PHILIPPINE FORUM FOR INCLUSIVE QUALITY BASIC EDUCATION (EDUC FORUM)

TERMS OF REFERENCE

I. Background

1. The 1987 Constitution of the Philippines mandates the state to "protect and promote the right of all citizens to quality education at all levels", and to "take appropriate steps to make such education accessible to all" (See Art XIV, Sec 1, 1987 Constitution).

2. Consistent with this mandate, the Department of Education (DepEd), the line agency responsible for basic education, implements programs aimed at improving both access and quality of basic education. Among its major programs are the continuous upgrade in education facilities and learning resources, the hiring of teachers, the provision of school-based feeding for undernourished elementary level students, the complementation of public education with a subsidy program for secondary level students in private schools, and the offering of non-formal education to the out-of-school youth through the Alternative Learning System (ALS) program.

3. Recently, DepEd embarked on a major curriculum reform by extending its 10-year basic education cycle to thirteen years, making Kindergarten compulsory and introducing additional two years of Senior High School. The K to 12 program aims to provide sufficient time for mastery of concepts and skills, develop lifelong learners, equip them with 21st century skills, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship.

4. The years of investing in education are producing major improvements in access. Participation rates have improved considerably, in both primary and secondary levels. Conversely, the drop-out rate is further going down.

5. Still, despite the reforms and investments, DepEd has yet to see decisive gains in education quality. The performance of our students in our large scale assessments, the National Achievement Test, which we administer for Grade 6, Grade 10, and Grade 12, gravitates towards the low proficiency levels especially in Science, Math, and English. This was put in even sharper focus by the country's results of the 2018 Programme for International Student Assessment (PISA).

6. Thus, DepEd has identified quality to be the biggest challenge that confronts Philippine basic education today. Complicating the challenge of meeting current quality standards is the need for basic education to keep pace with the rapidly changing social and economic environment brought about by technological innovation, as well as disruptions caused by natural or man-made disasters. The standards of quality are not be static; they are characterized by equally rapid and dynamic changes.

7. Focusing on quality does not mean abandoning access. DepEd will continue nuanced programs to respond to equity issues and the remaining access gaps, especially with regard to the indigenous peoples, and children with learning disabilities.

8. The drive towards quality also faces the challenge of intermittent disruptions brought about by emergencies.

9. Addressing the challenge of quality will not be easy. It will require strong, strategic, and evidence-based education sector planning and programming. DepEd also cannot afford to be inward-looking. It must be able to engage and mobilize a broad range of stakeholders, and take advantage of multi-disciplinary insights and expertise, both at the national and international levels.

II. The Philippine Forum for Inclusive Quality Basic Education

10. It is in the above context that the Department of Education is convening the ***Philippine Forum for Inclusive Quality Basic Education*** (or briefly, the ***Educ Forum***). The *Educ Forum* will be a platform for consultation, collaborative research and analysis, and high-level advice to strategic basic education policy, planning and programming.

11. Educ Forum shall be composed of DepEd and other government agencies relevant to basic education reform, and education partners including civil society organizations, education sector organizations, organizations and foundations coming from the private sector, and bilateral agencies and multilateral organizations.

12. The mandate for the state to protect and promote the right of all citizens to quality education at all levels converges with the Sustainable Development Goal 4 and Ambisyon Natin 2040 to ensure inclusive and equitable quality education

and promote lifelong learning opportunities for all. These will guide the direction that Educ Forum will take.

13. Towards this direction, Educ Forum shall:

13.1 Provide a consultative mechanism for strategic concerns, such as futures thinking for basic education;

13.2 Initiate collaborate researches and studies on relevant, current and strategic education issues;

13.3 Engage other broad and strategic education processes such as SDG 2030; and,

13.4 Serve as the forum for engagement with global education initiatives such as the Global Partnership for Education (GPE), for which a separate TOR is prepared.

14. The unique and substantive contribution of the Educ Forum lies in bringing together the experience, expertise and perspectives of each of the members to further understand and address issues in education, particularly education quality.

III. Roles and Responsibilities of Educ Forum Members

15. The Educ Forum members, categorized into the government, development partners, civil society organizations, and private sector partners, shall have the following composition, roles and responsibilities:

Government

16. The government shall be represented and led by DepEd, as the agency responsible for basic education in the Philippines.

17. DepEd shall:

17.1 Within the Educ Forum, lead effective and inclusive mechanisms for policy dialogue that allow meaningful participation by members and other stakeholders;

17.2 Facilitate collaborative research to inform both the sector planning and implementation, as well as futures thinking, in basic education; and,

17.3 Strengthen education management and information systems and prioritize the compilation and use of reliable and disaggregated education sector data, including on equity, efficiency and learning outcomes, and sharing these with Educ Forum, in addition to the government oversight agencies.

18. DepEd shall invite to the Educ Forum relevant government agencies, including, but not limited to: the Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), Department of Science and Technology (DOST), UP National Institute for Science and Mathematics Education Development (UP NISMED), select state Normal Universities or Colleges, and Local Government Units and their leagues.

Civil Society Organizations (CSOs)

19. Civil society organizations include local and international nongovernmental organizations, representatives of the teaching profession and parents' associations, academia and other partners supporting the education sector. CSOs support education goals through awareness raising, providing insights and research capacity based on their expertise and unique perspectives, education projects, and advocacy and dialogue on the development, implementation and monitoring of education sector plans, with important contribution to improving accountability in education.

20. The responsibilities of the civil society organizations include:

20.1 Provide technical assistance to the Educ Forum in the specific areas/programs of its expertise in educational innovations to establish and develop further the initiatives of the Educ Forum;

20.2 Promote a collaborative environment within the Educ Forum to which members are well-represented for the discussion of initiatives for on basic education reforms; and,

20.3 Engage in policy dialogue with a view to strengthen domestic policy and address accountability gaps.

Private Sector Partners

21. The private sector partners include business and/or private sector partners, associations and networks, both local and foreign. These partners help support the country's education system by mobilizing resources through corporate social responsibility to fill in education resource gaps to supplement or complement government investments, as well as increasing the alignment between the productivity and competitiveness goals of industry and government in light of DepEd's priorities.

22. The responsibilities of the private sector partners include:

22.1 Bring technical expertise, voice, innovation, networks and experience to address the complex challenges of delivering quality education;

22.2 Advise on current and future labor market needs and labor market challenges; and,

22.3 Help country governments understand what capabilities and capacities are available from the private sector to address specific education system challenges.

Development Partners

23. The development partners comprise bilateral and multilateral development partners and donors.

24. The responsibilities of the development partners include:

24.1 Support the government's efforts to achieve SDG 4 and Educ Forum goals and objectives;

24.2 Provide meaningful and effective support to Educ Forum initiatives, bringing technical expertise, innovation and experience to address the complex challenges of delivering education, with emphasis on quality education;

24.3 Monitor and promote progress toward better harmonization and alignment of all financial and technical support to the education sector;

24.4 Inform the government about annual funding commitments and actual disbursements as well as indicative rolling expenditure/implementation plans; and,

24.5 Promote transparency and proactively share evidence and lessons learned within the Educ Forum.

IV. Membership

25. Member institutions are from a broad range of stakeholders, with multi-disciplinary insights and expertise both at the national and international levels, working towards education reform. DepEd shall invite potential members of the Educ Forum to an Organizational Meeting, to formalize membership. Invited organizations interested to formally join the Educ Forum shall submit an Expression of Interest and fill out a Membership Form, with the following information: a profile of the organization, and its past and current contributions to the education sector. The interested organization shall submit the Expression of Interest and accomplished Membership Form by email to educforum@deped.gov.ph.

26. The Educ Forum at its Organizational Meeting shall determine a process for invitation and inclusion for new members.

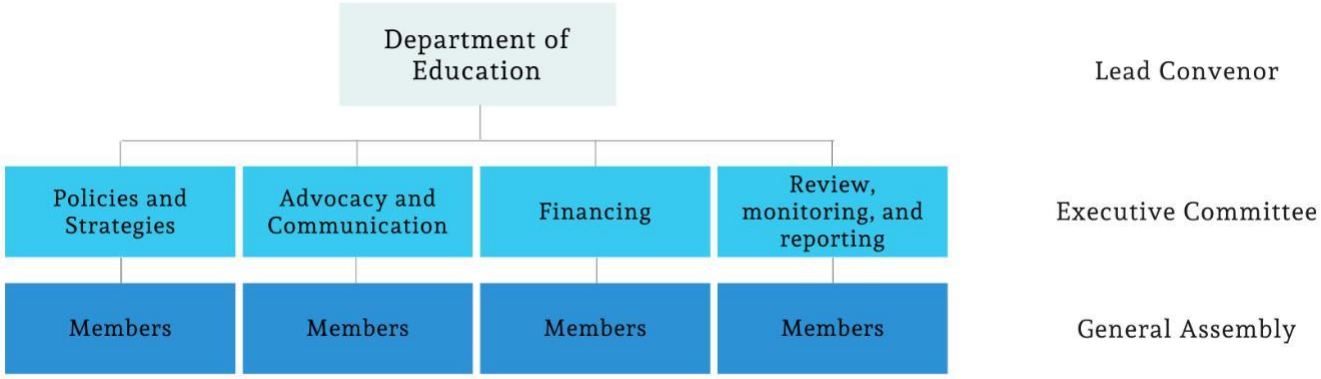
V. Governance

27. The Educ Forum upholds a structure that allows effective coordination and collaboration among members. In order to align with global approaches, the Educ Forum adopts the structure of the Steering Committee of SDG 4 - Education 2030, which focuses on thematic aspects particularly: (a) policies and

strategies, (b) advocacy and communication, (c) financing, and (d) review, monitoring and reporting.

28. The Educ Forum shall have three major categories of members in the structure. The first is the **Lead Convenor**, which is DepEd. The next category of members is the **Executive Committee** comprising the lead organization for each of the major themes. Lastly, the members under each theme shall be called the **General Assembly**.

Structure of the Philippine Forum for Inclusive Quality Basic Education (Educ Forum)



29. The Educ Forum shall adopt its internal rules and procedures to govern its meetings and processes. Given that the status of the members are consultative in nature, and that Educ Forum is not a decision-making body with respect to government policies, programs, projects and activities, the roles and responsibilities of Educ Forum and its members shall not affect or in any way override DepEd's policy and administrative mandates and procedures.

VI. Transition of Administrations

30. The Educ Forum shall ensure its continuity across administration transitions in DepEd.

31. The Educ Forum shall institutionalize a mechanism whereby a Transition Committee is constituted during any anticipated or actual change in DepEd leadership. The Transition Committee shall be tasked with providing orientation to the

incoming or new DepEd leadership, and secure the continuation of DepEd as Lead Convenor.

VI. Amendment or Modification

32. DepEd may, of itself or upon the suggestion of an Educ Forum member, introduce an amendment to this Terms of Reference after formal notification of the proposed amendment to Educ Forum members, and the same is subjected to a consultation of positions by the members in a meeting held for the purpose.

VII. Effectivity

33. This Terms of Reference shall become effective upon approval by Educ Forum members in a general meeting.

ANNEXES

Annex 1: Terms of Reference for Educ Forum on Global Partnership for Education
Annex 2: Charter of the Global Partnership for Education (June 2019)

ANNEX 1: TERMS OF REFERENCE FOR EDUC FORUM ON GLOBAL PARTNERSHIP FOR EDUCATION

I. Overview

1. The **Philippine Forum for Inclusive Quality Education** (briefly, Educ Forum) shall be the official local education group at the country-level for engagement with the **Global Partnership for Education (GPE)**, an international multi-stakeholder partnership and funding platform that aims to strengthen education systems in developing countries in order to dramatically increase the number of children who are in school and learning.

2. By joining the GPE, DepEd and Educ Forum will be able to leverage technical and financial resources, as well as take part in global knowledge exchange in education reform. Because it will be a vehicle for joining GPE, Educ Forum will align its objectives and organization to the requirements of GPE. (See Annex 2: Charter of the Global Partnership for Education)

3. Educ Forum shall adhere to the GPE vision and shall be the foundation for GPE's operationalization and governance in the country. It shall collectively work towards the development, endorsement and implementation of an Education Sector Plan, which uses benchmarking and monitoring of progress against output and outcome indicators.

4. Educ Forum shall:

4.1 Serve as a consultative body for the strengthening and enhancement of DepEd's Education Sector Plan (ESP). Educ Forum will enable education partners to contribute information, insights, and technical expertise to ensure evidence-based and inclusive education sector planning, and accountable policy and program implementation;

4.2 Facilitate alignment of the respective programs of education partners with the education sector plan, to improve coherence and maximize the impact of education interventions;

4.3 Engage in the process of joining GPE, and in the process of applying for GPE funding, including the selection of grant agent (GA) and coordinating agency (CA);

4.4 Contribute to the government-led sector review and monitoring of the implementation of ESP; and,

4.5 Engage in the process of reporting to the GPE Board, through the GPE Secretariat, on education sector progress and challenges.

II. Roles and Responsibilities of Educ Forum Members

5. The Educ Forum members, categorized into government, development partners, civil society organizations, and private sector partners, shall have the following composition, roles and responsibilities:

Government

6. With DepEd as the lead convenor, the government shall be responsible for the development, monitoring and evaluation of ESPs that promote equitable access to quality education for all. Together with DepEd are the other partner government agencies that contribute and work with the Department in ensuring the delivery of quality basic education.

7. The government shall:

7.1 Produce a Situation Analysis and an ESP for the medium term (2020 to 2025) to complement the annual planning for the budget and the ongoing development of the Basic Education Masterplan 2030;

7.2 Ensure the effective implementation of the ESP by creating, leading and utilizing effective and inclusive mechanisms for policy, strategy and activity development and implementation, securing adequate fiscal resources, and monitoring implementation and outcomes based on reliable and disaggregated education sector data;

7.3 Subscribe to the GPE Compact, act in accordance with the principles of the Charter, and commit to achieving the SDG 4 and GPE goals and objectives;

7.4 Engage with the GPE Secretariat and, where appropriate, develop proposals for activities for financing by GPE in consultation within Educ Forum, and ensure that GPE resources are managed in accordance with GPE policies and grant agent policies and procedures; and,

7.5 Ensure the provision of the necessary conditions to enable optimal implementation of GPE-funded programs.

Civil Society Organizations (CSOs)

8. Civil society organizations take an active role in supporting the government's proposals for activities financed by GPE, and provide continued support during the implementation of those activities.

9. The responsibilities of the civil society organizations include:

9.1 Provide meaningful and effective support to sector analysis, the development, implementation and monitoring of the ESP;

9.2 Participate in discussion of the results of the independent appraisal of the developing country partner's ESP, actively working to help ensure it is evidence-based, of good quality, and focused on equity, efficiency and learning outcomes;

9.3 To the extent practicable, align their education projects with ESP priorities;

9.4 Based on the results of the ESP appraisal, endorse it and, in doing so, confirm that such plan is of good quality and responds appropriately to the needs and challenges of the education sector in the given context;

9.5 Promote transparency and proactively share evidence and lessons learned within GPE;

9.6 Support progress towards the SDG 4 and GPE goals and objectives through advocacy and dialogue on appropriate education policy and implementation, with adequate financing as well as oversight and accountability mechanisms; and,

9.7 Ensure that broad and representative voices are brought into the discussions regarding development, implementation and monitoring of the ESP.

Private Sector Partners

10. The private sector partners shall help the government understand what capabilities and capacities are available from the private sector to address specific education system challenges.

11. The responsibilities of the private sector partners include:

11.1 As members of the Educ Forum, participate regularly, fully and meaningfully in country-led dialogue mechanisms for planning, implementing, monitoring and evaluating the ESP;

11.2 Align enterprise and industry strategies, such as corporate social responsibility and human resource development strategies, with the needs and priorities of the ESP;

11.3 Promote transparency, and proactively share evidence and lessons learned within GPE; and,

11.4 Adhere to the GPE Corporate Engagement Principles and the conflict of interest policy specific to the private sector.

Development Partners

12. The development partners shall take an active role in supporting the government's proposal for activities for financing by GPE.

13. The responsibilities of the development partners include:

13.1 Provide meaningful and effective support to sector analysis and to the development, implementation and monitoring of the ESP;

13.2 Facilitate the independent appraisal of the developing country partner's ESP and participate in the discussion of appraisal results, actively working to help ensure the ESP is evidence-based, of good quality, and focused on equity, efficiency and learning outcomes;

13.3 Based on the results of the ESP appraisal, endorse such plan and, in doing so, confirm that the plan is of good quality and responds appropriately to the needs and challenges of the education sector in the given context;

13.4 Assist the government in mobilizing financing on a long-term and predictable basis to complement domestic financing to fund implementation of the endorsed ESP;

13.5 Align funding and program work with the needs and priorities of the ESP;

13.6 Act in accordance with the principles of the GPE charter and adhere to the GPE conflict resolution procedures; and,

13.7 Ensure coordination and information-sharing on GPE-related processes with their headquarters.

III. Coordinating Agency and Grant Agent

14. DepEd shall, in consultation with the Educ Forum, designate a Coordinating Agency (CA) and a Grant Agent (GA), in line with the GPE guidelines.

15. The primary role of the Coordinating Agency shall be to coordinate partners' engagement with the GPE, serving as the communication link between the Educ Forum and the GPE Secretariat.

16. The roles and responsibilities of the CA include:

16.1 Facilitate communication between the government and the development partners group, and between the Educ Forum and the GPE Secretariat, and share information from the GPE Secretariat to the Educ Forum;

16.2 Promote broad representation of education stakeholders within the Educ Forum and collaboration among development partners to ensure harmonized support for the government's education program, as well as ensure the inclusion of civil society organizations and private sectors;

16.3 Engage with the GPE Secretariat's Country Lead to clarify how the GPE works, the country-level roles and responsibilities, the country-level process, and the added value of GPE;

16.4 Coordinate the appraisal and endorsement of the education plan by promoting a collaborative and inclusive approach within Educ Forum;

16.5 Coordinate the application for the GPE Fund and foster open and inclusive communication among DepEd and all members of Educ Forum in the process of preparing the applications;

16.6 Facilitate monitoring and evaluation in relation with the Educ Forum's role of monitoring the education plan's implementation; and,

16.7 Facilitate general reporting to the GPE about education sector progress.

17. As for the GA, it shall support the government in the development, implementation and monitoring of the GPE-funded education sector plan and education sector programs. Furthermore, the GA shall also support the GPE in the development and implementation of research, capacity development and knowledge-sharing activities at the regional and global levels.

18. The roles and responsibilities of the GA include:

18.1 Support effective, inclusive partnership by engaging in the broader GPE agenda as a partner and a member of the Educ Forum – including in such areas as systems building, sector planning and inclusive policy dialogue;

18.2 For the grant preparation, support DepEd in preparing a grant application, following the GPE guidelines and in consultation with the CA;

18.3 Support inclusive and effective planning process by promoting government leadership and ownership of the planning process, providing sector planning support and assistance to the government in accordance with the approved grant application, and coordinating with the CA to ensure the Educ Forum is consulted in accordance with the agreed planning process and timelines and is informed on the status of activities, including any delays;

18.4 For the grant implementation and monitoring, provide fiduciary oversight and ensure that grant implementation complies with: (i) the approved application; (ii) GPE policies and guidelines; (iii) the GA organization's own policies and procedures; and (iv) the financial procedures agreement with the GPE Trustee;

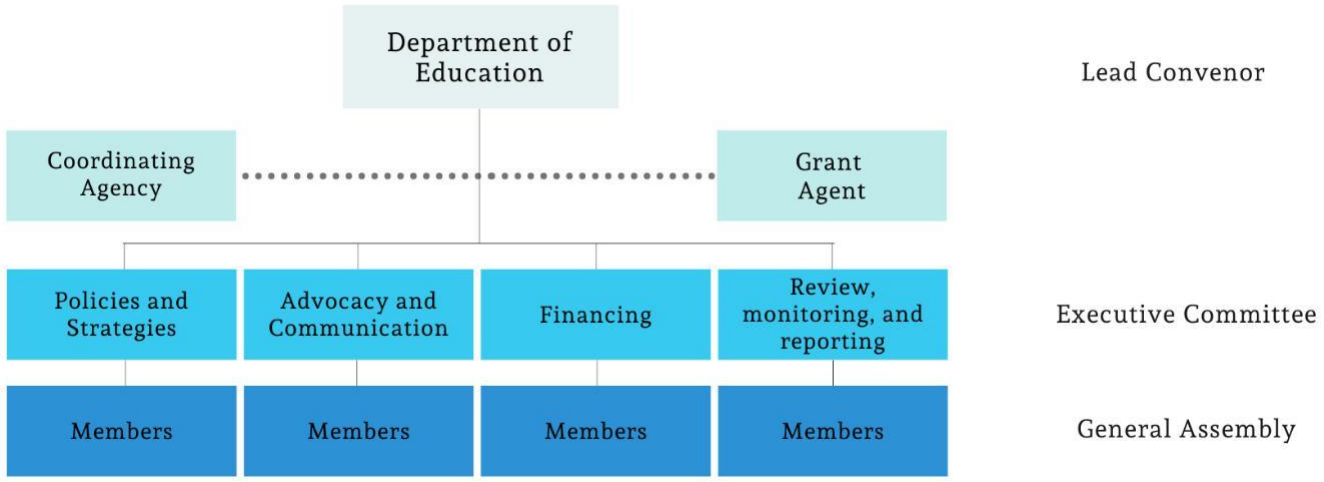
18.5 Coordinate with DepEd, the CA and development partners to arrange the independent appraisal of the ESP; and,

18.6 For reporting, keep the GPE Secretariat, DepEd and Educ Forum through the CA informed of progress on implementation of grant activities, notably to flag any issues that lead to delayed finalization of the education sector plan, and submit the grant's final financial statements to the GPE Secretariat.

IV. Governance

19. As stated in the previous section, the Educ Forum shall adopt the structure of the Steering Committee of SDG 4 – Education 2030, as well as having the three major categories of members in the structure namely the Lead Convenor, which is DepEd, the Executive Committee, and the General Assembly. Upon joining GPE, the Educ Forum shall integrate in the structure the Grant Agent (GA) and the Coordinating Agency (CA), as shown in the figure below.

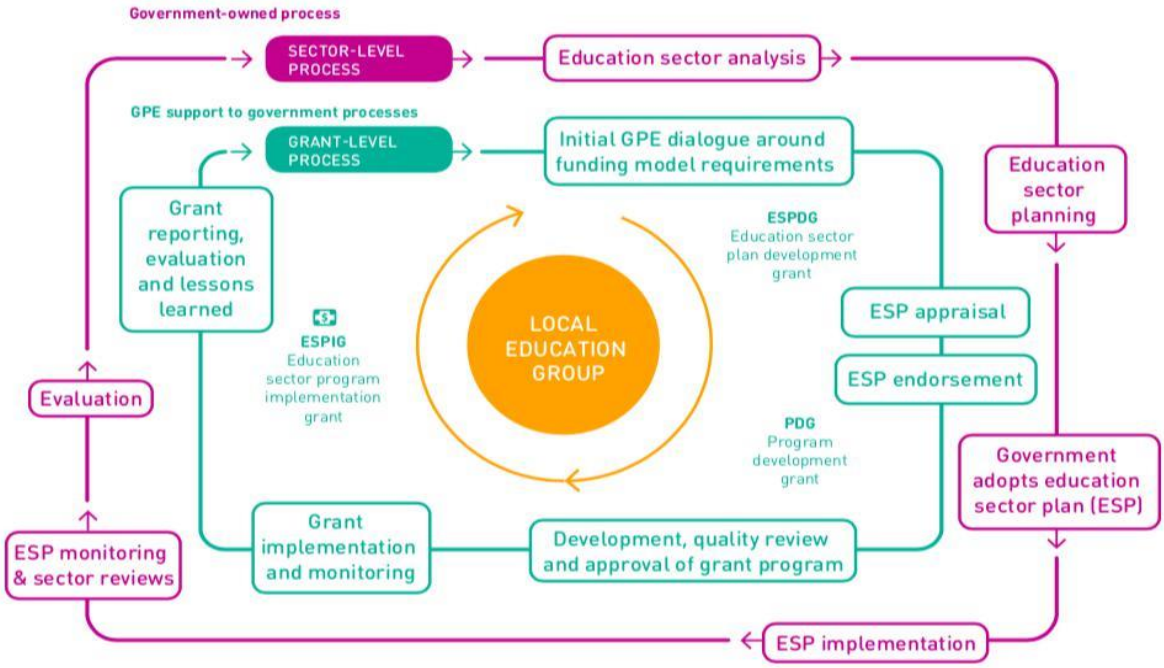
Figure 1: Structure of the Educ Forum with engagement to GPE



V. Country Planning Cycle

20. The Educ Forum, as the country's official local education group for GPE-related engagements, and as the core of all levels in the planning cycle, shall be guided by the country planning cycle framework of the Global Partnership for Education, as illustrated in Figure 2, and adopt its own contextualized processes in accordance to paragraph 17.

Figure 2. The Country Planning Cycle of the Global Partnership for Education



VI. Amendment or Modification

21. DepEd may, of itself or upon the suggestion of an Educ Forum member, introduce an amendment to this Terms of Reference after formal notification of the proposed amendment to Educ Forum members, and the same is subjected to a consultation of positions by the members in a meeting held for the purpose.

VII. Effectivity

22. This Terms of Reference of the Educ Forum for GPE shall become effective upon approval by Educ Forum members in a general meeting.

ANNEX 2: Charter of the Global Partnership for Education (June 2019)

CHARTER OF THE GLOBAL PARTNERSHIP FOR EDUCATION

Last Revised: June 2019 (Decision BOD/2019/06-09 and BOD/2019/06-13)

I. PREAMBLE

The Global Partnership for Education (GPE) brings together developing and donor countries, multilateral agencies and nongovernmental organizations (including international and local civil society organizations [CSOs]), representatives of the teaching profession, the private sector and foundations supporting the education sector in developing countries, with a particular focus on accelerating progress toward GPE's strategic plan adopted by the Board from time to time, is aligned with Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, as determined by the Board in connection with such GPE strategic plans.

The GPE Compact, established in 2002 following the development consensus reached at Monterrey, explicitly links increased donor support for education to recipient countries' policy performance and accountability for results. The GPE Compact's general principles are the foundation upon which the Board builds GPE strategic plans as well as participation and accountability policies for GPE members.

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, 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.

1.1 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. Through broad-based consultation, developing country partners take the lead in designing and implementing education sector plans (ESPs), which use benchmarking and monitoring of progress against output and outcome indicators. Sound ESPs emphasize

promoting faster progress in the provision of quality education for all children. Donors, multilateral agencies, CSOs, 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.

1.2 The Global Partnership for Education's vision, mission, goals and objective 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.

1.3 The Global Partnership for Education 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.

1.4 In subscribing to the GPE 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 processes intended to make decisions that are in the best interests of GPE and intended to help achieve GPE strategic plans. Broad participation by all partners, including developing country partners, donors, multilateral organizations, nongovernmental organizations

(including international and local CSOs), members of the teaching profession, and the private sector and private foundations, is essential, and the relationships and communication among these partners are built on clarity and transparency. Steps are taken to minimize possible conflicts of interest and manage them, where applicable, through the Policy on Conflicts of Interest approved by the Board of Directors. Adaptability is a key GPE characteristic.

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

II GPE GOVERNANCE: OVERVIEW

2.1 Governance Structure

2.1.1 The Global Partnership for Education operates at two levels: (i) country and (ii) global. At the country level, the local education group (LEG) forms the foundation for GPE's governance. It comprises the government of the developing country partner, donors present in the country, multilateral agencies, nongovernmental organizations (including international and local CSOs), representatives of the teaching profession, the private sector and private foundations, and others supporting the education sector. GPE's country-level process is supported by global-level processes, directed by a constituency-based Board of Directors (the "Board").

III COUNTRY-LEVEL GOVERNANCE

3.1 Local Education Group

3.1.1 The local education group (LEG) lies at the heart of GPE and is founded on the principle of collective support for a single country-led process toward the development, endorsement[1] and implementation of an ESP. GPE's intent is to strengthen country-owned coordinating structures and decision-making processes for effective and inclusive policy dialogue. The LEG is therefore a collaborative forum for education sector policy dialogue under government leadership, where the primary consultation on education sector development takes place between a government and its partners.

Composition

3.1.2 Generally composed of the government, development partners and other stakeholders, the specific composition, title and working arrangements of the LEG will vary from country to country according to country-level circumstances and need.

[1] The term "endorse" or "endorsement" in all GPE documentation means to offer public support. It does not imply formal approval or decision-making

Roles

3.1.3 Through planning, monitoring, and review mechanisms and procedures that are both transparent and inclusive, the LEG as a body is first and foremost accountable to the citizens of the country it serves, promoting sector progress and transparent reporting of sector results, including on learning outcomes. The LEG is not a decision-making body, but LEG members contribute to evidence-based education sector dialogue and keep one another fully apprised of progress and challenges in the sector. The LEG as a group has the following roles in relation to GPE-related processes:

a) Adopts and makes publicly available a clear partnership framework, or terms of reference.

b) Reviews and discusses sector diagnostics and analysis.

c) Serves as a consultative forum for the government's development of an education sector plan (ESP) or transitional education sector plan (TEP).

d) Discusses the results of the independent appraisal of the draft ESP or TEP and, on this basis, serves as an advisory forum for the government on adjustments for the finalization of the ESP or TEP.

e) Serves as a forum for the organization of ESP or TEP endorsement by partners.

f) Engages in processes to apply for GPE funding, including the selection of a grant agent.

g) Contributes to the organization of a government-led joint sector review or equivalent mechanisms to jointly monitor the implementation of the ESP or TEP.

h) Contributes to compilation of reports to the Board through the Secretariat on education sector progress and challenges, and on education sector financing from all sources, domestic and external.

i) Receives updates and reports from grant agents on GPE funding.

j) Applies GPE's conflict resolution procedures to resolve disagreements related to GPE-related processes.

3.1.4 LEG members' roles and responsibilities and their relationships in the GPE process are further outlined below.

3.2 Governments of Developing Country Partners

3.2.1 Governments of developing country partners subscribe to the GPE Compact, act in accordance with the principles of this charter, and commit to achieving the SDG4 and GPE goals and objectives. They do this through the elaboration of an evidence-based education sector plan of good quality that is embedded in the country's national development strategy.

Roles and Responsibilities

3.2.2 The government is responsible for the development, implementation, monitoring and evaluation of ESPs that promote equitable access to quality education for all. The government is primarily accountable to its parliament and citizens, sharing the results of this accountability with the other members of the LEG and with the GPE through the Secretariat.

3.2.3 The government is accountable for:

a) Develops and implements an evidence-based ESP that is based on broad consultation and policy dialogue, is credible and of good quality, and is focused on equity, efficiency and learning.

b) Ensures effective implementation of the ESP by creating, leading and utilizing effective and inclusive mechanisms for policy, strategy and activity development, implementation and monitoring based on reliable and disaggregated education sector data.

c) Prioritizes sufficient and equitable domestic financing for education and ensures transparent reporting of budgets and expenditures.

d) Strengthens education management and information systems and prioritizes the compilation, use and sharing of reliable and disaggregated education sector data, including on equity, efficiency and learning outcomes.

e) Leads effective and inclusive mechanisms for policy dialogue that allow meaningful participation by stakeholders, including representatives from line ministries, civil society, teachers, private sector partners as relevant, and development partners.

f) Engages with the Secretariat and, where appropriate, develops proposals for activities for financing by GPE in consultation within the LEG; ensures that GPE resources are managed in accordance with GPE policies and grant agent policies and procedures.

g) Makes every effort to provide the necessary conditions to enable optimal implementation of GPE-funded programs.

3.3 Development Partners

Definition

3.3.1 Development partners comprise local representatives from bilateral and multilateral development partners and other donors (including private philanthropic foundations).

Roles and Responsibilities

3.3.2 Development partners are accountable for:

a) Support the government's efforts to achieve SDG4 and GPE goals and objectives.

b) Through inclusive, government-led policy and monitoring dialogue mechanisms, provide

meaningful and effective support to sector analysis and to the development, implementation and monitoring of the ESP, bringing technical expertise, voice, innovation and experience to address the complex challenges of delivering education.

c) Facilitate the independent appraisal of the developing country partner's ESP and participate in the discussion of appraisal results, actively working to help ensure the sector plan is evidence-based, of good quality, and focused on equity, efficiency and learning outcomes.

d) Based on the results of the ESP appraisal, endorse such plan and, in doing so, confirm that the plan is of good quality and responds appropriately to needs and challenges of the education sector in the given context.

e) Assist the government in mobilizing financing on a long-term and predictable basis to complement domestic financing to fund implementation of the endorsed ESP.

f) Monitor and promote progress toward better harmonization and alignment of all financial and technical support to the education sector.

g) Align philanthropy and program work with the needs and priorities of the ESP.

h) Inform the government about annual funding commitments and actual disbursements as well as indicative rolling expenditure/implementation plans.

i) Promote transparency and proactively share evidence and lessons learned within GPE.

j) Engage in a transparent process of the selection of the grant agent for education sector plan development grants (ESPDG) and education sector program implementation grants (ESPIG) that includes discussion of alignment and scoping of the grant program; and, if eligible, able and meeting agreed criteria, explore possibilities to take on this role.

k) Take an active role in supporting, as appropriate, the government's proposals for activities for financing by GPE, and provide continued support during the implementation of those activities.

l) Act in accordance with the principles of this charter and adhere to the GPE conflict resolution procedures.

m) Ensure coordination and information-sharing on GPE-related processes with their headquarters.

3.4 Civil Society

Definition

3.4.1 Civil society comprises nongovernmental organizations (including international and local CSOs, and representatives of the teaching profession).

Roles and Responsibilities

3.4.2 Civil society partners are accountable for:

a) Through inclusive, government-led policy and monitoring dialogue mechanisms, provide meaningful and effective support to sector analysis and to the development, implementation and monitoring of the ESP.

b) Participate in discussion of the results of the independent appraisal of the developing country partner's ESP, actively working to help ensure it is evidence-based, of good quality, and focused on equity, efficiency and learning outcomes.

c) Based on the results of the ESP appraisal, endorse it and, in doing so, confirm that such plan is of good quality and responds appropriately to needs and challenges of the education sector in the given context.

d) Promote transparency and proactively share evidence and lessons learned within GPE.

e) Engage in a transparent process of the selection of the grant agent for education sector plan development grants (ESPDG) and education sector program implementation grants (ESPIG) that includes discussion of alignment and scoping of the grant program; and, if eligible, able and meeting agreed criteria, explore possibilities to take on this role.

f) Take an active role in supporting, as appropriate, the government's proposals for activities financed by GPE, and provide continued support during the implementation of those activities.

g) Act in accordance with the principles of this charter and adhere to the conflict resolution procedures.

h) Support progress towards the SDG4 and GPE goals and objectives through advocacy and dialogue on appropriate education policy and implementation, with adequate financing as well as oversight and accountability mechanisms.

i) Ensure that broad and representative voices are brought into the discussions regarding development, implementation and monitoring of the ESP.

j) Engage in policy dialogue with a view to strengthen domestic policy and accountability gaps.

3.5 Private Sector Partners

Definition

3.5.1 Private sector partners comprise national businesses or country offices of international corporations where the predominant part of their strategy focuses on for-profit activities, as well as private sector associations and networks.

Roles and Responsibilities

3.5.2 Private sector partners are accountable for:

a) Adhere to the *Global Partnership for Education Corporate Engagement Principles* and the conflict of interest policy specific to the private sector.

b) Advise on current and future labor market needs and work with government to solve labor market challenges.

c) Help country governments understand what capabilities and capacities are available from the private sector to address specific education system challenges.

d) Align corporate giving with the needs and priorities of the ESP.

e) Bring technical expertise, voice, innovation, networks and experience to address the complex challenges of delivering education.

f) Promote transparency, and proactively share evidence and lessons learned within GPE.

g) Act in accordance with the principles of this charter and adhere to the conflict resolution procedures.

h) Support the government's efforts to achieve SDG4 and GPE goals and objectives.

i) As members of the LEG, participate regularly, fully and meaningfully in country-led dialogue mechanisms for planning, implementing, monitoring and evaluating the ESP.

3.6 Coordinating Agency

Definition

3.6.1 The coordinating agency is selected by the LEG and facilitates the work of the LEG. The coordinating agency acts in accordance with operational procedures as determined by the LEG. In cases where no coordinating agency is in place, the LEG designates one.

Roles and Responsibilities

3.6.2 The coordinating agency is accountable for:

a) Serves as the communication link between the government of the developing country partner, LEG partners and the Secretariat.

b) Fosters and further develops the relationship between the development partners and the developing country partner government, facilitates harmonized sector coordination and policy dialogue that is collaborative, effective, and inclusive of nongovernmental organizations in the work of the LEG, and helps mobilize development partners and, to the extent possible, other LEG partners for meetings.

c) Leads or otherwise coordinates the development partners in their role of supporting and monitoring the development, independent appraisal, endorsement, and implementation and joint monitoring of the ESP.

d) Reports on progress of ESP implementation, including on funding commitments and disbursements to the developing country partner, the Board and GPE at large through the Secretariat.

e) Supports and facilitates a transparent process of the selection of the grant agent for education sector plan development grants (ESPDG) and education sector program implementation grants (ESPIG) that includes discussion of alignment and scoping of the grant program.

f) Supports GPE grant processes, including facilitating the selection of a grant agent, including LEG engagement in ESPDG and ESPIG application processes, and LEG updates on progress with GPE grants.

g) Facilitates the implementation of the conflict resolution procedures as appropriate/requested.

3.7 Grant Agents

Definition

3.7.1 The grant agent supports (a) the government in the development, implementation and monitoring of the GPE-funded education sector plan and education sector programs, and (b) GPE in the development and implementation of research, capacity development and knowledge-sharing activities at the regional and global levels. In the case of country-level education sector programs, in accordance with the Standard Selection Process for Grant Agents, the government approves the final selection of the grant agent, endorsed by the other LEG members. The Board, in consultation with the trustee, agrees an accreditation framework and approves Grant Agents on the basis of that framework.

Roles and Responsibilities

3.7.2 The grant agent is accountable for:

a) Develops a program for GPE financing at the country level — in close collaboration with the government, consistent with the ESP, in consultation with the coordinating agency and other LEG members, and in accordance with the grant agent's policies and procedures and the GPE grant guidelines — and supports the government's proposal for financing by the GPE.

b) In the case of ESPs and programs, ensures disbursements from allocations, approved by the Board, from the GPE trust funds for the implementation by the government of such plans and programs.

c) Provides fiduciary oversight and continued technical support and capacity-building as agreed in the approved program and budget, and corrective action in support of the implementation by the government of the ESPs and grant programs, ensuring effective implementation according to the Board-approved grant application, the grant agent's policies and procedures, and GPE policies.

d) Utilizes country procedures and systems where possible and as agreed upon with the LEG (at least

twice a year) and approved by the Board.

e) As a member of the LEG, participates fully and meaningfully in country-led dialogue mechanisms for planning, implementing, monitoring and evaluating the ESP.

f) Promotes transparency and proactively shares evidence and lessons learned with the LEG and with the Board through the Secretariat.

g) Reports to the GPE and LEG on outcomes and impact of GPE investments, following agreed-upon standards for monitoring and evaluation.

IV GLOBAL-LEVEL GOVERNANCE

4.1 The Partnership

4.1.1 Each of the partners subscribes to the GPE Compact, as presented in the Preamble. The Board and committees established by the Board are the governing bodies of the Global Partnership for Education. The partners fall into four categories: (i) developing country partners with an endorsed education sector plan or transitional education sector plan (or, in countries with federal systems of government, an intention to develop a sub-national education plans); (ii) donor partners; (iii) multilateral agencies and regional development banks partners; and (iv) nongovernmental organizations, including local and international CSOs, members of the teaching profession, the private sector and private foundations, and other stakeholders working in education and involved in GPE's discussions. All partners belong to a constituency.

Partnership Meetings

4.1.2 From time to time, the Board may call for high-level forum meetings in connection with replenishment, consultation or strategic planning, or as otherwise thought necessary by the Board to inform and support the work of achieving GPE's strategic plans.

4.2 Board of Directors

4.2.1 The Board is the supreme governing body of the Global Partnership for Education. It is responsible for setting strategic direction, strengthening and growing the partnership, financial oversight, establishing policies, acquitting fiduciary duties, evaluating performance, managing and mitigating risks and delivering constant improvement.

Composition and Selection

4.2.3 The Board is composed of up to 40 members (one Board member and one alternate Board member per constituency) who represent the 20 constituencies of the Global Partnership for Education, and a chair independent of all partner organizations. Each Board or alternate Board member shall have one vote whether participating in Board or GPE committees.

4.2.4 The 40 members shall consist of the following:

a) *Twelve representatives from the developing country constituency category* with 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, divided on a geographical basis, including at least three from Africa.

b) *Twelve representatives from the donor constituency category* contributing financial and other support to the Global Partnership for Education.

c) *Six representatives from multilateral agencies or regional banks constituency categories*: four representative of United Nations agencies, and two representatives of multilateral and regional development banks.

d) *Six representatives from civil society organizations partners (CSOs) constituency category*: two representing international/northern CSOs; two representing CSOs from developing country partners; and two representing members of the teaching profession. and

e) *Four representatives from the private sector/foundations constituency categories.*

4.2.5 Each constituency may appoint an additional individual to serve in committees established by the Board from time to time ("GPE committees"), with the technical competencies, experience and time required to serve in GPE committees if the Board member and alternate Board member are not otherwise able to commit the time or expertise necessary to serve.

Selection of Board Members and Terms

4.2.6 Each GPE constituency in Article 4.2.3 above will determine a process for selecting its Board representation. Board, alternate and GPE committee members (a) serve as representatives and communicate the views of their constituencies to the Board during discussion and deliberation; and (b) must make decisions in the best interests of GPE, intended to help achieve GPE strategic plans. Board and alternate members will serve on the Board for two years or such other term that the Board may determine. Board and alternate members shall be deemed to represent the views of their respective governments, organizations, constituencies or other entities in Board discussion and deliberation; however, such individuals must make decisions in the best interests of GPE, intended to help achieve GPE strategic plans.

4.2.7 Each constituency of the Board shall notify the Secretariat of the nomination of its Board member, alternate Board member, and/or committee members.

Roles and Responsibilities

4.2.8 The Board has the following roles and responsibilities:

a) **<u>Strategy and Policy</u>**

- Setting the vision, mission, goals and objectives of the Global Partnership for Education's strategy

- Approving GPE strategic plans and policies.
- Driving and monitoring the performance of the partnership to deliver on GPE strategic plans adopted by the Board from time to time, including goals and objectives at the country and global levels.

b) <u>Grants and Performance</u>

- Approving all grants unless delegated to the Secretariat or a Committee and providing strategic oversight of all grants.
- Tracking progress of the programmatic and financial performance of grants to ensure that resources are being used in line with GPE's strategic plans, including the goals, objectives and policies in order to deliver on such strategic plans.

c) <u>Governance and Financial Oversight and Risk Management</u>

- Ensuring that the Global Partnership for Education is structured, governed and functioning effectively and ethically in order to deliver on its mission.
- Overseeing the financial management of all GPE resources to ensure they are being managed efficiently and effectively, and consistent with GPE's mission, goals, objectives and policies.
- Monitoring and assessing the overall effectiveness and risks associated with GPE's work and implementing risk mitigation measures.

d) <u>Global Leader, Advocate and Convener for Education</u>

- Advocating for the Global Partnership for Education and for the delivery of quality education to all children in developing countries.
- Mobilizing resources for GPE and advocating for increases to domestic and external funding for education in developing countries.
- Ensuring that GPE is shaping and responding to the global debate on education.
- Exercising other powers as required to carry out the purposes of the Global Partnership for Education.

Organization and Decision Making

4.2.9 The organization and decision-making processes of the Board, and for any committees approved by the Board, may be amended from time to time by the Board

4.2.10 GPE committees undertake tasks as mandated by the Board, including maintaining oversight of GPE's fiduciary duties, risk management and performance in accordance with the strategic plan and established policies and periodically recommending changes to policies, strategic direction and performance

improvements. They are accountable for serving in accordance with their Board approved terms of reference.

4.3 Chair

4.3.1 The chair of the Global Partnership for Education is appointed by the Board and represents the Board and the partnership as a whole. The chair shall act without prejudice in fulfilling his/her responsibilities and does not participate in voting for decisions by the Board. In cases where the chair is selected from among the then-current Board members or alternate Board members, such constituency shall nominate a new Board member or alternate Board member, if required.

Roles and Responsibilities

4.3.2 The chair has the following roles and responsibilities:

a) Providing political and intellectual leadership for the Global Partnership for Education, including representing the partnership and the Board in political and public fora.

b) Supporting resource mobilization efforts.

c) Convening and chairing meetings of the Board and, where necessary, other GPE meetings, including preparation of meeting agendas, facilitating agreement on decisions and monitoring their implementation.

d) Facilitating the provision of input by the Board to the annual performance review of the Chief Executive Officer.

e) Exercising other tasks as required to carry out the purposes of the Global Partnership for Education as decided by the Board.

Selection and Evaluation of the Chair

4.3.3 The chair is selected by the Board through an open competitive process. Ordinarily, the Board will appoint the Chair for an initial three-year term and would maintain the option of extending for a second three-year term following a performance review process. In exceptional circumstances, the Board may extend for a third term of up to three years if it so determines that doing so is in the best interests of GPE.

4.3.4 The chair is accountable to the Board and may be subject to a performance review by the Board from time to time.

Chair Budget

4.3.5 A budget for the travel and other reasonable expenses of the chair shall be included in the operating expenses budget for approval by the Board on an annual basis.

4.3.6 The Board may appoint a vice chair to assist the chair in fulfilling his or her duties.

4.4 The Secretariat

Composition

4.4.1 The Secretariat carries out the day-to-day business of the Global Partnership for Education, 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 GPE strategies, policies and objectives as agreed upon by the Board. 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 The Board approves the budget and other expenses of the Secretariat. Partners may support the delivery of the Secretariat work program through placement of secondees in the Secretariat, as agreed upon with the Chief Executive Officer and subject to the Policy on Conflicts of Interest.

Roles and Responsibilities

4.4.4 The Secretariat, led by the Chief Executive Officer, has the following roles and responsibilities:

a) Providing support to the partnership, the chair, the Board, Board committees, working groups and task teams to help them fulfill their roles and responsibilities, including through the support to the developing country partners constituencies, and maintain progress toward the strategic objectives of the Global Partnership for Education and the Sustainable Development Goal 4, in particular by:

   i. Providing advocacy for global education.

   ii. Providing guidance and information on GPE's mission, vision, goals, objectives, funding mechanisms and related processes.

   iii. Providing oversight of the efficient and effective expenditure of GPE resources with appropriate safeguards and accountability and reporting thereon, following up with grant agents on any misuse of funds to ensure appropriate action and reporting thereon to the Board.

   iv. Providing monitoring of the results at the country and global levels, in line with GPE strategies, objectives and policies.

   v. Providing quality assurance review of grant applications and ensuring that partners understand the applicable standards.

   vi. Approving ESPDGs and program development grants (PDGs) and revisions thereof, and

approving minor revisions to ESPIGs.

vii. Providing oversight of the implementation of the risk management policy and operational risk framework.

viii. Monitoring and evaluating GPE-funded grants, including grant agent adherence to the minimum standards for grant agents, the financial procedures agreement, and the approved grant applications, and engaging with the grant agent to ensure that appropriate action is taken. Reporting on grant performance to the Grants and Performance Committee on a regular basis.

b) Leading fundraising efforts for the GPE Fund, and supporting increases to domestic and external funding for education.

c) Working with all partners to promote effective communication of education data and results reporting at the global level and to the media.

d) Providing support to the LEG and coordinating agencies 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 ESP endorsement, and sharing this with other GPE partners.

ii. Participating in and providing quality support that is needs-based as agreed in-country to the planning process and monitoring results through joint sector reviews.

iii. Promoting and supporting LEG processes that include all categories of GPE partners.

e) Promoting and supporting effective exchange of knowledge and good practice across the partnership.

f) Collecting, monitoring and sharing among partners global and country-level information on education financing and sector progress.

g) Providing support to the Board and its committees in:

i. Helping coordinate the efforts of GPE to address issues and priorities related to policy, data, capacity and finance.

ii. Facilitating the sharing of lessons learned and data collected from developing country partners within GPE.

iii. Exercising other tasks as required to carry out the purposes of the Global Partnership for Education as determined by the Board.

Selection and Evaluation of the Chief Executive Officer

4.4.5 The Chief Executive Officer is recruited through a competitive process, using a process for recruitment agreed between the Board and the organization in which the Secretariat is based. The Chief

Executive Officer is appointed in line with the host human resource policies and procedures of that organization, for a term of three years. Extension of the term is subject to agreement by the Board 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 Chief Executive Officer is accountable to the Board with regard to objectives and outcomes set out in the job description or as otherwise directed by the Board, and to both the Board and the organization in which the Secretariat is based with regard to the Secretariat work plan and personnel and budget management. The Board shall conduct an annual performance review of the Chief Executive Officer with input from the organization in which the Secretariat is based.

4.5 Education Funding

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, multilateral and other donors (including from the private sector and foundations).

c) GPE trust funds, which are governed pursuant to their relevant fund governance documents.

5 AMENDMENT

This document may be amended, from time to time, with the approval of the Board.