Africa Constituency Meeting
Outcomes Report

Background:

On November 29-December 1, 2023, 40 Ministry of Education representatives convened for a meeting of GPE's Africa constituencies in Dar es Salaam, Tanzania.[1] The meeting objectives were to discuss how best to achieve system transformation in differing contexts, to provide a space for participants to build and strengthen relationships among themselves, and to share good practices for strengthening education systems. Partners also learned about GPE tools and grants, and how GPE works at the country and global level.

Day 1 (Wednesday, November 29):

Opening Remarks:

Ms. Michelle Mesen, GPE Partner Country Engagement Team Lead, opened the meeting by welcoming participants and giving a brief overview of the purpose and objectives of the meeting.[2] **Hon. Festo Ndugange**, Deputy Minister, President's office regional administration and local governance and **H.E. Professor Adolph Mkenda**, Minister of Education, Science and Technology, extended a warm welcome to the delegates on behalf of the President of Tanzania.

How do you achieve system transformation?

Ms. Jo Bourne, GPE Chief Technical Officer, shared the example of Sobral, Brazil, where schools focused on foundational literacy. All levels of the education system shared the same objective, there was an alignment in actors, data was used to drive improvement and bottlenecks were systematically addressed.

Mr. Atupele Mwambene, GPE Focal Point from Tanzania, shared that Tanzania used the enabling factors analysis to identify the gaps in the education sector. The development of the partnership compact provided an opportunity to exchange knowledge on the challenges and the best available interventions. The compact resulted in one joint agenda amongst all stakeholders.

Mr. Francis Biney, GPE Focal Point from Cote d'Ivoire, shared that inclusive dialogue identified the strengths of Cote d'Ivoire's education system as well as important challenges, including intra-ministerial coordination, coherence of interventions, and funding. Solutions included using the partnership compact to transform the quality of learning in basic education and to optimize resource management to improve equity.

[1] See the participants list in Annex 3.
[2] See the agenda in Annex 1.

Emerging Lessons from the Thematic and Country-Level Evaluations

Ms. Rebecca Allinson, Managing Partner of Technopolis Ltd, presented an overview of the preliminary findings of the Thematic and Country-Level Evaluations (TCLE). She discussed the key evaluation questions and its three-phased approach.

Key points of discussion

- It is **too soon to evaluate the implementation of GPE 2025** for many countries that are still developing their partnerships compact.
- There is **not always consensus across all partners** regarding the issues to be prioritized, particularly with development partners.
- Developing **the partnership compact requires a lot of effort**, engagement and policy dialogue and time constrains may lead to inadequacies in the program areas, such as limited data or information on how the various indicators can be tracked in implementation.

Diving into System Transformation Part I (How to identify a strategic priority?)

Mr. Fazle Rabbani, GPE Regional Manager, noted that identifying a single priority area enhances efficiency, alignment, ownership, and serves as a catalyst for positive change within the sector, causing a ripple effect on other priority areas.

Mr. Adama Jimba Jobe, GPE Focal Point for Gambia, shared that the Gambia's aim was to enhance access to quality early child development services and increase pre-primary education. Quality issues arise from inadequate coordination and funding shortages impact crucial elements like teaching materials, teacher training, infrastructure, and key services.

Mr. Ahmat Youssouf Tahir, GPE Focal Point for Chad, shared that the selection of teachers and quality teaching as a priority reform in Chad involved a systematic process, including the establishment of a National Technical Committee and analysis of enabling factors using evidence-based data. Key steps included identifying bottlenecks and achieving national consensus.

Key points of discussion

Countries listed the following as main **strategic priorities:**

- **Enroll children in Early Childhood Education (ECE)** classes and increase the number of ECE teachers and provide training.
- Implement competency tests for teachers, retain and train teachers for better performance, and **focus on teacher training and motivation**.
- Teach children in their **mother tongue**.
- **Increase enrollment**.
- **Strengthen infrastructure** for better educational facilities.
- **Emphasize foundational learning** and teacher quality, **prioritize learning outcomes**, and **measure performance** through assessments.

- **Address gender-related issues** in education and **focus on inclusion** for improved learning results.

Countries listed the following as **key challenges to identifying a priority:**

- There are **coordination challenges** when education is managed by several ministries and departments. Also, in a federal context, different states have varied interests, leading to coordination challenges.
- Lack of **data** hampers effective decision-making.
- Achieving consensus among partners on **which single priority** will yield the greatest impact is difficult.
- Involving all stakeholders from different ministries, donors, and CSOs may result in a **conflict of interest** and complicate decision-making.
- There is much **resistance to change**, with a persistent desire to maintain business as usual.
- It is **difficult to convince the top leadership to prioritize an issue** and obtain consensus among different ministries.

Countries shared the following **solutions for identifying a priority**:

- The **multiplier** facilitates partner engagement and mobilizes additional resources.
- **Coordination**, **collaboration**, **political will**, and building a **resilient system** is essential.
- **Involve all stakeholders in the prioritization** process based on specific criteria.
- Use the **partnership compact** as a tool to focus on priorities and mobilize financing.
- **Engage technical partners and CSOs** in consultations and decision-making processes to **build capacity** for effective management.
- **Alignment**, using **data for decision-making**, and **finding common ground** with other sectors are crucial for deciding priorities.
- Recognize and foster the **motivation to work on system transformation**.
- Emphasize **effective dialogue, information sharing**, and involve both technical and political levels from the beginning to ensure **consensus**.
- **Leadership** is essential in easing conflicts of interest, promoting alignment, and facilitating the process.
- **Factual analysis** and reliance on **statistical data** to maintain objectivity is important.
- **Concentrating funding in one area** can alleviate conflicts of interest.

Diving into System Transformation Part II (How to overcome delivery bottlenecks?)

Ms. Tahina Razafindramary, GPE Regional Manager, discussed the importance of overcoming bottlenecks in education systems and improving service delivery to achieve system transformation.

Mr. Christophe Nsengiyaremye, GPE Focal Point for Rwanda, shared that Rwanda developed a partnership compact by first conducting a survey to understand the bottlenecks in the education sector and then using the key findings to define its priorities. One of the constraints they faced was related to the time required for consultation.

Ms. Prisca Randrianarison nee Razafindralambo, GPE Focal Point for Madagascar, shared the experience of developing a partnership compact focused on the transformation of teaching and learning conditions to achieve quality education. A big challenge was a change of Madagascar's government which resulted in a lack of continuity and indifference about what had been done before.

Key points of discussion

- You must first **identify the problem to determine root causes**. Some problems are very complex and require consultation with all stakeholders.

Countries listed the following as **key bottlenecks:**

- **Domestic financing**, the effects of **climate change**, issues of **security** and **food security**, **weak capacity**, and issues of **accountability** in partnerships.
- **Teacher quality, teacher recruitment, lack of pedagogical skills and training**, and the equitable deployment of teachers.
- The high **number of students in classrooms, diverse needs** of students, and **shortage of learning materials** and infrastructure.

Countries shared the following **solutions for overcoming delivery bottlenecks**:

- Revise **teacher professional development**, **teacher pay, and incentives**.
- **Obtain buy-in from teacher unions** to balance teacher rights and responsibilities.
- **Digitalize teaching materials** and make **open resources** available.
- Use **KIX to identify innovations** to address challenges.

GPE Mechanisms

GPE Technical Assistance Initiatives:

Mr. Rodolfo Scannone, GPE Partnership Specialist, presented updates on GPE Technical Assistance Initiatives including **Climate Smart Education**, **Monitoring, Evaluation & Learning** (MEL), and the **Education Data Leadership Program** (EDLP) currently being piloted, as well as four new initiatives under development including **Tech4Ed**, **Safe Learning**, **School Nutrition**, and **Gender Equality**.

Key points of discussion:

- **Learning reports are being developed** for the initiatives that are being piloted and will be released in the first quarter of 2024.

- Initiatives are optional, meant to **respond to demand**, and are **not applicable to all countries**.
- The GPE Secretariat **does not provide support directly but works with partners** to provide support.
- More details on the initiatives can be found on the **Technical Assistance Initiatives website**.

Education Out Loud (EOL):

Mr. Tanvir Mutasim, GPE EOL Lead, described the Education Out Loud mechanism and the different opportunities for civil society engagement. He also shared country examples where civil society was able to contribute to national policy-making processes and a video showcasing inclusive education in Mongolia.

Key points of discussion:

EOL has three Operational Components, with grant sizes varying for each component:

- **Component 1:** Strengthen national civil society engagement in **education planning, policy dialogue and monitoring**
- **Component 2:** Strengthen civil society roles in **promoting the transparency and accountability** of national education sector policy and implementation
- **Component 3:** Create a **stronger global and transnational enabling environment** for national civil society advocacy and transparency efforts
- More details on the ongoing grants can be found on the **Education Out Loud website**.

Update on GPE's Institutional Arrangements

Mr. Charlie Tapp, GPE Chief Operating Officer, presented an update on GPE's hosting arrangements with the World Bank. At the previous Board meeting, the Board indicated three key areas that would be necessary for GPE to remain hosted at the World Bank: 1) a reduction in the hosting fee; 2) the ability to raise money from various sources; 3) more flexibility in how GPE spends the money (e.g., pool-based funds, results-based financing, and direct access).

Key points of discussion:

- At an extraordinary Board meeting in January 2023, the Board indicated it would prefer that **GPE remained hosted at the World Bank** if GPE's CEO could make progress in securing greater operational flexibilities.
- Over the following months, **progress was made in reducing the cost recovery fee** (from 28% to 20.5%) and there are ongoing conversations with the World Bank on how GPE can **receive money in more flexible ways**, on the possibility of creating a **separate legal entity**, and on discussing **fit-for-purpose solutions for strengthening country systems**.

- Given this progress, the Board was asked to **approve that GPE remain hosted at the World Bank for the foreseeable future** and for the Secretariat to **explore options for fundraising approaches and operational flexibility**.

Day 2 (Thursday, November 30):

Diving into System Transformation Part III (How do you know a priority is on track?)

Tahina presented on the importance of monitoring to ensure that a priority is on track or to correct course if the reform is not working.

Mr. Emmanuel Allie, GPE Focal Point for Sierra Leone, shared that Sierra Leone used foundational learning coaches as well as assessments to see if students were learning. Students were given a unique learner ID, aligned with their national ID, so they, as well as the foundational learning coaches, could track their progress in school and adapt as needed.

Mr. Bonaventure Segueda, GPE Focal Point for Burkina Faso, shared the importance of aligning mechanisms to allow integrated monitoring. Burkina Faso monitors its sector plan through an annual sectorial review, led by the Ministry with the participation of development partners. An aide memoire includes recommendations to improve the implementation of the sector plan, and a policymakers' meeting, with key thematic groups, also makes recommendations on implementation.

Ms. Martha Ekirapa, GPE Focal Point for Kenya, shared that monitoring and evaluation is critical to keep track of the indicators to be achieved and the indicators should be realistic. Kenya has a decentralized system, empowered county directors, and quality assurance officers who keep track of what is happening in the classroom. Joint Sector Reviews should be done every year and resources should be set aside for building team member capacity to perform the reviews.

<u>Key points of discussion</u>

Countries listed the following as **key challenges for monitoring and evaluating a priority:**

- **Limited financial resources and capacity** to hire and retain qualified personnel.
- **Lack of coordination and issues with information flow** among different levels of governance, and **working in silos** with different monitoring templates.
- Limited capacity to **track priorities** and little **evidence for the progress** of priority areas.
- Difficulty in conducting physical monitoring and **inspections in out-of-reach areas**.
- Limited access to quality and innovative **Monitoring, Evaluation, and Learning tools**.
- Difficulty in measuring transformation without a **standardized definition**.
- Lack of commitment to **implement a joint monitoring framework** and **limited stakeholder involvement** in developing compacts
- **Mistrust among stakeholders** and challenges in getting everyone on board with defined priorities.

Countries listed the following as **solutions for effectively monitoring and evaluating a priority:**

- Allocate a **dedicated budget** for monitoring and evaluation.
- Strengthen **community engagement** for local support and ownership.
- Build **personnel capacity** and strengthen **technical working groups** and quality assurance.
- Enhance **collaboration and coordination** at all levels and **clarify stakeholder roles**.
- Develop a joint monitoring framework and tools.
- Disseminate findings among stakeholders to **break silos**, **raise awareness for ownership** of the Partnership Compact and **encourage commitment** among partners.
- **Monitor implementation regularly**, not just at the end.
- Implement **continuous student assessments** rather than relying solely on year-end tests.
- Employ a **community-based approach** involving parents, NGOs, and local authorities.
- Establish information systems for **real-time access to results** and monitoring compact indicators.
- Create **Quality Assurance** at the national level to track progress.

How can GPE grants support system transformation?

Fazle discussed the role of GPE's grants to support system transformation, including the System Capacity Grant, System Transformation Grant, Multiplier and Girls' Education Accelerator.

Ms. Grace Nankabirwa, GPE Focal Point for Uganda, presented the timeline and process for developing the partnership compact and program document. They had pooled financing to work on quality teaching and learning and although some partners had other ideas about the focus of the grant and interventions proposed, they stayed focused on what was agreed in the compact.

Mr. Oumar Sy, GPE Focal Point for Guinea, shared Guinea's experience with the Girls' Education Accelerator, including the challenges girls face in terms of social norms, access to education, training of teachers on gender-related issues, and distance to school. To address these challenges, they put in place advocacy campaigns, systems to monitor school enrollment, affirmative actions in recruiting women teachers and school leaders, and removed gender stereotypes in teaching materials.

<u>Key items of discussion:</u>

Girls' Education Accelerator (GEA)

- The GEA is intended as an incentive for those countries where girls are lagging significantly behind. Countries that applied for GEA financing should indicate, in the partnership compact, how they would use it to accelerate results for girls.

- GEA financing is currently exhausted and the Board will need to decide whether to replenish the fund.

Multiplier

- **Mr. Francis Biney**, GPE Focal Point for Cote d'Ivoire, shared the benefit of debt to aid mechanisms to finance education activities by negotiating with a donor partner.
- To date, World Bank IDA has been the most generous to provide matching funds for the multiplier at a 3:1 ratio. To expand the partner base, the Board approved a 1:1 ratio for private sector or private foundations.
- Enhanced convening is a GPE mechanism helps facilitate dialogue with countries to bring in new partners from the private sector.

Grant Agents

- GPE cannot fund countries directly through its current legal structure; instead, GPE funding is channeled through a grant agent.
- Countries should know the expertise and capacity of a grant agent to implement the reform proposed in the partnership compact before the grant agent is selected.
- Terms of reference are important to help with grant agent selection criteria, and to ensure a competitive and transparent process; the TOR can also help countries negotiate grant agent fees.

How can partner countries influence GPE decision-making?

Michelle explained the process of board and committee nominations for the terms that begin in January 2024 and encouraged partners to finalize their constituency nominations and identify a communications focal point to assist with effective communications within the constituencies during the constituency group discussion.

Mr. Joe Gbasakollie, GPE Focal Point for Liberia and Performance, Impact and Learning Committee (PILC) member explained that the PILC approves the appointment of Independent Technical Advisory Panel (ITAP) members, reviews annual performance reports and independent evaluations of GPE's performance and impact, oversees knowledge-sharing initiatives, and provides technical advice to the Board. It is also responsible for simplifying GPE's operating model, recommending improvements to the compact development process, leveraging innovative financing for education, and promoting gender equality at the country level.

Mr. Francis Biney, GPE Focal Point for Cote d'Ivoire and Finance and Risk Committee (FRC) member explained that the FRC establishes risk and financial management policies and practices. It monitors and advises the Board on financial and operational risks, reviews the risk matrix, assesses the efficiency of GPE operations, and provides written recommendations on funding, financing, and risk twice a year.

How is GPE engaging in AU's Year of Education?

Ms. Julie Mwabe, GPE Global Advocacy Team Lead, presented on the African Union Year of Education 2024, including the objectives of GPE's engagement and the development of a draft Ministerial Communique calling on the education aid financing architecture to support countries in reorienting education aid financing to accelerate country-led progress. The focus of GPE's engagement will be to convene heads of state at the AU Summit in February and have them commit to financing education.

Constituency Group Discussions

Participants met in their constituency groups to provide their recommendations on i) the decision items that would be discussed at the December 2023 Board meeting; ii) the final Board, Committee and communications focal point nominations; and iii) the draft AU Year of Education Ministerial Communique. The main recommendations are included in Annex 2.

Day 3 (Friday, December 1):

Deep dive session 1: Knowledge and Innovation Exchange (KIX)

Ms. Joy Nafungo, Senior Program Officer, KIX/IDRC provided an overview of KIX, highlighted existing applied research projects, and described a new country support mechanism that promotes countries learning from other countries on specific issues.

Key points of discussion:

- Engagement in KIX's community of practice can help in the development of the partnership compact.
- It is important to define the collaboration between the GPE focal point and the KIX focal point so there is common understanding regarding each other's roles, responsibilities and reporting lines and so the KIX focal point is able to share existing knowledge with the GPE focal point at the national level to inform policy.
- KIX is an important forum were countries receive useful information and case studies addressing the problems in the education sector but is important there is follow up steps through a clear framework.

Deep dive session 2: Gender

Ms. Sally Gear, GPE Gender Hub Lead presented on how GPE can strengthen mutual accountability for gender equality at all levels of the Partnership. She referenced "Going Further Together: A Partnership Approach to Gender Equality" that clarifies how 'gender hardwiring' set out in GPE 2025 is delivered through the partnership approach.

Mr. Ahmat Youssouf Tahir, GPE Focal Point for Chad, noted that there is now a law in Chad that forbids girls under 18 years old to get married. All girls in refugee camp schools have the same

right to attend schools as nationals and they have established girl communities with early alarm systems in case of violence.

Mr. Said Jama, GPE Focal Point for Somaliland, shared that Somaliland created a gender department to give visibility and funding for girls' education. They recruited 240 girls to be trained as teachers for the 2023-2024 school year.

Mr. Francis Biney, GPE Focal Point for Cote d'Ivoire, explained that the national vision for Côte d'Ivoire on gender issues is that education should benefit both girls and boys, through an equal and egalitarian system, where everyone has the chance to succeed.

Mr. Emmanuel Allie, GPE Focal Point for Sierra Leone, shared that Sierra Leone is pursuing the following elements to ensure gender is integrated into program design: i) gender analysis and evidence-based diagnosis; ii) gender within system policy dialogue; iii) grant development with gender and inclusion lens; and iv) mutual accountability for gender through national stakeholders.

Key points of discussion:

1. **All partners should have a shared understanding of gender concepts by undergoing training and sensitization and to further mutual accountability.**

- A common framework is necessary to guide countries and to ensure that interventions are designed in line with gender issues.
- Accountability is associated with mutual responsibility.

2. **Countries would like to take further steps to incorporate gender hardwiring.**

- Countries should be encouraged to develop curriculum that encourages gender sensitivity and allows gender equality manuals to be customized to reflect country context.
- Countries should be supported while developing their education sector plans and policies to ensure gender-related aspects are institutionalized in their education systems.

3. **All actors have a role to play in promoting gender equality in education.**

- The primary actor is the government, mobilizing the relevant ministries and departments, collaborating with stakeholders, and strengthening dialogue within the Local Education Group.
- Multi-ministerial involvement is required, through a well-structured framework.

4. **Overcome challenges by learning from what has worked and strengthening local and country-specific mechanisms.**

- Strengthen LEG dialogue mechanisms at the local level and develop country-specific strategies with financial support.
- Highlight the protection of women teachers.

5. **Reinforce data systems and evidence to further impact change.**
- Integrate the gender dimension into EMIS data.
- Clarify indicators to optimize guidance and assessment tools.

Deep dive session 3: GPE's Performance at Country-Level

Countries discussed how to simplify GPE's operating model and how to further leverage innovative financing mechanisms to drive a significant increase in financing for education.

Key points of discussion:

How can GPE simplify the operating model to balance upstream design expectations with a stronger focus on downstream implementation and system-wide results?

In terms of driving system transformation:

1. **Deepen the understanding of focal points and their teams on the new approach.**
- Promote peer learning and exchange because the time spent upfront makes the approach easier to understand and implementation easier.
- Increase in-person missions and support to countries, and capacity building for focal points.
- Reinforce the competencies of the focal points working in the elaboration and implementation of programs.

2. **A simpler, more agile process**
- Waive the enabling factor analysis for countries which have recently conducted an Education Sector Analysis that reflects the enabling factors.
- Encourage ITAP to propose helpful solutions to incorporate in the partnership compact.
- Allow countries to merge different types of grants together – some are fragmented.
- Remove some of the quality assurance steps to reduce paperwork and bureaucracy.
- Simplify the language and stabilize the model over time; do not change it too much.

In terms of GPE grants:

3. **Allow countries to have direct access to funding and redefine the role of the grant agent**
- Develop criteria for countries to manage grants directly.

- Streamline government and grant agent procurement procedures to speed up disbursement.
- Limit the grant agent's responsibilities to a fiduciary role and set a ceiling on grant agent fees so they do not exceed a certain amount of the grant.

How can GPE further leverage innovative financing mechanisms to drive a significant increase in financing for education?

1. **Diversify the pool of partners and engage them through fundraising activities to increase their funding for education.**

- Strengthen the existing relationships with multilateral banks, NGOs, and sovereign funds and engage with new partners.
- Encourage countries to commit to increasing their levels of domestic financing.
- Heighten the publicity around major financing pledges by donors, governments, and banks to encourage the mobilization of additional funds from countries.

2. **Engage with the private sector and sovereign states to create new types of partnerships.**

- Promote private sector-public partnerships, including with big companies such as Google/ Microsoft to promote digital transformation.
- Reinforce national capabilities to mobilize domestic resources.
- Consider debt relief for education modelled along the HIPC principle.

3. **Emphasize the importance of equity and efficiency in education financing.**

- Negotiate with major donors to allow countries to obtain education services at lower cost.

4. **Review the criteria for capping and incentivizing the use of the multiplier.**

- Do not limit the amount of multiplier funding available for countries with more sources.
- Adjust the ratio of 1:1 to 1:2 to attract more resources from private sector.

Closing and Next Steps:

Michelle closed the meeting and thanked all partners for their active engagement over the two days, noting that presentations and an outcomes report summarizing the meeting would be finalized and shared in the following weeks.

ANNEX 1: AGENDA

Constituency Meeting
Africa Constituencies

November 29 – December 1, 2023
Hyatt Regency Hotel
Dar Es Salaam, Tanzania

Wednesday, November 29 (09:00 – 17:30)

Time		Discussion Item	Facilitators
09:00–09:15 (15 mins)	1.1	**Opening Session** • Welcome from GPE Secretariat • Introductions • Overview of agenda and meeting objectives	Michelle Mesen, GPE Secretariat
09:15–10:15 (1 hr)	1.2	**How do you achieve system transformation?** ➢ Country examples of system transformation ➢ How do you shift education systems? o How do you identify a strategic priority? o How do you focus on delivery bottlenecks? o How do you ensure alignment around system transformation? o How do you act on evidence? ➢ Approaches for addressing challenges	Partner country focal points & GPE Secretariat
10:15–10:45 (30 mins)	1.3	**Emerging Lessons from the Thematic and Country-Level Evaluations** ➢ Overview of preliminary findings of the TCLE ➢ Questions and discussion	External consultant
10:45–11:00		**Coffee break**	

11:00–12:30 (1 hr, 30 mins)	1.4	**Diving into System Transformation Part I (How do you identify a strategic priority?)** ➢ Challenges and solutions ➢ Lessons learned from countries	Partner country focal points & GPE Secretariat
12:30–12:45		**Group Photo**	
12:45 – 14:00		**Lunch**	
14:00–15:30 (1 hr, 30 mins)	1.5	**Diving into System Transformation Part II (How do you identify & address delivery bottlenecks?)** ➢ Challenges and solutions ➢ Lessons learned from countries	Partner country focal points & GPE Secretariat
15:30–15:45		**Coffee break**	
15:45–16:45 (1 hr)	1.6	**How can GPE mechanisms strengthen education systems?** ➢ Update on Strategic Capabilities ➢ Education Out Loud: country experiences, lessons learned and what is new during the extension period ➢ Questions and discussion	GPE Secretariat
16:45–17:15 (30 mins)	1.7	**Update on GPE's Institutional Arrangements** ➢ Update on GPE's hosting arrangements with the World Bank ➢ Questions and discussion	GPE Secretariat
17:15–17:30 (15 mins)	1.8	**Conclusion** ➢ Wrap up of Day 1 ➢ Guidance and reminders for Day 2	Michelle Mesen, GPE Secretariat
17:30		**Adjourn**	
18:30–20:00 (1 hr, 30 mins)		**GPE Reception**	Hotel

Thursday, November 30 (09:00 – 17:30)

Time		Discussion Item	Facilitators
09:00–10:30 (1 hr, 30 mins)	2.1	**Diving into System Transformation Part III (How do you know a priority is on track?)** ➢ Challenges and solutions ➢ Lessons learned from countries	Partner country focal points & GPE Secretariat
10:30–10:45		**Coffee break**	
10:45–12:00 (1 hr, 15 mins)	2.2	**How can GPE grants support system transformation?** ➢ Country experiences with Systems Capacity Grant, Systems Transformation Grant, Multiplier, Girls Education Accelerator ➢ Questions and discussion	Partner country focal points & GPE Secretariat
12:00–12:30 (30 mins)	2.3	**How can partner countries influence GPE decision-making?** ➢ Country representation on the Board and Committees	Partner Country Focal Points
12:30 – 14:00		**Lunch**	
14:00–14:30 (30 mins)	2.4	**How is GPE engaging in AU's Year of Education?** ➢ GPE's engagement at AU ➢ Identifying country priorities ➢ Questions and discussion	GPE Secretariat
14:30–16:30 (2 hrs)	2.5	**Constituency Group Discussions** ➢ Participants discuss constituency governance matters (including Board/Committee representation and consultation processes)	Partner Country Focal Points
16:30–16:45		**Coffee break**	
16:45–17:15 (30 mins)	2.6	**Outcomes of Constituency Group Discussions** ➢ Participants share their group's outcomes	Partner Country Focal Points

17:15-17:30 (15 mins)	2.7	**Conclusion** ➢ Wrap up of Day 2 ➢ Guidance and reminders for Day 3	Michelle Mesen, GPE Secretariat
17:30		**Adjourn**	
18:30–23:00 (4 hrs, 30 mins)		**GIZ BACKUP Reception**	**Sea Cliff Hotel**

Friday, December 1 (09:00 – 16:00)

Time		Discussion Item	Facilitators
09:00–09:15 (15 mins)	3.1	**Opening Session** ➢ Overview of Day 3 "Learning Day" objectives	Michelle Mesen, GPE Secretariat
09:15–10:30 (1 hr, 15 mins)	3.2	**Deep dive session 1: Knowledge and Innovation Exchange (KIX)** ➢ Country examples of engagement with two Africa Hubs and KIX-supported research (Eng and Fr) ➢ Questions and discussion, including issues to address ➢ Plans for 2024	Partner country focal points, GPE Secretariat, IDRC
10:30-11:00		**Coffee break**	
11:00–12:30 (1 hr, 30 mins)	3.3	**Deep dive session 2: Gender** ➢ Deep dive on solutions to challenges (country cases) ➢ How can GPE support in this area? ➢ Country Examples ➢ Questions and discussion	Partner country focal points & GPE Secretariat
12:30 – 14:00		**Lunch**	

14:00–15:30 (1 hr, 30 mins)	3.4	**Deep dive session 3: GPE's Performance at Country-Level** ➢ How does GPE better deliver for countries? ➢ Questions and discussion	Partner country focal points & GPE Secretariat
15:30–15:45 (15 mins)	3.5	**Conclusion** ➢ Wrap up of Day 3 ➢ Next steps	Michelle Mesen, GPE Secretariat
15:45-16:00		**Coffee break**	
16:00		**Adjourn**	

ANNEX 2: Outcome documents

Constituency Meeting
Africa 1, 2 and 3
November 29 - December 1, 2023
Dar es Salaam - Tanzania

Africa 1 Constituency Decisions Document

On November 29 - December 1, 2023, 42 partner country focal points participated in a constituency meeting (Africa 1, 2, 3), where representatives gathered to develop recommendations on the decisions that will be discussed at the upcoming Board meeting on December 5-6, 2023 in Zanzibar, Tanzania. This document provides recommendations and feedback for board decisions from the Africa constituencies.

Document and Recommended Decision #1
BOD/2023/12 DOC 03 **BOD/2023/12-XX— Institutional Arrangements:** The Board of Directors: 1. Refers to its decision on institutional arrangements from January 2023 (BOD/2023/01-01) and welcomes the progress made on exploring options that could achieve potential cost savings, facilitate new fundraising instruments, and provide greater operational flexibility as requested;-Yes 2. Thanks the World Bank for its willingness to continue hosting the Secretariat for the foreseeable future, and -Yes 3. Mandates the Secretariat to further explore such fundraising approaches and operational flexibility in the context of developing its next strategic plan and approach to financing and funding and welcomes the World Bank's commitment to support GPE in this process Yes 4. Considering progress made to secure a reduction in the hosting cost recovery fee, the ability to source support from non-sovereign donors, and agreement to explore options to strengthen country systems, agrees that the Secretariat should remain hosted by the World Bank for the foreseeable future on the same terms as the current MOU, noting that the board retains the ability to review such arrangements- Yes.

5. Mandates the CEO to work with the World Bank to extend the hosting memorandum of understanding before its expiry and without renegotiating the MOU make any necessary procedural updates to reflect agreements reached since it was originally signed. **6.** Requests the Secretariat to report back to the Board in June 2024 on progress, including options for fundraising approaches and operational flexibility for the next strategic plan period for Board consideration by December 2024.	
Do your constituency members agree with the recommended decision?	**Yes/ As long as there is no further increase in the hosting costs**
Do you have any further comments?	**No/Comments**

Document and Recommended Decision #2	
BOD/2023/12 DOC 05 **BOD/2022/12-XX— Increased Multiplier and SmartEd Initiative envelopes:** The Board of Directors: 1. Notes the projected available resources as outlined in the financial forecast (BOD/2023/12 DOC 04) and the significant demand and success of the GPE Multiplier to date. 2. Approves an increase in the Multiplier envelope for the GPE2025 financing period from US$ 755 million to US$950 million. 3. Based on initial satisfactory progress of the ACG-SmartEd initiative approved by the Board in December 2020 (BOD/2020/11/12-06), authorizes the CEO to increase the overall envelope from the Multiplier to the SmartEd initiative from US$100 million to US$150 million subject to availability of funds, and evidence that this is likely to generate at least US$600 million in new and additional cofinancing from members of the Arab Coordination Group. 4. Emphasizes the importance of hardwiring gender equality through the Multiplier, and to prioritize opportunities for Low-Income Countries to access these resources.	
Do your constituency members agree with the recommended decision?	**Yes**

Do you have any further comments?	**No**

Document and Recommended Decision #3	
BOD/2023/12 DOC 05 **BOD/2023/12/XX - Eligibility and Allocation for Lebanon and Jordan:** The Board of Directors: 1. Recalls decision BOD/2020/11/12/04 and notes that Lebanon, and Jordan would now meet the eligibility criteria for GPE funding established by the Board. 2. Considering the change in economic classification and the demands of hosting a significant proportion of refugees on the education systems of both countries, exceptionally approves eligibility for the following grants under GPE2025:	

Country	**System Capacity Grant**	**Multiplier**
Lebanon	US$1.6 million	US$5 million
Jordan	US$2.3 million	US$15 million

Do your constituency members agree with the recommended decision?	**Yes**
Do you have any further comments?	**No**

Document and Recommended Decision #4
BOD/2023/12 DOC 05 **BOD/2023/12/XX – Girls' Education Accelerator:** The Board of Directors: 1. Recalls decision BOD/2020/11/12/05 to establish the Girls Education Accelerator (GEA) as a targeted financing mechanism to provide additional resources to support girls' education in a subset of GPE eligible countries with the most need. 2. Reaffirms that a GEA allocation is always additional to a System Transformation Grant and/or Multiplier allocation and reaffirms that gender equality is hardwired

under GPE2025 irrespective of a countries eligibility for, or ability to access GEA funding. 3. Notes that GEA funding was subject to availability of resources based on targeted financial contributions, and that demonstrated demand for the GEA has now exceeded such resources. 4. Calls on GPE partners to increase their funding to the GEA to allow for the maximum number of countries to benefit from this initiative. 5. Notes that any additional funding pledged to the GEA will be indicatively allocated to support eligible countries based on the order in which strategic parameters for the GEA have been approved by the Board.	
Do your constituency members agree with the recommended decision?	**Yes**
Do you have any further comments?	**Yes. The Grant should also cater for boys and learners with special needs.**

Document and Recommended Decision #5
BOD/2023/12 DOC 06 **BOD/2023/12-XX — Revision to the accreditation process:** The Board of Directors: 1. Recalls decision BOD/2013/11-09 to expand eligibility criteria for grant agents and decision BOD/2023/01-01 calling on GPE to engage with the World Bank around options for achieving greater operational flexibility. 2. Emphasizes the importance of diversifying the range of organizations that can act as grant agent to best support partner country needs. 3. Approves the revision of the initial screening criteria for not-for-profit organizations to include philanthropic funds as an acceptable source of funding when assessing the organization's experience in managing donor funded projects. 4. Noting the importance of a level playing field with respect to grant agent selection, the robustness of the GPE quality assurance processes, and the desire to reduce unnecessary transaction costs, removes the requirement to conduct an additional grant level assessment for not-for-profit organizations.

Do your constituency members agree with the recommended decision?	**Yes: The current eligibility criteria does not create flexibility for other organisations to be grant agent, Some countries end up not having grant agents.**
Do you have any further comments?	**No**

Recommended Comments for Ministerial Communique	
Suggested language: **Reorienting education aid financing to accelerate country-led progress** Given the pressing challenges our countries face, we call for the education aid financing architecture to better support us in our efforts to transform our education systems by: • Reinforcing country-led transformation by harmonizing and aligning external aid behind national priorities and commitments, eliminating fragmentation, and reducing transaction costs, in line with the Paris Declaration on Aid Effectiveness. • Generating concrete commitments to direct more resources to countries with the highest needs and the greatest numbers of marginalized children, particularly in low- and lower-middle-income countries and small island states. • Strengthening and diversifying local, national, and global partnerships that support context-specific solutions, particularly to address the adverse impacts of climate change, protect education in conflict and crises, and improve countries' capacities to deliver digital learning, especially for the most marginalized children. • Hardwiring gender equality, as called for in the Freetown Manifesto for Gender-Transformative Leadership in and through Education.	
Do your constituency members agree with the recommended language in the communique?	**Yes**
Do you have any further comments?	

	No

Board Nominee
Country: Somalia Federal Government **Name: Farah Sheikh Abdulkadir** **Title: Education Minister** **Email:minister@moe.gov.so**
Alternate Board Nominee
Country: Mozambique **Name: TCM** **Title: TCM** **Email: TCM**
Constituency Communications Focal Point
Country: Uganda **Name: Grace Mwebya Nankabirwa** **Title: Economist /Ministry of Education and Sports** **Email: gnankabirwab@gmail.com**

Constituency Meeting
Africa 1, 2 and 3
November 29 - December 1, 2023
Dar es Salaam - Tanzania

Africa 2 Constituency Decisions Document

On November 29 - December 1, 2023, 42 partner country focal points participated in a constituency meeting (Africa 1, 2, 3), where representatives gathered to develop recommendations on the decisions that will be discussed at the upcoming Board meeting on December 5-6, 2023 in Zanzibar, Tanzania. This document provides recommendations and feedback for board decisions from the Africa constituencies.

Document and Recommended Decision #1
BOD/2023/12 DOC 03 **BOD/2023/12-XX— Institutional Arrangements:** The Board of Directors: 1. Refers to its decision on institutional arrangements from January 2023 (BOD/2023/01-01) and welcomes the progress made on exploring options that could achieve potential cost savings, facilitate new fundraising instruments, and provide greater operational flexibility as requested;-Yes 2. Thanks the World Bank for its willingness to continue hosting the Secretariat for the foreseeable future, and -Yes 3. Mandates the Secretariat to further explore such fundraising approaches and operational flexibility in the context of developing its next strategic plan and approach to financing and funding and welcomes the World Bank's commitment to support GPE in this process Yes 4. Considering progress made to secure a reduction in the hosting cost recovery fee, the ability to source support from non-sovereign donors, and agreement to explore options to strengthen country systems, agrees that the Secretariat should remain hosted by the World Bank for the foreseeable future on the same terms as the current MOU, noting that the board retains the ability to review such arrangements- Yes. 5. Mandates the CEO to work with the World Bank to extend the hosting memorandum of understanding before its expiry and without renegotiating the MOU make any

necessary procedural updates to reflect agreements reached since it was originally signed. **6.** Requests the Secretariat to report back to the Board in June 2024 on progress, including options for fundraising approaches and operational flexibility for the next strategic plan period for Board consideration by December 2024.	
Do your constituency members agree with the recommended decision?	**Yes/Comments** **The Africa 2 group approves this decision.** **However, the Africa 2 group urges GPE to continue reflecting about changing its status.**
Do you have any further comments?	**No/Comments**

Document and Recommended Decision #2	
BOD/2023/12 DOC 05 **BOD/2022/12-XX— Increased Multiplier and SmartEd Initiative envelopes:** The Board of Directors: 1. Notes the projected available resources as outlined in the financial forecast (BOD/2023/12 DOC 04) and the significant demand and success of the GPE Multiplier to date. 2. Approves an increase in the Multiplier envelope for the GPE2025 financing period from US$ 755 million to US$950 million. 3. Based on initial satisfactory progress of the ACG-SmartEd initiative approved by the Board in December 2020 (BOD/2020/11/12-06), authorizes the CEO to increase the overall envelope from the Multiplier to the SmartEd initiative from US$100 million to US$150 million subject to availability of funds, and evidence that this is likely to generate at least US$600 million in new and additional cofinancing from members of the Arab Coordination Group. 4. Emphasizes the importance of hardwiring gender equality through the Multiplier, and to prioritize opportunities for Low-Income Countries to access these resources.	
Do your constituency members agree with the recommended decision?	**Yes/No/Comments** **The Africa 2 group approves these decisions.**

	The Africa 2 group wants GPE to facilitate access to the SmartEd fund by eligible countries at the IDB.
Do you have any further comments?	**No/Comments**

Document and Recommended Decision #3		
BOD/2023/12 DOC 05 **BOD/2023/12/XX – Eligibility and Allocation for Lebanon and Jordan:** The Board of Directors: 1. Recalls decision BOD/2020/11/12/04 and notes that Lebanon, and Jordan would now meet the eligibility criteria for GPE funding established by the Board. 2. Considering the change in economic classification and the demands of hosting a significant proportion of refugees on the education systems of both countries, exceptionally approves eligibility for the following grants under GPE2025:		
Country	**System Capacity Grant**	**Multiplier**
Lebanon	US$1.6 million	US$5 million
Jordan	US$2.3 million	US$15 million

Do your constituency members agree with the recommended decision?	**Yes/Comments** **The Africa 2 group approves these decisions.** **The Africa 2 group recommends that GPE makes arrangements to address the emergency situations normally rather than proceeding with exceptional measures.**
Do you have any further comments?	**No/Comments**

Document and Recommended Decision #4	
BOD/2023/12 DOC 05 **BOD/2023/12/XX – Girls' Education Accelerator:** The Board of Directors: 1. Recalls decision BOD/2020/11/12/05 to establish the Girls Education Accelerator (GEA) as a targeted financing mechanism to provide additional resources to support girls' education in a subset of GPE eligible countries with the most need. 2. Reaffirms that a GEA allocation is always additional to a System Transformation Grant and/or Multiplier allocation and reaffirms that gender equality is hardwired under GPE2025 irrespective of a countries eligibility for, or ability to access GEA funding. 3. Notes that GEA funding was subject to availability of resources based on targeted financial contributions, and that demonstrated demand for the GEA has now exceeded such resources. 4. Calls on GPE partners to increase their funding to the GEA to allow for the maximum number of countries to benefit from this initiative. 5. Notes that any additional funding pledged to the GEA will be indicatively allocated to support eligible countries based on the order in which strategic parameters for the GEA have been approved by the Board.	
Do your constituency members agree with the recommended decision?	**Yes/Comments** **The Africa 2 group approves these decisions.** **The Africa 2 group invites GPE to continue the dialogue with donors so that they respect their commitments, primarily for countries that were already eligible.**
Do you have any further comments?	**No/Comments**

Document and Recommended Decision #5
BOD/2023/12 DOC 06

BOD/2023/12-XX — Revision to the accreditation process: The Board of Directors: 1. Recalls decision BOD/2013/11-09 to expand eligibility criteria for grant agents and decision BOD/2023/01-01 calling on GPE to engage with the World Bank around options for achieving greater operational flexibility. 2. Emphasizes the importance of diversifying the range of organizations that can act as grant agent to best support partner country needs. 3. Approves the revision of the initial screening criteria for not-for-profit organizations to include philanthropic funds as an acceptable source of funding when assessing the organization's experience in managing donor funded projects. 4. Noting the importance of a level playing field with respect to grant agent selection, the robustness of the GPE quality assurance processes, and the desire to reduce unnecessary transaction costs, removes the requirement to conduct an additional grant level assessment for not-for-profit organizations.

Do your constituency members agree with the recommended decision?	**Yes/Comments** **The Africa 2 group approves this decision.**
Do you have any further comments?	**No/Comments**

Board Nominee
Country: CHAD **Name: Moussa KADAM** **Title: Minister of Education** **Email: moussakadam963@yahoo.fr**
Alternate Board Nominee
Country: DJIBOUTI **Name: MOUSTAPHA MOHAMED MAHAMOUD** **Title: Minister of Education** **Email: ministre@education.gouv.dj**
Constituency Communications Focal Point
Country: MADAGASCAR **Name: Hamintsoa Prisca RANDRIANARISON née RAZAFINDRALAMBO** **Title: GPE focal point** **Email: hprisca.randrianarison@gmail.com**

Constituency Meeting
Africa 1, 2 and 3
November 29 - December 1, 2023
Dar es Salaam - Tanzania

Africa 3 Constituency Decisions Document

On November 29 - December 1, 2023, 42 partner country focal points participated in a constituency meeting (Africa 1, 2, 3), where representatives gathered to develop recommendations on the decisions that will be discussed at the upcoming Board meeting on December 5-6, 2023 in Zanzibar, Tanzania. This document provides recommendations and feedback for board decisions from the Africa constituencies.

Document and Recommended Decision #1

BOD/2023/12 DOC 03

BOD/2023/12-XX— Institutional Arrangements: The Board of Directors:

7. Refers to its decision on institutional arrangements from January 2023 (BOD/2023/01-01) and welcomes the progress made on exploring options that could achieve potential cost savings, facilitate new fundraising instruments, and provide greater operational flexibility as requested;
8. Thanks the World Bank for its willingness to continue hosting the Secretariat for the foreseeable future, and
9. Mandates the Secretariat to further explore such fundraising approaches and operational flexibility in the context of developing its next strategic plan and approach to financing and funding and welcomes the World Bank's commitment to support GPE in this process.
10. Considering progress made to secure a reduction in the hosting cost recovery fee, the ability to source support from non-sovereign donors, and agreement to explore options to strengthen country systems, agrees that the Secretariat should remain hosted by the World Bank for the foreseeable future on the same terms as the current MOU, noting that the board retains the ability to review such arrangements.
11. Mandates the CEO to work with the World Bank to extend the hosting memorandum of understanding before its expiry and without renegotiating the MOU make any necessary procedural updates to reflect agreements reached since it was originally signed.

12. Requests the Secretariat to report back to the Board in June 2024 on progress, including options for fundraising approaches and operational flexibility for the next strategic plan period for Board consideration by December 2024.	
Do your constituency members agree with the recommended decision?	**Yes/No/Comments** **YES**
Do you have any further comments?	**Yes/No/Comments**

Document and Recommended Decision #2	
BOD/2023/12 DOC 05 **BOD/2022/12-XX— Increased Multiplier and SmartEd Initiative envelopes:** The Board of Directors: 5. Notes the projected available resources as outlined in the financial forecast (BOD/2023/12 DOC 04) and the significant demand and success of the GPE Multiplier to date. 6. Approves an increase in the Multiplier envelope for the GPE2025 financing period from US$ 755 million to US$950 million. 7. Based on initial satisfactory progress of the ACG-SmartEd initiative approved by the Board in December 2020 (BOD/2020/11/12-06), authorizes the CEO to increase the overall envelope from the Multiplier to the SmartEd initiative from US$100 million to US$150 million subject to availability of funds, and evidence that this is likely to generate at least US$600 million in new and additional cofinancing from members of the Arab Coordination Group. 8. Emphasizes the importance of hardwiring gender equality through the Multiplier, and to prioritize opportunities for Low-Income Countries to access these resources.	
Do your constituency members agree with the recommended decision?	**Yes/No/Comments** **YES – 4 members agreed, 3 disagree, 1 absetia**
Do you have any further comments?	**Yes/No/Comments**

	We agree but are concerned that countres can be futher burdened by debt.

Document and Recommended Decision #3	
BOD/2023/12 DOC 05 **BOD/2023/12/XX - Eligibility and Allocation for Lebanon and Jordan:** The Board of Directors: 3. Recalls decision BOD/2020/11/12/04 and notes that Lebanon, and Jordan would now meet the eligibility criteria for GPE funding established by the Board. 4. Considering the change in economic classification and the demands of hosting a significant proportion of refugees on the education systems of both countries, exceptionally approves eligibility for the following grants under GPE2025:	

Country	**System Capacity Grant**	**Multiplier**
Lebanon	US$1.6 million	US$5 million
Jordan	US$2.3 million	US$15 million

Do your constituency members agree with the recommended decision?	**Yes/No/Comments** **YES**
Do you have any further comments?	**Yes/No/Comments**

Document and Recommended Decision #4
BOD/2023/12 DOC 05 **BOD/2023/12/XX – Girls' Education Accelerator:** The Board of Directors: 6. Recalls decision BOD/2020/11/12/05 to establish the Girls Education Accelerator (GEA) as a targeted financing mechanism to provide additional resources to support girls' education in a subset of GPE eligible countries with the most need. 7. Reaffirms that a GEA allocation is always additional to a System Transformation Grant and/or Multiplier allocation and reaffirms that gender equality is hardwired

under GPE2025 irrespective of a countries eligibility for, or ability to access GEA funding.

8. Notes that GEA funding was subject to availability of resources based on targeted financial contributions, and that demonstrated demand for the GEA has now exceeded such resources.
9. Calls on GPE partners to increase their funding to the GEA to allow for the maximum number of countries to benefit from this initiative.
10. Notes that any additional funding pledged to the GEA will be indicatively allocated to support eligible countries based on the order in which strategic parameters for the GEA have been approved by the Board.

Do your constituency members agree with the recommended decision?	**Yes/No/Comments** **YES**
Do you have any further comments?	**Yes/No/Comments** **However, consideration/incentive should be given to inelligibel Countries in order for them not to slip**

Document and Recommended Decision #5
BOD/2023/12 DOC 06 **BOD/2023/12-XX — Revision to the accreditation process:** The Board of Directors: 5. Recalls decision BOD/2013/11-09 to expand eligibility criteria for grant agents and decision BOD/2023/01-01 calling on GPE to engage with the World Bank around options for achieving greater operational flexibility. 6. Emphasizes the importance of diversifying the range of organizations that can act as grant agent to best support partner country needs. 7. Approves the revision of the initial screening criteria for not-for-profit organizations to include philanthropic funds as an acceptable source of funding when assessing the organization's experience in managing donor funded projects. 8. Noting the importance of a level playing field with respect to grant agent selection, the robustness of the GPE quality assurance processes, and the desire to reduce unnecessary transaction costs, removes the requirement to conduct an additional grant level assessment for not-for-profit organizations.

Do your constituency members agree with the recommended decision?	**Yes/No/Comments** **YES**
Do you have any further comments?	**Yes/No/Comments** **Expand the grant agent field with expanded eligibility criteria -**

Recommended Comments for Ministerial Communique	
Suggested language: **Reorienting education aid financing to accelerate country-led progress** Given the pressing challenges our countries face, we call for the education aid financing architecture to better support us in our efforts to transform our education systems by: • Reinforcing country-led transformation by harmonizing and aligning external aid behind national priorities and commitments, eliminating fragmentation, and reducing transaction costs, in line with the Paris Declaration on Aid Effectiveness. • Generating concrete commitments to direct more resources to countries with the highest needs and the greatest numbers of marginalized children, particularly in low- and lower-middle-income countries and small island states. • Strengthening and diversifying local, national, and global partnerships that support context-specific solutions, particularly to address the adverse impacts of climate change, protect education in conflict and crises, and improve countries' capacities to deliver digital learning, especially for the most marginalized children. • Hardwiring gender equality, as called for in the Freetown Manifesto for Gender-Transformative Leadership in and through Education.	
Do your constituency members agree with the recommended language in the communique?	**Yes/No/Comments** **YES**
Do you have any further comments?	**Yes/No/Comments** **Countries should chnge commitment into SMART action**

Board Nominee
Country: NIGERIA **Name:** **Title:** **Email:**
Alternate Board Nominee
Country: The GAMBIA **Name: Hon. Claudiana A. Cole** **Title: Minister** **Email:Claudian.cole@edugambia.gm**
Constituency Communications Focal Point
Country The Gambia **Name: Adama Jimba Jobe** **Title: Deputy Permanent Secretary (Programmes)** **Email:adamajimba@gmail.com**

ANNEX 3: Participants List

AFRICA 1, 2 AND 3 CONSTITUENCY MEETING

List of Participants

Country	Name	Email
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