

- Development and revision of a national Education Sector Plan (ESP) or Transitional Education Plan (TEP) for a developing partner country: the Education Sector Plan Development Grant (ESPDG).
- Development of a proposal for support for implementation of an ESP or TEP: the Program Development Grant (PDG).
- Implementation of an ESP or a TEP: the Education Sector Program Implementation Grant (ESPIG).

In addition, the GPE Fund provides financing for:

- Secretariat, Chair and trustee budget.
- Other fees and expenses related to administration of the trust fund.

Under the GPE Fund structure, funds are supervised by bilateral and multilateral agencies, acting as grant agents. For country-level grants, these are then generally passed onto the developing country government. In some cases, the grants are implemented by the bilateral or multilateral agencies, or grant agents, themselves.

More details of these and other arrangements are set out in the GPE Fund Governance Document and the Country-Level Process Guide.

Guidelines for Accelerated Support in Emergency and Early Recovery Situations

The Guidelines for Accelerated Support in Emergency and Early Recovery Situations (Accelerated Funding Guidelines) were approved by the Board in 2012 to assist countries that are eligible for an ESPIG and have received an indicative Maximum Country Allocation (MCA) to apply for accelerated support to cover emergency and/or early recovery activities. The funding cannot exceed 20% of the MCA and the implementation period is one year with an extension possible. It is expected that by the end of the one-year implementation period, the application for the remainder of the country's indicative allocation will have been submitted.

Operational Framework for Effective Support in Fragile and Conflict-Affected States

Whereas the Accelerated Funding Guidelines applies to countries with an announced indicative allocation but with no active ESPIG in place, the Operational Framework for Effective Support in Fragile and Conflict-Affected States may be used for countries in emergencies that do an active ESPIG in place. The framework allows for an accelerated procedure to approve grant restructuring to address the situation.

Operational Framework for Requirements and Incentives in the Funding Model for the 2015–2018 Period

The Operational Framework for Requirements and Incentives in the Funding Model for the 2015–2018 Period is the results-based funding model of GPE for its education sector program implementation grants.

Policy on Conflicts of Interest

The multi-stake holder nature of GPE's governance processes can potentially result in conflicts of interest, which need to be managed carefully. The Board approved a Policy on Conflicts of Interest at its November 2011 meeting.

The policy applies to all persons involved in the global-level decision-making processes of GPE (other than the Chair and the Secretariat). Each Board and Alternate Board member and Committee member must sign a policy acknowledgment at the beginning of their term. If at any time they become aware of any actual or potential conflicts of interest, they must promptly notify:

- The Chair of the GEC for a decision-making process not involving a funding proposal.
- The Chair of the meeting for a decision-making process involving a funding proposal.

Individuals with questions or queries regarding the policy should contact the Secretariat.

Policy and Communications Protocol on Misuse of GPE Trust Funds

The Policy and Communications Protocol on Misuse of Trust Funds was approved by the Board in June 2012. The policy sets out GPE's *zero tolerance* of misuse which includes fraud, corruption, coercion or any other use for which funds have not been approved.

The policy also makes clear that the policies and procedures of the relevant grant agent apply to the grants that they supervise or manage.

The policy has provisions to ensure that the Board is fully informed of any credible evidence of misuse of GPE funds at the country level, through the Secretariat. It establishes a restricted email list for Board members and Alternate Board members, GERF members, and other donors to receive this information.

Please direct any questions about the policy to the Board Services Team at GPEgovernance@globalpartnership.org.

Policy on Education Sector Program Implementation Grants

The Policy on Education Sector Program Implementation Grants (Policy on ESPIGs) defines formal processes and procedures related to the management of ESPIGs.

Policy on Transparency

The Policy on Transparency affirms that transparency is a guiding principle of GPE and states that information about GPE's decisions and operational activities will be made available to the public in the absence of a compelling reason for restricted information. An illustrative list of the types of documents posted on the GPE website is appended.

Risk Management Policy

The overall goal of the Risk Management Policy is to create a shared understanding of, and promote a consistent approach to, risk awareness, risk intelligence and risk management within GPE. The Risk Management Policy sets out the wider risk management system required to ensure that GPE delivers on the objectives identified in its strategic plan.

The Risk Management Policy articulates risk appetite and supporting principles related to key areas of GPE operations. It guides the Board and Secretariat in strategic and operational decision-making and facilitates a systematic approach to risk management.

The Risk Management Policy includes a risk management matrix which documents GPE's main risks by describing each risk, the likelihood of its occurrence, the likely impact should it occur, the risk mitigation manager, mitigation actions being undertaken and responsible parties. It also includes an operational risk framework which complements the risk matrix and allows GPE to improve risk management by addressing risk at the country and grant levels in a systematic way.

Standard Selection Process for Grant Agents

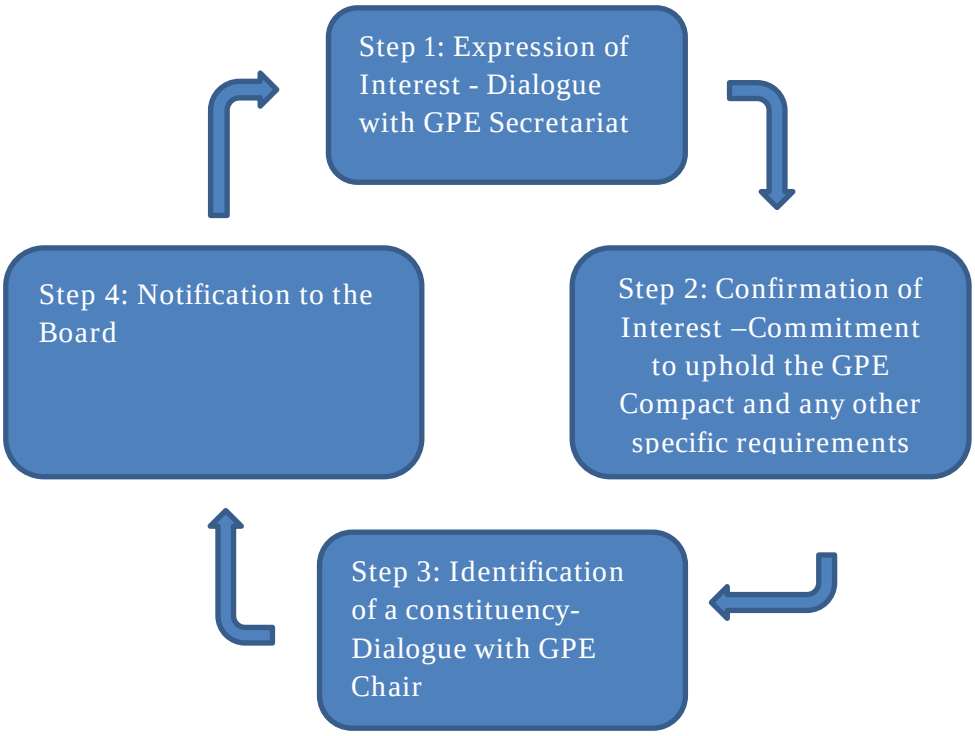
The Standard Selection Process for Grant Agents ensures that the process and dialogue leading up to the government's selection of a grant agent for its ESPIG is transparent and participatory, with full involvement of the local education group.

APPENDIX 1: THE GLOBAL PARTNERSHIP FOR EDUCATION'S MEMBERSHIP PROCESS

This document aims to clarify the overall process of how to become a Partner of the Global Partnership for Education (GPE) and how to join a constituency.

GPE brings together five categories of partners: the developing country partners, donors, multilateral agencies and regional banks, civil society organizations and private sector/foundations. All partners commit to the GPE Compact, which defines the mutual accountability of all GPE partners and to other specific requirements described below.

A constituency-based model means that each seat at the Board represents a large group of countries, networks, companies or institutions. Some constituencies represent a large number of stakeholders, others far fewer. In some, membership is **open-ended**, such as in the civil society constituencies. In others, membership is very **narrowly defined**, which is the case of many of the donor constituencies. In some cases, the seat consists of **one or two agencies only**. All partners belong to a constituency.



STEP 1: EXPRESSION OF INTEREST – DIALOGUE WITH GPE SECRETARIAT

The first step is to express an interest in joining the Global Partnership for Education and to initiate a dialogue with the Secretariat: GPEgovernance@globalpartnership.org

STEP 2: COMMITMENT TO UPHOLD THE GPE COMPACT AND ANY OTHER SPECIFIC REQUIREMENTS

The second step for all partners is to commit to uphold the GPE Compact as presented in the GPE Charter. Some categories of partners have additional specific requirements which are described

in the Charter. All partners should send a "commitment letter" or equivalent to the chief executive officer of the Secretariat, signed by the minister of education or any other authorized official. This letter should include a specific reference to the GPE Compact and clearly stipulate other commitments.

The GPE Compact: Mutual accountability to deliver the following:

Developing country partners commit to:

- Develop and implement an evidence-based education sector plan (comprehensive or transitional), including a multi-year costed implementation plan, of good quality that is embedded in the country's national development strategy 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 government education sector plans, including through technical and financial support
- Assist in mobilizing resources and aligning them with the priorities of developing country partners
- Harmonize procedures and utilize country systems as much as possible.

STEP 3: IDENTIFICATION OF A CONSTITUENCY

The third step is to identify a constituency in consultation with the Chair and Board members. An important principle regarding constituency representation is that each of the constituencies is self-governed. In order to ensure that the constituencies act independently in fulfilling their duties for the partnership (without interference from the Secretariat or the Chair), constituencies manage their own internal processes for how they choose Board members and alternates, consult on positions, and communicate with each other. Some constituencies have instituted a formal process; some operate on a more informal basis. The process itself is dependent on what is practical for that constituency.

While the constituencies are self-governed, there is a process of consultation:

- A candidate should consult with the Chair in order to discuss which constituency they should join. If the candidate is already in a geographical area where there is already an

established constituency, the Chair will assign the candidate to that constituency. If it is not immediately apparent which constituency a candidate would join, the Chair will recommend a constituency based on similar interests and maintaining proportional representation across the Board.

- The candidate should then discuss their potential membership with the respective Board member of the particular constituency to obtain their agreement. The Board member of the constituency selected should then formally inform the Chair of the agreement of the constituency to welcome the candidate.

STEP 4: NOTIFICATION TO THE BOARD

The Chair of the Board will notify the Board the name of the new member to the Global Partnership for Education, its constituency and the nature of its commitments.

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