

Charter of the

GLOBAL PARTNERSHIP FOR EDUCATION

May 2022

I. PREAMBLE

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

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

The GPE Compact: Mutual accountability to deliver the following:

Developing country partners commit to:

- Develop and implement an evidence-based education sector plan (comprehensive or transitional), including a multi-year costed implementation plan, of good quality that is embedded in the country's national development strategy through broad-based consultation.
- Provide strong and increased domestic financial support to education.
- Demonstrate results on key performance indicators.

Donors, multilateral agencies, civil society organizations, private foundations and the private sector commit to:

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

1.1 The Global Partnership for Education is underpinned by principles set out in the March 2005 Paris Declaration on Aid Effectiveness and globally reaffirmed in the Accra Agenda for Action adopted by the Third High Level Forum on Aid Effectiveness in September 2008. Through broad-based consultation, developing country partners take the lead in designing and implementing education sector plans (ESPs), which use benchmarking and monitoring of progress against output and outcome indicators. Sound ESPs emphasize promoting faster progress in the provision of quality education for all children. Donors, multilateral agencies, CSOs, the private sector and private foundations then commit to aligning their support for a developing country partner's program. They provide support for its capacity development, mobilize predictable and long-term financing, and seek to align their procedures with the government systems and among themselves.

1.2 The Global Partnership for Education's vision, mission, goals, and objective are established in its strategic plans, approved by the Board from time to time. GPE's guiding principles are:

- a) Education as a public good, a human right and an enabler of other rights.
- b) Focusing our resources on securing learning, equity and inclusion for the most marginalized children and youth, including those affected by fragility and conflict.
- c) Achieving gender equality.
- d) Enabling inclusive, evidence-based policy dialogue that engages national governments, donors, civil society, teachers, philanthropy, and the private sector.
- e) Providing support that promotes country ownership and nationally identified priorities and is linked to country performance in achieving improved equity and learning.
- f) Improving development effectiveness by harmonizing and aligning aid to country systems.
- g) Promoting mutual accountability and transparency across the partnership.
- h) Acting on our belief that inclusive partnership is the most effective means of achieving development results.

1.3 The Global Partnership for Education aims to accelerate progress toward each GPE strategic plan by promoting:

- a) Further development effectiveness and more efficient aid for education.
- b) Sound sector policies in education.
- c) Adequate and sustainable domestic financing for education.

- d) Sustained increases in aid for education.
- e) Increased accountability for sector results.

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

1.4 In subscribing to the GPE Compact, partners are called to give careful attention to aid effectiveness and to promote transparency, clarity, and trust. The Global Partnership for Education relies on a clear and effective structure of governance and decision-making processes intended to make decisions that are in the best interests of GPE and intended to help achieve GPE strategic plans. Broad participation by all partners, including developing country partners, donors, multilateral organizations, nongovernmental organizations (including international and local CSOs), members of the teaching profession, and the private sector and private foundations, is essential, and the relationships and communication among these partners are built on clarity and transparency. Steps are taken to minimize possible conflicts of interest and manage them, where applicable, through the Policy on Conflicts of Interest approved by the Board of Directors. Adaptability is a key GPE characteristic.

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

II GPE GOVERNANCE: OVERVIEW

2.1 Governance Structure

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

III COUNTRY-LEVEL GOVERNANCE

3.1 Local Education Group

3.1.1 The local education group (LEG) lies at the heart of GPE and is founded on the principle of collective support for a single country-led process toward the development, endorsement¹ and implementation of an ESP. GPE's intent is to strengthen country-owned coordinating structures and decision-making processes for effective and inclusive policy dialogue. The LEG is therefore a collaborative forum for education sector policy dialogue under government leadership, where the primary consultation on education sector development takes place between a government and its partners.

Composition

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

Roles

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

- a) Adopts and makes publicly available a clear partnership framework, or terms of reference.
- b) Reviews and discusses sector diagnostics and analysis.
- c) Serves as a consultative forum for the government's development of an education sector plan (ESP) or transitional education sector plan (TEP).
- d) Discusses the results of the independent appraisal of the draft ESP or TEP and, on this basis, serves as an advisory forum for the government on adjustments for the finalization of the ESP or TEP.
- e) Serves as a forum for the organization of ESP or TEP endorsement by partners.
- f) Engages in processes to apply for GPE funding, including the selection of a

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

grant agent.

- g) Contributes to the organization of a government-led joint sector review or equivalent mechanisms to jointly monitor the implementation of the ESP or TEP.
- h) Contributes to compilation of reports to the Board through the Secretariat on education sector progress and challenges, and on education sector financing from all sources, domestic and external.
- i) Receives updates and reports from grant agents on GPE funding.
- j) Applies GPE's conflict resolution procedures to resolve disagreements related to GPE-related processes.

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

3.2 Governments of Developing Country Partners

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

Roles and Responsibilities

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

3.2.3 The government is accountable for:

- a) Develops and implements an evidence-based ESP that is based on broad consultation and policy dialogue, is credible and of good quality, and is focused on equity, efficiency, and learning.
- b) Ensures effective implementation of the ESP by creating, leading, and utilizing effective and inclusive mechanisms for policy, strategy and activity development, implementation and monitoring based on reliable and disaggregated education sector data.

- c) Prioritizes sufficient and equitable domestic financing for education and ensures transparent reporting of budgets and expenditures.
- d) Strengthens education management and information systems and prioritizes the compilation, use and sharing of reliable and disaggregated education sector data, including on equity, efficiency and learning outcomes.
- e) Leads effective and inclusive mechanisms for policy dialogue that allow meaningful participation by stakeholders, including representatives from line ministries, civil society, teachers, private sector partners as relevant, and development partners.
- f) Engages with the Secretariat and, where appropriate, develops proposals for activities for financing by GPE in consultation within the LEG; ensures that GPE resources are managed in accordance with GPE policies and grant agent policies and procedures.
- g) Makes every effort to provide the necessary conditions to enable optimal implementation of GPE-funded programs.

3.3 Development Partners

Definition

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

Roles and Responsibilities

3.3.2 Development partners are accountable for:

- a) Support the government's efforts to achieve SDG4 and GPE goals and objectives.
- b) Through inclusive, government-led policy and monitoring dialogue mechanisms, provide meaningful and effective support to sector analysis and to the development, implementation and monitoring of the ESP, bringing technical expertise, voice, innovation, and experience to address the complex challenges of delivering education.
- c) Facilitate the independent appraisal of the developing country partner's ESP and participate in the discussion of appraisal results, actively working to help ensure the sector plan is evidence-based, of good quality, and focused on equity, efficiency and learning outcomes.

- d) Based on the results of the ESP appraisal, endorse such plan and, in doing so, confirm that the plan is of good quality and responds appropriately to needs and challenges of the education sector in the given context.
- e) Assist the government in mobilizing financing on a long-term and predictable basis to complement domestic financing to fund implementation of the endorsed ESP.
- f) Monitor and promote progress toward better harmonization and alignment of all financial and technical support to the education sector.
- g) Align philanthropy and program work with the needs and priorities of the ESP.
- h) Inform the government about annual funding commitments and actual disbursements as well as indicative rolling expenditure/implementation plans.
- i) Promote transparency and proactively share evidence and lessons learned within GPE.
- j) Engage in a transparent process of the selection of the grant agent for education sector plan development grants (ESPDG) and education sector program implementation grants (ESPIG) that includes discussion of alignment and scoping of the grant program; and, if eligible, able, and meeting agreed criteria, explore possibilities to take on this role.
- k) Take an active role in supporting, as appropriate, the government's proposals for activities for financing by GPE, and provide continued support during the implementation of those activities.
- l) Act in accordance with the principles of this charter and adhere to the GPE conflict resolution procedures.
- m) Ensure coordination and information-sharing on GPE-related processes with their headquarters.

3.3.3 Civil Society

Definition

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

Roles and Responsibilities

3.4.2 Civil society partners are accountable for:

- a) Through inclusive, government-led policy and monitoring dialogue mechanisms, provide meaningful and effective support to sector analysis and to the development, implementation and monitoring of the ESP.
- b) Participate in discussion of the results of the independent appraisal of the developing country partner's ESP, actively working to help ensure it is evidence-based, of good quality, and focused on equity, efficiency and learning outcomes.
- c) Based on the results of the ESP appraisal, endorse it and, in doing so, confirm that such plan is of good quality and responds appropriately to needs and challenges of the education sector in the given context.
- d) Promote transparency and proactively share evidence and lessons learned within GPE.
- e) Engage in a transparent process of the selection of the grant agent for education sector plan development grants (ESPDG) and education sector program implementation grants (ESPIG) that includes discussion of alignment and scoping of the grant program; and, if eligible, able, and meeting agreed criteria, explore possibilities to take on this role.
- f) Take an active role in supporting, as appropriate, the government's proposals for activities financed by GPE, and provide continued support during the implementation of those activities.
- g) Act in accordance with the principles of this charter and adhere to the conflict resolution procedures.
- h) Support progress towards the SDG4 and GPE goals and objectives through advocacy and dialogue on appropriate education policy and implementation, with adequate financing as well as oversight and accountability mechanisms.
- i) Ensure that broad and representative voices are brought into the discussions regarding development, implementation and monitoring of the ESP.
- j) Engage in policy dialogue with a view to strengthen domestic policy and accountability gaps.

3.3.4 Private Sector Partners

Definition

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

Roles and Responsibilities

3.5.2 Private sector partners are accountable for:

- a) Adhere to the *Global Partnership for Education Corporate Engagement Principles* and the conflict of interest policy specific to the private sector.
- b) Advise on current and future labor market needs and work with government to solve labor market challenges.
- c) Help country governments understand what capabilities and capacities are available from the private sector to address specific education system challenges.
- d) Align corporate giving with the needs and priorities of the ESP.
- e) Bring technical expertise, voice, innovation, networks, and experience to address the complex challenges of delivering education.
- f) Promote transparency, and proactively share evidence and lessons learned within GPE.
- g) Act in accordance with the principles of this charter and adhere to the conflict resolution procedures.
- h) Support the government's efforts to achieve SDG4 and GPE goals and objectives.
- i) As members of the LEG, participate regularly, fully, and meaningfully in country-led dialogue mechanisms for planning, implementing, monitoring, and evaluating the ESP.

3.6 Coordinating Agency

Definition

3.6.1 The coordinating agency is selected by the LEG and facilitates the work of the LEG. The coordinating agency acts in accordance with operational procedures as

determined by the LEG. In cases where no coordinating agency is in place, the LEG designates one.

Roles and Responsibilities

3.6.2 The coordinating agency is accountable for:

- a) Serves as the communication link between the government of the developing country partner, LEG partners and the Secretariat.
- b) Fosters and further develops the relationship between the development partners and the developing country partner government, facilitates harmonized sector coordination and policy dialogue that is collaborative, effective, and inclusive of nongovernmental organizations in the work of the LEG, and helps mobilize development partners and, to the extent possible, other LEG partners for meetings.
- c) Leads or otherwise coordinates the development partners in their role of supporting and monitoring the development, independent appraisal, endorsement, and implementation and joint monitoring of the ESP.
- d) Reports on progress of ESP implementation, including on funding commitments and disbursements to the developing country partner, the Board and GPE at large through the Secretariat.
- e) Supports and facilitates a transparent process of the selection of the grant agent for education sector plan development grants (ESPDG) and education sector program implementation grants (ESPIG) that includes discussion of alignment and scoping of the grant program.
- f) Supports GPE grant processes, including facilitating the selection of a grant agent, including LEG engagement in ESPDG and ESPIG application processes, and LEG updates on progress with GPE grants.
- g) Facilitates the implementation of the conflict resolution procedures as appropriate/requested.

3.7 Grant Agents

Definition

3.7.1 The grant agent supports (a) the government in the development, implementation and monitoring of the GPE-funded education sector plan and education sector programs, and (b) GPE in the development and implementation of research, capacity development and knowledge-sharing activities at the regional and global levels. In the case of country-level education sector programs, in accordance with the

Standard Selection Process for Grant Agents, the government approves the final selection of the grant agent, endorsed by the other LEG members. The Board, in consultation with the trustee, agrees an accreditation framework and approves Grant Agents on the basis of that framework.

Roles and Responsibilities

3.7.2 The grant agent is accountable for:

- a) Develops a program for GPE financing at the country level — in close collaboration with the government, consistent with the ESP, in consultation with the coordinating agency and other LEG members, and in accordance with the grant agent's policies and procedures and the GPE grant guidelines — and supports the government's proposal for financing by the GPE.
- b) In the case of ESPs and programs, ensures disbursements from allocations, approved by the Board, from the GPE trust funds for the implementation by the government of such plans and programs.
- c) Provides fiduciary oversight and continued technical support and capacity-building as agreed in the approved program and budget, and corrective action in support of the implementation by the government of the ESPs and grant programs, ensuring effective implementation according to the Board-approved grant application, the grant agent's policies, and procedures, and GPE policies.
- d) Utilizes country procedures and systems where possible and as agreed upon with the LEG (at least twice a year) and approved by the Board.
- e) As a member of the LEG, participates fully and meaningfully in country-led dialogue mechanisms for planning, implementing, monitoring, and evaluating the ESP.
- f) Promotes transparency and proactively shares evidence and lessons learned with the LEG and with the Board through the Secretariat.
- g) Reports to the GPE and LEG on outcomes and impact of GPE investments, following agreed-upon standards for monitoring and evaluation.

IV GLOBAL-LEVEL GOVERNANCE

4.1 The Partnership

4.1.1 Each of the partners subscribes to the GPE Compact, as presented in the Preamble. The Board and committees established by the Board are the governing bodies of the Global Partnership for Education. The partners fall into four categories: (i) developing country partners with an endorsed education sector plan or transitional

education sector plan (or, in countries with federal systems of government, an intention to develop a sub-national education plans); (ii) donor partners; (iii) multilateral agencies and regional development banks partners; and (iv) nongovernmental organizations, including local and international CSOs, members of the teaching profession, the private sector and private foundations, and other stakeholders working in education and involved in GPE's discussions. All partners belong to a constituency.

Partnership Meetings

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

4.2 Board of Directors

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

Composition and Selection

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

4.2.4 The 40 members shall consist of the following:

- a) *Twelve representatives from the developing country constituency category* with an evidence-based education sector plan (comprehensive or transitional), including a multi-year costed implementation plan, of good quality that is embedded in the country's national development strategy through broad-based consultation, divided on a geographical basis, including at least three from Africa.
- b) *Twelve representatives from the donor constituency category* contributing financial and other support to the Global Partnership for Education.
- c) *Six representatives from multilateral agencies or regional banks constituency categories*: four representatives of United Nations agencies, and two representatives of multilateral and regional development banks.

- d) *Six representatives from civil society organizations partners (CSOs) constituency category: two representing international/northern CSOs; two representing CSOs from developing country partners; and two representing members of the teaching profession. and*
- e) *Four representatives from the private sector/foundation's constituency categories.*

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

Selection of Board Members and Terms

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

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

Roles and Responsibilities

4.2.8 The Board has the following roles and responsibilities:

a) Strategy and Policy

- ☐ Setting the vision, mission, goals, and objectives of the Global Partnership for Education's strategy
- ☐ Approving GPE strategic plans and policies.
- ☐ Driving and monitoring the performance of the partnership to deliver on GPE strategic plans adopted by the Board from time to time, including goals and objectives at the country and global levels.

b) Grants and Performance

- Approving all grants unless delegated to the Secretariat or a Committee and providing strategic oversight of all grants.
- Tracking progress of the programmatic and financial performance of grants to ensure that resources are being used in line with GPE's strategic plans, including the goals, objectives, and policies 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 to deliver on its mission.
- Overseeing the financial management of all GPE resources to ensure they are being managed efficiently and effectively, and consistent with GPE's mission, goals, objectives, and policies.
- Monitoring and assessing the overall effectiveness and risks associated with GPE's work and implementing risk mitigation measures.

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

Organization and Decision Making

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

4.2.10 GPE committees undertake tasks as mandated by the Board, including maintaining oversight of GPE's fiduciary duties, risk management and performance in accordance with the strategic plan and established policies and periodically recommending changes to policies, strategic direction, and performance improvements. They are accountable for serving in accordance with their Board approved terms of reference.

4.3 Chair

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

Roles and Responsibilities

4.3.2 The chair has the following roles and responsibilities:

- a) Providing political and intellectual leadership for the Global Partnership for Education, including representing the partnership and the Board in political and public fora.
- b) Supporting resource mobilization efforts.
- c) Convening and chairing meetings of the Board and, where necessary, other GPE meetings, including preparation of meeting agendas, facilitating agreement on decisions, and monitoring their implementation.
- d) Facilitating the provision of input by the Board to the annual performance review of the Chief Executive Officer.
- e) Exercising other tasks as required to carry out the purposes of the Global Partnership for Education as decided by the Board.

Selection and Evaluation of the Chair

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

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

Chair Budget

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

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

4.4 The Secretariat

Composition

4.4.1 The Secretariat carries out the day-to-day business of the Global Partnership for Education, serving the interests of the partnership as a whole. The Secretariat is based in a donor or multilateral agency partner organization, which promotes a working environment that facilitates the Secretariat's fulfillment of its responsibilities.

4.4.2 The Secretariat comprises staff recruited based on expertise relevant to the implementation of GPE strategies, policies and objectives as agreed upon by the Board. Employment conditions for the Secretariat will be determined in line with human resource policies and procedures of the organization in which the Secretariat is based. The organization in which the Secretariat is based provides human resources, administrative and other support to the Secretariat.

4.4.3 The Board approves the budget and other expenses of the Secretariat. Partners may support the delivery of the Secretariat work program through placement of secondees in the Secretariat, as agreed upon with the Chief Executive Officer and subject to the Policy on Conflicts of Interest.

Roles and Responsibilities

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

- a) Providing support to the partnership, the chair, the Board, Board committees, working groups and task teams to help them fulfill their roles and responsibilities, including through the support to the developing country partners constituencies, and maintain progress toward the strategic objectives of the Global Partnership for Education and the Sustainable Development Goal 4, in particular by:
 - i. Providing advocacy for global education.
 - ii. Providing guidance and information on GPE's mission, vision, goals, objectives, funding mechanisms and related processes.
 - iii. Providing oversight of the efficient and effective expenditure of GPE resources with appropriate safeguards and accountability and reporting thereon, following up with grant agents on any misuse of funds to ensure appropriate action and reporting thereon to the Board.

- iv. Providing monitoring of the results at the country and global levels, in line with GPE strategies, objectives and policies.
 - v. Providing quality assurance review of grant applications and ensuring that partners understand the applicable standards.
 - vi. Approving ESPDGs and program development grants (PDGs) and revisions thereof and approving minor revisions to ESPIGs.
 - vii. Providing oversight of the implementation of the risk management policy and operational risk framework.
 - viii. Monitoring and evaluating GPE-funded grants, including grant agent adherence to the minimum standards for grant agents, the financial procedures agreement, and the approved grant applications, and engaging with the grant agent to ensure that appropriate action is taken. Reporting on grant performance to the Grants and Performance Committee on a regular basis.
- b) Leading fundraising efforts for the GPE Fund and supporting increases to domestic and external funding for education.
 - c) Working with all partners to promote effective communication of education data and results reporting at the global level and to the media.
 - d) Providing support to the LEG and coordinating agencies to strengthen the in-country process, in particular in the following ways:
 - i. Taking the lead in collecting information on the country processes leading to ESP endorsement and sharing this with other GPE partners.
 - ii. Participating in and providing quality support that is needs-based as agreed in-country to the planning process and monitoring results through joint sector reviews.
 - iii. Promoting and supporting LEG processes that include all categories of GPE partners.
 - e) Promoting and supporting effective exchange of knowledge and good practice across the partnership.
 - f) Collecting, monitoring, and sharing among partners global and country-level information on education financing and sector progress.
 - g) Providing support to the Board and its committees in:
 - i. Helping coordinate the efforts of GPE to address issues and priorities related to policy, data, capacity, and finance.
 - ii. Facilitating the sharing of lessons learned and data collected from

developing country partners within GPE.

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

Selection and Evaluation of the Chief Executive Officer

4.4.5 The Chief Executive Officer is recruited through a competitive process, using a process for recruitment agreed between the Board and the organization in which the Secretariat is based. The Chief Executive Officer is appointed in line with the host human resource policies and procedures of that organization, for a term of five years. The Board may decide to renew the term for an additional five years or any shorter period. Any such renewal would require a performance review. In addition, the Chief Executive Officer is subject to an annual performance evaluation.

4.4.6 The Chief Executive Officer is accountable to the Board regarding the 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 regarding the Secretariat work plan and personnel and budget management. The Board shall conduct an annual performance review of the Chief Executive Officer with input from the organization in which the Secretariat is based.

4.5 Education Funding

4.5.1 The Global Partnership for Education provides a global platform for mobilizing additional resources for the education sector through:

- a) Domestic resources.
- b) Resources from bilateral, multilateral, and other donors (including from the private sector and foundations).
- c) GPE trust funds, which are governed pursuant to their relevant fund governance documents.

5. AMENDMENT

This document may be amended as needed with the approval of the Board.