

PERFORMANCE, IMPACT AND LEARNING COMMITTEE

TERMS OF REFERENCE

A. PURPOSE

The Performance, Impact and Learning Committee (PILC) is a standing committee established by GPE Board of Directors (the “Board”) to perform a monitoring and oversight role over the GPE’s performance, impact and learning, with a dedicated focus on results and based on data and evidence. In addition, the Committee will oversee the implementation of GPE’s Monitoring, Evaluation and Learning framework and champion GPE’s engagement in wider global education initiatives.

B. FUNCTIONS

The Board has delegated its authority to the Performance, Impact and Learning Committee to exercise the following powers and perform the following functions.

Decision-making authorities

- Approve the appointment of Independent Technical Advisory Panel members (based on a process managed by the Secretariat).

Monitoring and oversight (with recommendations to the Board for any major changes)

- Oversee the implementation and periodic review of GPE’s Monitoring, Evaluation and Learning framework.
- Review of standard annual performance reports (e.g., Results Report, Grants Status Report, mid-year status updates on specific grants), and identify any major changes needed to improve GPE’s programmatic performance.

- Oversee the performance of all dimensions of GPE’s programmatic delivery to provide positive incentives for results accountability and mutual accountability, including coverage of:
 - Grants and funding (e.g., System Capacity Grants, System Transformation Grants, Gender window, GPE Multiplier, Covid-19 window)
 - Platforms and initiatives (e.g., Knowledge and Innovation Exchange, Education Out Loud), and other strategic capabilities
 - Implementing agents (e.g., Grant Agents, Coordinating Agencies)
 - Local Education Groups
 - Independent Technical Advisory Panel
- Review periodic independent evaluations of GPE's performance and impact, and identifying any major changes needed to improve GPE’s impact.
- Oversee GPE initiatives (led by the Secretariat) to encourage knowledge-sharing and lesson-learning within and among GPE countries, and champion engagement by the Board with these initiatives.
- Champion and monitor GPE’s engagement in wider global education system platforms, initiatives and partnerships.
- Provide technical advice to the Board on international evidence, experience and lessons (e.g., comparative practice and innovations in the programming of external support for strengthening country education systems).

Reporting to the Board

- Written recommendations on GPE annual results and on actions to drive improvement – twice-yearly.
- Written recommendations on high-level change arising from major evaluations of GPE's impact – periodically.

C. ROLES OF THE COMMITTEE CHAIR AND MEMBERS

As a principle, Committee chair and members should be able to act on a fully informed basis, in good faith, with due diligence and care, and in the best interest of GPE. They must (a) perform a monitoring and oversight role over GPE's performance, impact and learning, and (b) where delegated authority by the Board, make decisions in the best interest of GPE, to achieve the strategic plan adopted by the Board. As applicable, they use their best endeavors to consult with their constituency category before committee meetings, prepare for and attend all meetings unless there is a notified and valid reason not to do so, and actively participate and contribute during meetings.

Information on committee operations can be found in the [Board and Committee Operating Procedures](#).

D. COMPOSITION, SKILLS AND RULES OF PROCEDURES

1. Size and Composition

The Committee will be composed of nine to eleven (9-11) members, including the following:

- a. A Chair: The Performance, Impact and Learning Committee will be chaired by a Board Member or Alternate, or another constituency representative of equivalent seniority, acting in her/his capacity in the best interests of GPE and not as a representative of her/his constituency.
- b. Eight to ten (8-10) Committee members, including a target of three (3) representatives from partner countries.

In addition to the nominations and appointment of Committee Chair and members according to the Board and Committee Operating Procedures, the following considerations shall apply:

- a. There will be a consideration of gender balance in Committee composition;
- b. There will be a consideration of constituency balance in Committee composition;
- c. In the case of a gap in the specialized skills, there is the option to appoint one independent member from outside the constituencies (e.g., academia or think tanks).

2. Skills, Knowledge, and Experience

Committee members will be selected on the basis of relevant expertise and relevant experience, as noted in Annex A.

3. Rules of Procedure, Member Roles and Responsibilities

The rules of procedure of the Committee, including procedures for quorum, and the roles and responsibilities of Committee chair and Committee members shall be as set forth under the [Board and Committee Operating Procedures](#). The Committee is expected to meet quarterly (approximately) in virtual session, and additionally as needed.

Prior to service, Committee members must acknowledge the [GPE Conflict of Interest Policy](#) and [Code of Conduct](#).

E. TRANSPARENCY

Committee discussions are part of the deliberative process of the Board. They are therefore considered confidential and Committee documents and meeting summaries are not considered to be public documents. It is expected that Committee members will circulate meeting documents and meeting summaries to the constituency categories they represent for consultation and report-back purposes. Committee meeting documents and summaries are also made available to Board constituencies via the GPE Governance Portal.

F. EXCEPTION TO TRANSPARENCY FOR ETHICS MATTERS

It is recognized that Committee members may routinely have conflicts of interest, most often with respect to specific funding frameworks and specific grant applications, as beneficiaries of related allocations. Conflicts of interest for matters discussed at the Performance, impact and learning Committee will be handled in accordance with the [GPE Conflicts of Interest Policy](#).

Note: This document has been updated to include the link to the revised Board and Committee Operating Procedures, as approved by the Board of Directors in April 2021 (decision [BOD/2021/04-04](#)) This document also includes a January 2023 non-material revision reflecting the change in terminology from “developing country partners” to “partner countries”.

ANNEX A

Skills, Knowledge, and Experience

The Performance, Impact and Learning Committee members shall possess the following:

- a. General knowledge of GPE’s mandate, vision and mission, global aid architecture, the education sector, issues of gender equality, as well as other matters of equity and access.
- b. Knowledge of learning issues in partner countries education systems.
- c. A broad understanding of the role of monitoring and evaluation in:
 - o organizational accountability and learning
 - o design, implementation, and assessment of policies and programs
 - o communications regarding results

And/or knowledge of and skills in understanding:

- o social science methodologies underpinning monitoring and evaluations
- o education data
- o evaluation standards

In addition, each Performance, Impact and Learning Committee member shall have a demonstrated track record in at least one of the following:

- d. Knowledge of and experience in developing, managing, and evaluating education policies, strategies and programs in partner countries.
- e. Knowledge of and experience in evidence-based best practices in partner countries education.
- f. Knowledge of and experience in domestic financing issues, systems alignment, innovative funding mechanisms, public expenditure analysis and/or funding civil society monitoring efforts of public expenditure.
- g. Experience serving on Board/Committees with multi-stakeholder composition.

ANNEX B

Criteria for independent members of the Performance, Impact and Learning Committee

1. Members of the governance and administrative bodies of the Global Partnership for Education (hereafter “Global Partnership”) may not serve as independent Committee members.¹
2. In addition, a candidate will not be considered independent if he or she:
 - a. Has been a Global Partnership official at any time within the last three years;
 - b. Has been within the last three years an employee of a firm that has provided audit, assurance or other oversight services to the Global Partnership;
 - c. Has been within the last three years an employee of a firm that has provided services to the Global Partnership;
 - d. Has participated or attended deliberations of the governance, advisory and administrative bodies of the Global Partnership within the last three years as a delegate for a constituency of the Board;
 - e. Has been within the last three years an employee of a company or an organization that has directly or indirectly funded or received funding from the Global Partnership in any of the last three calendar years;
 - f. Holds any professional responsibilities that might infringe on her/his independence.

¹ Global Partnership for Education officials include, but not limited to, Board members and alternates, members of Board Committees, members of the Independent Technical Advisory Panel (ITAP) and other advisory bodies, and employees, consultants and contractors of the Secretariat.

Declaration of Independence for the Performance, Impact and Learning Committee

I declare to the best of my knowledge that having read the criteria for independence appended to the Terms of Reference of the Performance, Impact and Learning Committee (the "Committee"), I am eligible to serve as an independent member of that Committee. I undertake to discharge my functions and responsibilities as a member of the Committee with the interests of the Global Partnership for Education alone in mind, and I will not seek or accept instructions regarding the performance of these functions from any constituency of the Global Partnership for Education, including any government, constituent organization or other authority, other than through action by the Board.

Should there be any change in my relationship with the Global Partnership for Education concerning the criteria for independence, I will immediately inform the Board Chair and Committee Chair.

Signed:

Date: