The Board agreed to revisions in Annex 1 in track changes on June 15, 2016.

REVISIONS TO THE CHARTER – MUTUAL ACCOUNTABILITY AND GOVERNANCE REVIEW

For Decision

1. STRATEGIC PURPOSE

1.1 The purpose of this Paper is to consolidate all proposed revisions to the Charter, which include:

✓ clarification of the Mutual Accountability at country level (as part the measures taken to strengthen the GPE Operational Model, per Board Decision BOD/2015/10-02)
✓ update of governance at global level (as part of the Governance, Ethics, Risk and Finance Committee (GERF) recommendations on the governance review, per Board Decision BOD/2015/12-10 and DOC/2016/06 DOC 21)
✓ align the Charter with the Strategic Plan 2016-2020 principles
✓ update/clarify paragraph on partnership forum and on the Secretariat role, per Secretariat suggestion for Board consideration.

2. EXECUTIVE SUMMARY

2.1 In response to the Board’s request to define further roles and responsibilities at country level and mutual accountability, the Secretariat drafted for review by the Governance, Ethics, Risk and Finance Committee (GERF) and the Strategy and Policy Committee (SPC) the following revisions, as set out in the third part of the Charter on Country-Level Governance and highlighted in red, in Annex 1 to BOD/2016/06 DOC 08. Both committees discussed it and supported the proposed approach to clarify it in the Charter.

2.2 These revisions include the following:

✓ addition of roles and responsibilities of grant agents
✓ revisions to the Local Education Group (LEG) roles in line with SPC recommended decision on LEG minimum standards (BOD/2016/DOC 08)
✓ deletion of the reference to the Development partner group from the Charter and replacement by ‘development partners’, to ensure that accountability belongs with individual partners, not in a group
✓ clarification of roles of civil society organizations, private sector and development partner in different sections (cf above)
✓ integration of philanthropic foundations to the development partners section (and not the private sector)

2.3 In response to the Board’s request to review the governance at global level, the Governance, Ethics, Risk and Finance Committee recommends to the Board to approve incremental changes to the governance structure and some revisions to the Charter highlighted in grey, in Annex 1 to BOD/2016/06 DOC 22.

2.4 Other proposed revisions includes:

- article 4.2.4 c: mention of “representative of the United Nations agencies Board seats” (previously limited to UNESCO and UNICEF representatives), as per Board Decision BOD/2016/05-01;
- a consistency effort to align wording from the Charter with the Strategic Plan;
- a Secretariat’s proposition to clarify the Secretariat role to reflect recent Board decisions (e.g.: inclusion of the support to the Developing counties partners pre-Board meetings, advocacy for global education, oversight of the implementation of the risk management policy etc.);
- a Secretariat’s proposition to clarify the paragraph on Partnership meeting. This section was originally in the Charter with the aim to:
  a) “Review progress based on reports from the Board of Directors and provide advice to the Board on the general direction of the Partnership;
  b) Provide an opportunity for debate and a platform for advocacy in support of continued resource mobilization, improved aid effectiveness, and inclusion of new partners;
  c) Promote the exchange of information and good practice on implementation of developing country partners and donor activity in support of GPE strategies, policies and objectives;
  d) Mobilize and sustain high-level coordination, political commitment and momentum to
achieve the Education for All goals; and
e) Provide a communication channel for all stakeholders who are not included in the constituencies of the Board.”

However, it has never been utilized in such a formal manner, and as there are no plans to do so, unless otherwise instructed by the Board, the Secretariat believe it is redundant and should be removed.

3. **RECOMMENDED DECISION**

3.1 The Governance, Ethics, Risk and Finance Committee recommends that the Board approve the following decision:

**BOD/2016/06-XX—Revisions to the Charter:** The Board of Directors:

1. approves revisions to the Global Partnership for Education Charter as set out in Annex 1 to BOD/2016/06 DOC 22
2. Requests the Secretariat to update the Board and Committee Operating Procedures and related policies to take into consideration all modifications to the Charter.

4. **BACKGROUND**

4.1 At its October 2015 Board meeting, the Board approved a proposal for a more effective operational model (BOD/2015/10 DOC 06) to address several inefficiencies identified by a Board reference group. Among the recommendations in the proposal (BOD/2015/10-02), it called for enhancements aimed at strengthening education sector dialogue mechanisms and processes, and promoting government ownership and inclusiveness while setting clear expectations and accountabilities in a contextually appropriate manner. Among other documents, the Board requested the Secretariat to define Mutual Accountabilities of roles and responsibilities and incorporate into the GPE Charter.

4.2 Detailed background on the governance review is included in BOD/2016/06 DOC 21.

5. **IMPLICATIONS FOR SECRETARIAT RESOURCES**

5.1 These revisions will have no direct implications on Secretariat resources.

6. **NEXT STEPS**
6.1 Once approved, the revised Charter will be posted on GPE website.

6.2 Depending on the Board decision on the governance review, additional modifications to the Charter might be considered later on this year.

7. **PLEASE CONTACT** Padraig Power (ppower@globalpartnership.org) or Christine Guétin (cguetin@globalpartnership.org) for further information.

8. **ANNEXES**

8.1 This paper includes the following annexes:

Annex 1 – Proposed revisions to the Charter (clean version with colour highlights on rational for each revisions), as follow:

- ✓ Mutual accountabilities of GPE partners – Highlighted in Red
- ✓ Global governance – Highlighted in Grey
- ✓ Alignment with strategic plan 2016 – 2020 – Highlighted in Blue
- ✓ Other modifications – Highlighted in Yellow

Annex 2 – Proposed revisions in track changes to the Charter (available as background document on the registration website).
ANNEX 1 – PROPOSED REVISIONS TO THE CHARTER

The proposed revisions include the following:

1. **Mutual accountabilities of GPE partners** (cf part III country-level governance – Highlighted in Red)
2. **Global governance** (cf part IV global-level governance - – Highlighted in Grey)
3. **Alignment with strategic plan 2016 – 2020** (preamble and global level governance for consistency - – Highlighted in Blue)
4. **Other modifications** (the Secretariat suggests to update the paragraph on partnership forum to align it with practice and to update Secretariat role to clarify it further and to include the DCP meetings per December Board decision– Highlighted in Yellow)
5. **All non-substantial modifications** are presented in the track-changed version available in Annex 2 (posted on the registration website).
PREAMBLE

The Global Partnership for Education (or “GPE”) brings together developing and donor countries, multilateral agencies, and non-governmental organizations (including international and local civil society organizations (CSOs)) representatives of the teaching profession and the private sector and foundations supporting the education sector in developing countries, with a particular focus on accelerating progress toward the GPE’s Strategic Plan adopted by the Board from time to time and aligned, as determined by the Board in connection with such GPE Strategic Plans, with Sustainable Development Goal 4: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The GPE Compact was established in 2002 following the development consensus reached at Monterrey, and is a compact explicitly linking increased donor support for education to recipient countries’ policy performance and accountability for results. The GPE Compact’s general principles are the foundation upon which the Board builds GPE Strategic Plans and 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 and private foundations and the private sector commit to: |
| - increase support to government education sector plans, including through technical and financial support |
| - assist in mobilizing resources and aligning them with the priorities of developing country partners |
| - harmonize procedures and utilize country systems as much as possible |
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. Developing country partners take the lead in designing and implementing education sector plans through broad-based consultation, which use benchmarking and monitoring of progress against output and outcome indicators. Sound education sector plans emphasize promoting faster progress in the provision of quality education for all children. Donors, multilateral agencies, CSOs and the private sector and private foundations then commit to aligning their support for a developing country partner’s program. They provide support for its capacity development, mobilize predictable and long-term financing, and seek to align their procedures with the government systems and among themselves.

1.2 The Global Partnership for Education’s vision, mission, goals and objective are establish in GPE’s 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 through harmonization 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; and
e) Increased accountability for sector results.

Globally, the Global Partnership for Education also aims to promote mutual learning on what works to improve education outcomes and advance progress for Sustainable Development Goal 4 and GPE Strategic
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 take decisions in the best interests of GPE intended to help achieve GPE Strategic Plans. Broad participation by all partners, including developing country partners, donors, multilateral organizations, non-governmental organizations (including international and local CSOs), members of the teaching profession and the private sector and private foundations is essential and the relationships and communications 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 characteristic of the Global Partnership for Education.

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 in the Global Partnership for Education and reflects the norms and practices developed to implement the goals and principles of the Global Partnership for Education. This document supersedes the Education for All Fast Track Initiative Framework document and 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: the country level and the global level. At the country level, the Local Education Group (LEG) forms the foundation for the Global Partnership for Education’s governance. It comprises the government of the developing country partner, donors present in the country, multilateral agencies, non-governmental organizations (including international and local CSOs), representatives of the teaching profession, the private sector and private foundations and others supporting the education sector. The Global Partnership for Education’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 towards the development, endorsement and implementation of an education sector plan. The 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 government and its partners.

Composition

Quality education for all children
3.1.2 Generally comprised 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.

**Roles**

3.1.3 Through transparent and inclusive planning, monitoring and review mechanisms and procedures, 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 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 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 the compilation of reports to the GPE 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. Seeks to meet Board-approved Minimum Standards for effective LEG collaboration,

k. 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 education sector plans 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:

a) develops an evidence-based education sector plan that is based on broad consultation, is credible and of good quality, and is focused on equity, efficiency and learning;

b) ensures effective implementation of the education sector plan 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 for 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 develops, where appropriate, proposals for activities for financing by GPE in consultation with the LEG and ensures that GPE resources are managed in accordance with GPE policies and Grant Agent policies and procedures.

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 expected to:

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 the development, implementation and monitoring of the education sector plan, 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 education sector plan 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 appraisal of the education sector plan, endorse such plan and in doing so, confirm that the sector 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 education sector plan;

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 education sector plan;

h) inform the government on 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 the GPE;

j) engage in the process to select an appropriate Grant Agent for GPE financing and if eligible, explore possibilities to take on this role if appropriate;

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; and

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

3.4 Civil Society

Definition

3.4.1 Civil Society comprise non-governmental organizations (including international and local CSOs, and representatives of the teaching profession).

Roles and Responsibilities

Quality education for all children
3.4.2 Civil Society Partners:

a) through inclusive, government-led policy and monitoring dialogue mechanisms, provide meaningful and effective support to the development, implementation and monitoring of the education sector plan;

b) participate in the discussion of the results of the independent appraisal of the developing country partner’s education sector plan, 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 appraisal of the education sector plan, 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) 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;

f) act in accordance with the Principles of this Charter and adhere to the Conflict Resolution Procedures;

g) 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;

h) ensure that broad and representative voices are brought into the discussions regarding the development, implementation and monitoring of the education sector plan; and

i) 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:

a) adhere to the Corporate Alliance Guidelines 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 education sector plan;

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.

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:

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, promotes the inclusion of non-governmental 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 education sector plan;

d) reports on progress of education sector plan implementation, including on funding commitments and disbursements to the developing country partner, the Board and the GPE at large through the Secretariat;

e) supports the LEG’s self-assessment of and reporting on the Board-adopted Minimum Standards for Effective LEG Collaboration; and

f) supports GPE grant processes, including facilitating the selection of a Grant Agent;
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) the 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 approves the Grant Agent for each proposal.

Roles and Responsibilities

3.7.2 The Grant Agent:

a) develops a program for GPE financing at the country level in close collaboration with the government, consistent with the education sector plan, 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 education sector plans 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 corrective action in support of the implementation by the government of the education sector plans and 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 with the LEG 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 education sector plan;

f) promotes transparency and proactively shares evidence and lessons learned with the LEG and with the Board through the Secretariat; and

g) reports to the GPE and LEG on outcomes and impact of GPE investments, following agreed 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 plan); (ii) donor partners; (iii) multilateral agencies and regional development banks partners; and (iv) non-governmental 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 the discussions of the Global Partnership for Education. All Partners belong to a constituency.

Partnership Meetings

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

4.2 Board of Directors

4.2.1 The Board is the supreme governing body of the Global Partnership for Education and is responsible for strategic direction and policy-making, oversight of the operations of the Global Partnership for Education, monitoring implementation to ensure the Partnership delivers its strategic goals as set forth in GPE Strategic Plans from time to time, and is a global champion for education in developing countries.

Composition and Selection

4.2.3 The Board is composed of up to 38 members (one Board member and one Alternate Board member per constituency) who represent the 19 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 38 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 representative 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) Two 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, Alternate Members will serve on the Board for two years or such other term that the Board may determine. Board, 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, which nominations will be reviewed by the Coordinating Committee before approval by the Board or Coordinating Committee if so delegated, including for any technical skills/competencies required for service in GPE committees.

Roles and Responsibilities

4.2.8 The Board has the following roles and responsibilities:

a. Strategy and Policy

- Setting the vision, mission, goals and objectives of the Global Partnership for Education ’s strategy
- Approving strategic plans and policies for the Global Partnership for Education
- 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 at the global level

b. Grants and Performance

- Approving 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 the GPE’s Strategic Plans including the goals, objectives and policies in order to deliver on such Strategic Plans

c. **Governance and Financial Oversight and Risk Management**

• 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 that they are being managed efficiently and effectively and consistently with Global Partnership for Education’s mission, goals, objectives and policies

• Monitoring and assessing the overall effectiveness and risks associated with the work of the Global Partnership for Education and implementing risk mitigation measures

d. **Global Leader, Advocate and Convener for Education:**

• Advocating for the Global Partnership for Education and for the delivery of quality education to all children in developing countries

• Mobilizing resources for the Global Partnership for Education and advocating for increases to domestic and external funding for education in developing countries

• Ensuring that the Global Partnership for Education is shaping and responding to the global debate on education

e. 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.

4.2.9.4.10 **GPE committees 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; and

d) facilitating the provision of input by the Board to the annual performance review of the Chief Executive Officer; and

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

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 the strategies, policies and objectives of the Global Partnership for Education as agreed 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 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, and its 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 oversight of the efficient and effective expenditure of GPE resources with appropriate safeguards and accountability and reporting thereon;
   
   iii. providing monitoring of the results at the country and global level, in line with Global Partnership for Education strategies, objectives and policies;
   
   iv. providing quality assurance review of grant applications;
   
   v. providing oversight of the implementation of the risk management policy and operational risk framework; and
   
   vi. monitoring and evaluating GPE-funded grants

b) Leading fundraising efforts for 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 education sector plan endorsement, and sharing this with other partners in the Global Partnership for Education;
   
   ii. Participating in and providing quality support to the planning process and monitoring results through Joint Sector Reviews; and
   
   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;

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

h) Helping coordinate the efforts of the Global Partnership for Education to address issues and priorities related to policy, data, capacity, and finance;

i) Facilitating the sharing of lessons learned and data collected from developing country partners within the Global Partnership for Education; and

j) 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); and

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.