



## **CHIEF EXECUTIVE OFFICER'S REPORT TO THE BOARD OF DIRECTORS**

*Please note: Board papers are deliberative in nature and, in accordance with the GPE Transparency Policy, are not public documents until the Board has considered them at the Board meeting. It is understood that constituencies will circulate Board documents among their members prior to the Board meeting for consultation purposes.*

### **1. Overview**

1.1 With just over 10 years until 2030, we will be gathering at a critical moment in Stockholm. With new evidence, a fresh perspective about what works and what does not, and the determination to make the decisions needed to strengthen the Partnership with the launch of the roll-out of the **Effective Partnership Review**, the Global Partnership for Education (GPE) will to begin to lay the foundation for its next strategic plan, GPE 2025. We have a much more substantial knowledge base than just a few years ago. The April Board approval of the detailed program proposals for the **Knowledge and Innovation Exchange** and for **Education Out Loud**, GPE's new advocacy and social accountability mechanism, also marked an exciting shift from design to build of what are ground-breaking initiatives with enormous potential to drive stronger education systems to deliver better learning and equity outcomes. We are also in one of the busiest periods of the grant cycle with large number of developing country partners bringing forward grant proposals—the Board has approved proposals in 25 partner countries since the Dakar Financing Conference in February 2018 and looking ahead, proposals in 61 partner countries are in the active pipeline. GPE's work as a partnership to reach the most marginalized children is being recognized and valued. All told, GPE, as a partnership, is in a strong position to play a central role in the development landscape and the education sector.

1.2 GPE 2020, the Partnership's 2016-2020 strategy, was designed in tandem with the development of the global goals for sustainable development and SDG4 was adopted as our vision. The ambition of the global goals is commendable but it is increasingly clear that without much more urgent action, we will fall well short of the targets agreed by 2030. Our new **2019 GPE**

**Results Report** shows important progress in foundational areas—for example, in the quality of sector planning and the improvement of learning assessment systems—and there is evidence of some increases in domestic financing for education. However, change is not happening fast enough, nor in enough places, and funding in the most needy countries remains far from sufficient. The new *Global Education Monitoring Report* shows that donor aid to education fell slightly in 2017 and it shifted away from primary education. This is not good news. Inequalities are entrenched in the early years of schooling and any shift in focus from the earlier years of learning risks perpetuating inequity. External aid needs to be used well and directed to where it matters most: the most needy countries, the most vulnerable populations within countries, and to the lower levels of schooling. These are some of the considerations that will form the heart of our work on GPE's next strategic plan.

1.3 As I visit developing country partners and look across the treasure trove of fresh evidence on the performance of the Partnership, it is clear that GPE's focus on equity, learning, and systems remains relevant. At the same time, I am also increasingly convinced of the need for a more nuanced, more differentiated approach in GPE's operating model, in the funding model, and by better leveraging the Partnership's strategic capabilities at the country level. The need to differentiate approaches is especially true when it comes to addressing gender inequality, an area where collectively we simply have to do better.

1.4 I was honored to be invited by President Macron to join the **G7 Gender Equality Advisory Council** where I champion quality education as a base for progress. The Council is urging leaders to adopt laws, policies, and programs that lead to universal access to education and health, and to make education and health systems responsive to the needs of women and girls. During the World Bank-IMF Spring Meetings, GPE entered a formal agreement with the **Islamic Development Bank** outlining a new collaboration, including engagement with the GPE Multiplier and coordinated policy dialogue at the country level. Since the unprecedented commitment of the United Arab Emirates, with their US\$100 million pledge at the Dakar Financing Conference, we are very focused on the power of partnerships in the Middle East region and see enormous potential.

1.5 Since the December Board meeting in Dublin, the Secretariat has been working closely with the Board Working Group to complete the four major areas of deliverables adopted by the Board as part of the institutional arrangements decision. Together with these four deliverables, the June Board agenda is focused on the key strategic issues facing the Partnership heading into the strategic planning cycle. In addition to reviewing the evidence from the 2019 Results Report

and Country-Level Evaluations, among others, and approving the FY20 workplan and budget, the Board will consider:

- the approach and next steps for the development of GPE's next strategic plan;
- recommendations from the Effective Partnership Review to enable the Partnership to function optimally in delivering on GPE 2020 at the country level;
- options for establishing a stronger Secretariat presence in Europe, closer to many developing country partners, donors and other partners; and
- a Private Sector Engagement Strategy.

1.6 I would like to once again express my deep gratitude to outgoing and returning Board and Committee members for their dedication and service to GPE. They have been instrumental in enabling GPE to deliver on its mission. I look forward to working with our new and returning Board and Committee members in our pursuit to ensure that all children have access to a quality education.

## 2. GPE at Work

2.1 In the past months I traveled to West Africa and the Sahel to assess the impact of GPE at the country level. In **Sierra Leone**, I joined President Bio to launch the new GPE-financed program, which with the help of UNICEF as grant agent is focused on improving early grade learning and expanding early childhood development opportunities. GPE's grant is reinforced by the government's strong political commitment to education through the free quality education for all children initiative. Sierra Leone has a remarkable story of resilience and innovation—set back by years of civil war and the Ebola crisis, Sierra Leoneans see education as a vehicle to drive progress across sectors. One key takeaway from my mission to **Chad** was the impact of vast geographical and social disparities on school completion for many children, especially girls. In the Lake Chad region, GPE and other partners, including GPE's grant agents UNICEF and UNESCO, will continue to support education services for refugee children and children from the surrounding communities, including by providing teacher subsidies to ease the burden on parents for bearing education costs.

2.2 I also joined Ulla Tornaes, the Danish Minister for Development Cooperation, for a joint mission to **Burkina Faso** where we discussed with students, educators, and government partners the challenges the country and its education system are facing, among them the continuing threat of terrorism. We were encouraged by the government's strategy to move beyond

emergency response to a long-term plan that will mitigate the security issues, aided by the GPE-supported flexible pooled fund of donors, and with the French Development Agency as grant agent for GPE's funding. Multiple crises have made it especially difficult for girls to get a quality education, which is why including girls in education remains a high priority for the government of Burkina Faso. Since 2013, the same number of girls and boys have completed primary school, which is a great step forward, but GPE must look beyond gender *equity* to support partner countries in the removal of barriers to gender *equality*. The girls with whom Minister Tornæs and I spoke raised poverty, the distance to school, gender-based violence, sexual harassment and abuse, and early marriage as key obstacles to gender equality in education. The Effective Partnership Roll-Out provides key opportunities for partners to strengthen country level dialogue around the most strategic use of GPE grants, including gender equality and resourcing of strategies to strengthen it.

2.3 In **Papua New Guinea (PNG)**, GPE continues to support improvements in teaching and learning initiated through the GPE-supported READ PNG program. In early 2019, PNG received a new GPE grant of US\$7.4 million. Funds were supplemented by additional support from the GPE Multiplier that helped to unlock further co-financing of US\$10.6 million from the government of Japan. PNG's example demonstrates how the GPE Multiplier mobilizes more funding, bolsters partnerships, and combats fragmentation. Through the support of GPE and the government of Japan, and with Save the Children as grant agent, PNG will be able to strengthen early grade learning outcomes in math and science, with a special emphasis on low-performing provinces. The grant will also help strengthen teacher training, especially for female teachers, and provide textbooks for students. In addition, GPE will continue to support the government of PNG in the development of its next education sector plan.

2.4 In **Bangladesh**, the educational needs of Rohingya children and youth, and the children in the host community, in Cox's Bazar have been in focus. Since GPE first approved the government of Bangladesh's accelerated funding request in Q3 2018, with UNICEF as grant agent, many actors and partners from the Cox's Bazar Education Sector have worked together to make progress, increasing the coverage of their support from 47% to 72% of the target population in camps and the host community. In a landmark development, the government recently approved an innovative learning framework for early grade learning in the camps, which will for the first time standardize the provision of education support by service providers.

2.5 In **Pakistan**, we are working with partners, and with the World Bank as grant agent, to apply innovative technology to bolster school monitoring and improve accountability. With a

population of over 12 million, the **Balochistan** province of Pakistan has formidable education challenges, including a high out-of-school children population, high drop-out rates, wide gender disparity, and poor quality of teaching and learning. GPE is supporting solar-powered computer laboratories and e-learning stations set up in new schools. The remote monitoring system, available on an Android app, was developed with a well-designed data record mechanism, which helps establish a GIS biometric attendance system, providing each school with data with verifiable evidence for remote monitoring, accountability and auditing. Such real-time school monitoring helps improve teacher accountability by holding teachers in all 13,000 schools in the province accountable for their presence and performance, contributing to improved education governance.

2.6 In **Uganda**, GPE's grant through the World Bank supports the Uganda Teacher and School Effectiveness Project (UTSEP), which is already showing results in the third year of implementation with strong improvements in basic reading skills. The percentage of children in project schools who can read 20 words or more per minute increased from one percent in 2016 to 27 percent. This big change within a relatively short period was made possible by effective implementation of well-designed project activities. The project so far has trained 17,000 teachers in early-grade reading methodology, benefiting more than 1.3 million grades 1-4 students in 2,727 primary schools. The newly trained teachers were supported with new textbooks—6.5 million copies of English and mathematics textbooks were printed and distributed to 12,198 primary schools in 120 districts of the country. At the same time, 1,149 head teachers and deputy head teachers were trained in better school management practices and 145 schools received new classrooms, administrative blocks, and water and sanitation facilities benefiting more than 50,000 students.

### 3. **Strengthening Delivery**

3.1 In May I was in Ottawa for discussions on building the **Knowledge and Innovation Exchange** with colleagues at the International Development Research Centre (IDRC), who are managing the program for GPE. It is further testimony to the power of partnership that we can align with such a reputable organization, sharing a thirst not just for knowledge sharing but for applying innovative approaches at scale to change learning outcomes. IDRC also shares our commitment to developing country leadership in identifying the focus areas and driving innovative solutions to make education systems more effective. The first call for funding proposals is expected in the coming months.

3.2 Oxfam IBIS is busily putting in place the systems for **Education Out Loud**, GPE's new Advocacy and Social Accountability mechanism to support civil society capacity to improve transparency and accountability in education. It will build the capacity of civic groups to access information related to the provision of public education, participate in education policy processes, and advocate to policymakers. The first call for funding proposals is expected in Q3 2019.

3.4 The **GPE Multiplier** continues to gain traction thanks to GPE's partners, catalyzing new and additional funding for education. US\$111 million has been competitively allocated to 13 countries through peer-reviewed expressions of interest, leveraging US\$475 million in co-financing. Five countries have now been approved and additional funds are being put to work in Zimbabwe, Uzbekistan, Nepal, Papua New Guinea, and Senegal. GPE has streamlined the process for partner countries to access the GPE Multiplier and tightened quality assurance; however, Secretariat staff have struggled to both manage the existing workload and progress the additional demand from eligible countries that are not currently GPE members but interested accessing GPE Multiplier support.

3.5 In Stockholm, the Board will consider the Strategy and Impact Committee's recommendation to approve the **Private Sector Engagement Strategy**, which aims to leverage the expertise, financing, voice, and provision of goods & services of the business community in support of GPE 2020. Following requested refinements in Q1 2019, the Strategy and Impact Committee endorsed and recommended the private sector strategy. The Strategy and Impact Committee also recommends a policy option to make all for-profit providers of core education services ineligible for GPE funding.

3.6 GPE continues to support the use of data and evidence to inform policy dialogue and processes at country level. The Secretariat piloted a learning initiative on **education management information systems** with the World Bank and the Association of Development in Africa in Burkina Faso with the participation of a delegation from Haiti. GPE recently convened the third and final meeting of the **Education Data Solutions Roundtable**, which will present its key findings and recommendations in September to address three challenges: better data systems, better tools for improved visualization, and better data integration within ministries of education and across sectors. In Q1 2019, the Secretariat published [\*Guidelines for the Monitoring of National Education Budgets\*](#) to enable members of local education groups to better engage in policy dialogue about government spending on education.

#### **4. Strengthening the Partnership: Effective Partnership Roll-Out**

4.1 Since the December Board meeting, the Secretariat has worked closely with the Grants and Performance Committee to assess each of the actions proposed through the **Effective Partnership Review** to increase effectiveness in the Partnership's operational model at country level; this resulted in a strategic set of decisions and recommendations. This work has been a top priority, overseen by the Grants and Performance Committee Chair and two senior Secretariat managers and involving multiple staff members across four Secretariat teams, as well as Grants and Performance Committee members and experienced country level partners from across the constituency groups. We appreciate the solution-oriented collaborative efforts, including from all the grant agent participants who joined a two-day workshop in March to examine how to strengthen GPE's grant work.

4.2 The resulting set of proposals builds not only on the evidence gathered by Oxford Policy Management and presented to this Board last June, but also on the evidence emerging from **Country-Level Evaluations**. As a Partnership, we need to be more explicit on expectations and mutual accountabilities—GPE's ambitious agenda can only be delivered through our collective efforts and commitments, and clarity on roles, responsibilities, and accountabilities is fundamental.

4.3 The set of actions proposed in what has now moved from being the Effective Partnership *Review* to the Effective Partnership *Roll-Out* will deliver significant improvements in the GPE operational model. Roles, responsibilities and accountabilities—in particular those of the Secretariat, grant agents and coordinating agencies—will be clearer, government leadership and capacity will be in focus, and the use of GPE's grant funding will be more strategically targeted and undergo additional scrutiny through clearer criteria for grant agent selection. While some new investments are needed to strengthen partnership at country level, overall transaction costs will be significantly reduced and assessed against their value in leveraging the change GPE seeks to deliver. Over the next year, we will be better able to adapt the funding model to differentiate support to countries according to contexts.

4.4 The focus now moves to a significant communications and partnership engagement effort as agreed by the Board in June 2018, the funding for which is included in the Secretariat's FY20 budget submission.

4.5 The **quality assurance pilot** with UNICEF and the World Bank to test more aligned and differentiated quality assurance processes was concluded and is directly informing how quality

assurance of implementation grants will be taken forward under the Effective Partnership Roll-Out. The pilot showed that it is possible to maintain the strengths and the value-add of Secretariat quality assurance while right-sizing it and reducing duplication with grant agents' internal quality assurance systems. Working on more flexible timelines for quality assurance that are more responsive to country timelines also lowers transaction costs in the Partnership.

## 5. Results and Impact

5.1 GPE has amassed a wealth of evidence and data to gauge its effectiveness and highlight lessons crucial to consider for refining the next strategic phase and strengthening our Partnership. The **2019 Results Report** provides a comprehensive overview of both our collective achievements as well as areas where progress needs to accelerate, while the **Country-Level Evaluations** and the **Effective Partnership Review** assist us with gaining a deeper understanding what is working well and where we need to improve at the country level.

5.2 The **Results Report** shows that GPE met 22 of 32 indicators for 2018. Completion rates continued to improve for both girls and boys. There is a strong focus on learning in GPE grants and the quality of learning assessments has improved across developing country partners to measure student outcomes. The quality of education sector plans, which are essential to delivering programs efficiently to achieve outcomes, have also improved. GPE grants are achieving their targets, but challenges also remain. Low learning outcomes and significant disparities in education outcomes based on wealth, location, and gender underscore the need to continue to focus on equity and equality. Insufficient domestic financing, high dropout rates, availability of trained teachers, and reporting of data, have impeded progress, especially in fragile contexts.

5.3 Insights from the **Effective Partnership Review** and **Country-Level Evaluations**—which covers 28 partner countries representing over 60% of GPE grant funds—signal the need to sharpen our approach and respond nimbly to the diversity of contexts in partner countries. The evaluations find that the effectiveness of the local education groups and joint sector reviews varies across countries, as does the success of education sector plan implementation.

5.4 In its recent assessment of GPE, the Multilateral Organization Performance Assessment Network (MOPAN) provided a positive endorsement of the organizational strength of GPE. MOPAN colleagues will be in Stockholm to share their findings. In addition, we have finalized the plan for GPE's independent evaluation, the approach and timing for which are being managed by an Independent Evaluation Committee working in coordination with the Strategy and Impact Committee. This evaluation will look across the wealth of evidence we have, supplement it with

additional information as needed, and provide synthesized information for sharpening our strategic directions.

5.5 Overall progress in partner countries is being made with respect to **gender parity**, with completion rates improving at a similar rate for girls and boys. However, this progress masks persistent challenges: out of school rates for girls at lower secondary have stagnated over the last three years and are falling behind boys, especially in fragile and conflict affected contexts. The poorest girls and boys and those in fragile and conflict affected contexts face the biggest hurdles. And beyond the challenge of gender parity, much more needs to be done to address the wider challenge of gender inequality within education systems. Within the Secretariat, we have taken stock of what more we can do. I have moved oversight of gender work to the Front Office, where I personally will be taking a hands-on approach to ensure a mainstreamed and cross-cutting approach to our Secretariat work. Gender equality will be included in staff results agreements. While it is good to see that our current implementation grant portfolio has a greater focus on gender than closed implementation grants, we will explore how we can secure further gains through our guidance and quality assurance processes. Recognizing that accelerating progress on gender needs to be a partnership effort, we have included attention to gender within the Effective Partnership Roll-Out, as this provides opportunities for strengthening country level dialogue around gender equality and resourcing of strategies to strengthen it. Finally, we propose adding a specific lens on gender in the upcoming strategic planning effort, constructed in a cross-cutting manner to look at GPE's overall work in this area.

## **6. GPE's Finances**

6.1 GPE's overall **financial position** is stable, with modest increases in projected available resources over the past few months due to additional pledges and contributions from Germany and Denmark respectively, along with targeted financing from Japan. GPE's financial position continues to remain exposed to any significant strengthening of the US dollar. In the lead up to December, the Secretariat, working in close collaboration with the Trustee, reached out to all donors on the possibility of modifying their contribution agreements to facilitate a currency hedging solution. However, based on contributor information, it is unlikely that the conditions to facilitate a hedging solution will be met at this time and efforts should continue to encourage the uptake of euro grant allocations and contributors could also consider providing their contributions in US dollars. Earlier this year, the Board approved its first euro grant allocation which was a combined ESPIG/Multiplier to Senegal, while several donors have opted to

contribute in US dollars. The Secretariat will continue to work with the Trustee to explore alternatives to mitigate this risk.

6.2 Grant approvals are rapidly increasing with over US\$400 million approved over the last six months. We are also taking steps to streamline the grant management process to accelerate approvals. However, while the volume and amount of approvals are growing significantly, it is clear that a significant number of grant applications are being backloaded into 2020. With implementation periods tending to be at least four years, this will result in a sizeable portion of disbursements being made in the next replenishment period. This is an issue that we will need to reflect on carefully as we develop our next strategic plan in terms of how funds are allocated to countries, through which mechanisms, and how efficiently and effectively they are utilized.

6.3 For the remainder of the current strategic plan, there is an opportunity based on the Finance and Risk Committee's recommendation in the Financial Forecast to increase the availability of resources for allocation. As a result, GPE can raise the maximum country allocation cap from US\$100 million to US\$125 million as initially envisaged by the Board, and restore the Republic of Congo's US\$10.7 million maximum country allocation. These recommendations if approved will support implementation of GPE 2020 in a manner that is consistent with GPE's needs-based allocation approach, while keeping transaction costs contained, and without any significant financial risk or distortion to our operating model.

6.4 Following an external review of GPE's risk management practices and policies, the Board approved a workplan last June to implement several recommendations with the goal of aligning and guiding the Partnership to better manage risk in delivering on GPE 2020. The new risk taxonomy was approved in December 2018 and in June the Board will be asked to consider the Finance and Risk Committee's recommendation to approve the proposed risk appetite statement and approach to risk indicators and country risk. The Board will also be asked to delegate authority to the Finance and Risk Committee to oversee the finalization of this work by the end of 2019. Now that substantial design work has been completed, the focus can shift to implementation of the new approach.

6.5 We continue to proactively monitor the stewardship of GPE's funds and when misuse does occur our grant agents work to obtain repayment and learn lessons for the future. In **Zambia**, the US\$35.2 million Zambia education sector budget support program (with DFID as grant agent) closed in March 2019 with US\$13.9 million undisbursed owing to earlier project suspension following the identification of significant fiduciary weaknesses within the Ministry of Education.

The Office of the Auditor General is conducting a forensic audit which is still ongoing. In **Central African Republic**, the grant agent (UNICEF) identified cases of misappropriation of GPE funds by two of its civil society organization implementing partners totaling US\$171,000. Despite best efforts to obtain repayment, this is now considered unlikely and a request has been made to the government to revoke the organizations' licenses. In **Uganda**, the grant agent (World Bank) is investigating a complaint of fraudulent practices relating to school construction, which is still ongoing, and in **Ethiopia**, the grant agent (World Bank) is investigating two complaints of fraudulent practices relating to textbook procurement. As previously reported, the Ministry of Education in **Chad** initiated an investigation in 2018 following an allegation of textbooks that were not delivered, despite payment of US\$34,000 being made in 2017 before the grant closed. A Ministry official was suspended and the books were printed and delivered in September 2018. Following a subsequent forensic audit by the grant agent (UNESCO) which concluded in December 2018, a UNESCO staff member seconded from the Ministry of Education admitted having received gifts from the supplier. Further, the forensic audit identified an additional case with the same issue of textbook non-delivery despite a payment of US\$30,000 being made in 2017, and delivery only occurring during the investigation, which found that grant agent financial and administrative processes had not been followed. The grant agent has confirmed that disciplinary measures have been applied to the staff involved and that other audit recommendations are now all being implemented.

## **7. Secretariat Management and Budget**

7.1 On behalf of the entire Secretariat, I would like to express my thanks and appreciation to Annette Dixon, the Vice President of the Human Development Practice Group at the World Bank and her management team, including representatives to our Board Jaime Saavedra and Luis Benveniste, for the warm welcome we have received. The annex to this report is a proposed format by which, per the Board's instructions, the implementation of the hosting arrangement will be reported to the Board.

7.2 The Board will consider the proposed **FY20 Workplan and Operating Budget**. For FY20, the budget request is US\$39.9 million and represents approximately 6.3% of total projected expenditure, which is within the 5-7% range established by the Board. The request represents a 1% increase from FY19 and reflects the higher workload expected in FY20 with a significant emphasis on country support for both the active grant portfolio and heavy grant pipeline of applications. Core staffing levels of 108 have been maintained for FY20, which represents zero staff growth since December 2016. The largest increase is in variable costs (US\$1m) attributed to

increased usage of temporary consulting contracts rather than regular staff contracts to fill additional workload needs, particularly in the Country Support Team. Within the Secretariat, the budget for the Country Support Team is increasing to accommodate the sustained increase in work, while budgets for other teams are either flat or have been reduced reflecting the priorities set by the Management Team. A replenishment surge budget will be submitted in December 2019 to cover the costs of the campaign leading to a replenishment pledging event in 2021.

7.3 In the run-up to the June Board, the Finance and Risk Committee has had a chance to review the FY 20 budget and the Coordinating Committee has additionally posed some questions. In sum, these questions have asked for further information about the efficiency measures that the Secretariat has taken since December 2017, whether certain priority areas remain under-resourced, and how these priority areas could be fully staffed within the existing 108 headcount envelope. During the Executive Session in June, the Secretariat will provide a full discussion of these questions as part of the presentation on the FY 20 budget.

7.4 The Secretariat and I remain fully committed to operating in cost efficient manner. With organizational maturity will come the need and the opportunity to gain efficiencies through a more systematized work environment. One of the key tasks of our new Deputy CEO will be to focus on identifying if there are further efficiencies to be made particularly in some of our key grant processes, and to consider our longer term HR needs in terms of what will be needed to successfully deliver our next strategic plan.

## **8. Conclusion**

8.1 With just over ten years to go to the conclusion of the SDGs, the Board will in June have the opportunity to reflect on GPE's performance and the key drivers of the next strategic plan. The evidence points to GPE's comparative advantage in working to strengthen country education systems but also highlights key constraints—plan implementation and monitoring needs to be more robust, international finance is not well aligned to national systems, education opportunities vary too much by a child's location and gender, and country partners have considerably different challenges that need to be taken into consideration.

8.2 New ways of working are needed to accelerate progress toward SDG4: differentiation in GPE's funding model and operating model; sharpened focus in GPE grants to prioritize outcomes on equity and learning; new cross-sectoral partnerships; and strengthened mutual accountability.

With the opportunity at hand to learn and refine, the Partnership has the chance with the new strategic plan to continue to make a significant contribution to SDG 4.

## ANNEX 1

### Implementation of World Bank-GPE Hosting MoU (April 14, 2019 to June 13, 2019)

<p><b>BOD/2018/12-01–Institutional Arrangements:</b></p> <p><i>The Board of Directors:</i></p> <p>2. Resolves to:</p> <p>j. Further instruct the GPE CEO to ensure as a standing item in her report to the Board information on how the World Bank hosting arrangement is working in operation.</p>
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### Bank-GPE Hosting MOU Text and Reference

<b>Governance</b>	<b>Reference</b>	<b>Notes</b>
The World Bank is a facilitator and will not seek to interject itself in any way to the governance structures of GPE.	Art. II (6)(a)	In line with MOU.
Host VP ensures the provisions of MoU are executed for smooth operation of GPE Secretariat within the World Bank.	Art. II (4)(c)	In line with MOU.
<b>Strategic</b>	<b>Reference</b>	<b>Notes</b>
Strive to ensure strong strategic alignment on the overarching vision, mandate, objectives, and modalities of the GPE Secretariat.	Art. II (3)c	In line with MOU.
Hosting within the HD VPU to allow greater alignment on education sector planning, coordination on Sustainable Development Goal 4 monitoring, ensure harmonization with the education aid architecture, and permit the GPE Secretariat to benefit from the World Bank's country-level footprint.	Art. II (7)b	In line with MOU.
<b>GPE Policy Compliance</b>	<b>Reference</b>	<b>Notes</b>
<u>HR policy and procedures</u> - including caps on grade levels, calibration of GPE Secretariat staff with all other World Bank staff, defined compensation bands. GPE staffing levels may increase even if Bank staffing levels are constant or reduced.	Art. II (1)c; Art. II (3)b; Art. II (5)c; Art. II (11)(a)(b)(c);	In line with MOU.
<u>CEO Performance</u> – GEC will use World Bank's suite of performance evaluation tools to inform GPE Board review of CEO, which will make a performance rating recommendation to HD VPU that is entered into World Bank HR systems.	Art. II (12)a	In line with MOU.
<u>Corporate and operational procurement policy</u> – The GPE Secretariat will consult semiannually with World Bank Corporate Procurement on projected procurement needs for GPE over the subsequent six (6) months.	Art. II (1)c; Art. II (3)b; Art. III (2); Art. III (3)(a)(b)(c)	In line with MOU.
<u>IT policy</u> - The GPE Secretariat and the World Bank will cooperate to ensure compatibility and security of IT infrastructure.	Art. III (4)(a)(b)(c)	In line with MOU.

<u>Travel policy</u> – GPE staff will conform to World Bank travel and security policies and practices.	Art. III (5)(a)(b)(c)	In line with MOU.
<b>Management of Secretariat</b>	<b>Reference</b>	<b>Notes</b>
Host VPU review of GPE Secretariat will focus on alignment of staffing plans with available resources, and conformity with the World Bank's HR and resource management policies and procedures.	Art. II (5)b;	In line with MOU.
<b>Roles of the World Bank</b>	<b>Reference</b>	<b>Notes</b>
<u>Host</u> – Access to the full suite of the World Bank's administrative support services, including HR, information technology systems, legal, accounting, travel, security, facilities, and internal justice, use of support services and facilities of World Bank offices globally and ability to locate staff there like all other World Bank units.	Art. II 6(a); Art. II (8)a; Art. II (8)b; Art. III (6)	In line with MOU.
<u>Trustee</u> – Services include receipt of contributions, holding and investing of funds, transfer of funds to implementing agencies as well as financial and fiduciary management.	Art. II 6(b); Art. II (3)b; Art. II (9)a; Art. VI (2)	In line with MOU.
<u>Grant Agent</u> - All Grant Agent staff who serve on a GPE body are required to recuse themselves from decisions that affect the World Bank. The GPE Secretariat can reasonably hold the World Bank acting as Grant Agent accountable.	Art. II (6)c; Art. II (3)b; Art. II (9)(b)(iii)	In line with MOU.
<u>Board Member</u> - The World Bank representative will provide governance and financial oversight to ensure that the GPE is structured, governed and functioning efficiently, effectively and ethically, and will monitor and assess the overall effectiveness and risks associated with GPE's work and implementing risk mitigation measures.	Art. II (6)d	In line with MOU.
<b>Other Administrative Issues</b>	<b>Reference</b>	<b>Notes</b>
<u>Communications</u> - GPE Secretariat's communications staff will maintain regular and ongoing contact with World Bank External and Corporate Relations (ECR) regarding communications and outreach plans for GPE to ensure alignment and close coordination.	Art. III (1)	In line with MOU.
<b>Future Capabilities</b>	<b>Reference</b>	<b>Notes</b>
The establishment of an expanded fundraising model to facilitate receipt of contributions or in-kind support from non-traditional donors.	Art. IV (2)	In line with MOU.
Innovative financing mechanisms.	Art. IV (3)	In line with MOU.
Currency risk management through hedging.	Art. IV (4)	In line with MOU.
The provision of funds directly to national governments and other nontraditional entities in grant execution.	Art. IV (5)	In line with MOU.
Hosting of other institutions.	Art. IV (6)	In line with MOU.
Rapid disbursement through fast-track procedures or hosted facilities.	Art. IV (7)	In line with MOU.
Ability to locate GPE Secretariat staff outside of Washington, DC.	Art. II (11)c;	In line with MOU.