TERMS OF REFERENCE

Reference: NHCWG0914

Post Title: Consultant - Commonwealth Accelerated Development Mechanism for Education (CADME)

Project Location: Home Based

Project Duration: 45 consultant days

Fee: £20,250

Closing date: Friday 5 February 2016

Background
Delegates at the 19th Conference of Commonwealth Education Ministers (19CCEM) held in The Bahamas in June 2015 noted the need to establish a Commonwealth Accelerated Development Mechanism for Education (CADME) to assist with the implementation of the Sustainable Development Goals (SDGs) in Commonwealth countries (Nassau Declaration, see Annex 1).

19CCEM also recommended establishing a Commonwealth Education Ministers Action Group (CEMAG) to ensure momentum and continued action on the points agreed at the meeting and presented as the Nassau Declaration. The CEMAG has been established and the first CEMAG meeting will take place on 21-22 January 2016. The CADME Technical Working Group (TWG) will be established at the first CEMAG meeting, with a view of having the first CADME meeting in May 2016. CADME TWG will report to the CEMAG.

Initial groundwork
Initial consultation that recognized the need for developing CADME in order to help Commonwealth member states meet, the then proposed SDGs, was held at a side meeting during the World Education Forum (WEF) at Incheon, republic of Korea in May 2015. A group of Ministers and Heads of Delegation from the Commonwealth countries participated in the meeting jointly Chaired by:

- Hon. Leela Devi Dookun-Luchoomun, Minister of Education and Human Resources, Tertiary Education and Scientific Research, Mauritius, that being the host country for the 18th CCEM, August 2012; and

The proposal to establish CADME was formally endorsed at the 19CCEM in The Bahamas.

Purpose
The CADME will assist with the implementation of SDGs in Commonwealth countries and assist CEMAG in achieving one of its purposes “to enable the delivery of Sustainable Development Goals (SDGs) relevant to Commonwealth Countries, in particular SDG4”.

CADME will:

- Support Commonwealth countries in their efforts to strengthen, develop and implement national frameworks to meet their relevant national goals and targets in line with SDG4; and
- Inform sustainable development in education by identifying appropriate interventions, strategies and sources of technical support such as South-South and South-North collaboration on curriculum reform, teacher education and professional development, assessment, new opportunities to learn using new technologies, and implementation strategies.

CADME will advise on identifying resources, developing partnerships within the Commonwealth and on allocation of domestic resources to meet SDGs at individual country and regional levels. It is envisaged that it will not just be a mechanism for rich and middle-income countries to assist poor ones but also as a node for sharing within income and regional groups. The Commonwealth has a particular role for supporting small states; but equally it can benefit from and serve the states with larger populations.

CADME will also draw together and coordinate insights, initiatives and innovations through lessons learned over the last decade. Together with the Education Hub, CADME will help in enhancing the role of the Secretariat as a vehicle through which Commonwealth member states can generate and share aspirational targets and enhanced sets of goals for the Commonwealth countries that reflect their levels of educational development and capacity to finance investments in excellence.

Outputs
Commonwealth Accelerated Development Mechanism for Education including realistic and measurable approaches for resource mobilization and sustainable partnerships for progressing towards SDG4

- Resource mobilization at pan Commonwealth and regional levels to assist progress towards SDG4
- Recommendations for establishment of South-South and South-North partnerships to help achieve SDG4 in the Commonwealth
- Development of an overarching Commonwealth Education Policy Framework (covering equity and quality education) in line with SDGs (Framework outline, Annex 2)
- Ensure the wider relevance of education outcomes in order to support the delivery of all 17 SDGs

Membership
Members for CADME Technical Working Group (TWG) will be identified at the first Commonwealth Education Ministers Action Group (CEMAG) meeting to be held on 21-22 January
2016. The membership will include selected representatives (senior officials) from Commonwealth member states and key international partners and stakeholders including those representing Commonwealth civil society organisations, teachers and students.

The membership will be established in a manner that will ensure regional representation of the Commonwealth and a blend of key international partners and stakeholders.

Specific tasks for CADME consultant

- Assist in conducting a briefing session on CADME at the Commonwealth Education Ministers Action Group meeting on 21-22 January 2016.
- Work closely with CADME TWG to draft CADME concept in February 2016
- Work closely with CADME TWG to develop realistic proposals for CADME to meet its outputs:
  - Strategies for mobilizing resources at Pan Commonwealth and regional levels to assist progress towards SDG4 in the Commonwealth
  - Recommendations for establishing sustainable partnerships to help achieve SDG4 in the Commonwealth
- Assist in developing Commonwealth Education Policy Framework, in line with SDGs, and in co-facilitating a consultation meeting for refining the Framework in a Commonwealth country
- Facilitate/Co-facilitate the first CADME meeting in May 2016
- Develop and refine CADME outputs plan based on recommendations of the first CADME TWG meeting June-August 2016
- Facilitate/Co-facilitate second CADME meeting in Sept 2016
- Finalise CADME outputs plan Oct 2016

Methodology

Methodology may include but not limited to following:

- Literature review and desk research to review challenges within Commonwealth countries in relation to SDG4 and workforce gaps, re: delivery of SDGs
- Identification of areas of mutual interest and collaboration/cooperation with key stakeholders working towards SDGs
- Consultations and interviews with selected stakeholders
- Close and working with the Technical Working Group on CADME appointed by the Commonwealth Education Ministers Action Group (CEMAG)
- Facilitation of CADME Technical Working Group meetings

A briefing for the selected consultant will be organised to provide additional background and guidance. Travel if any, will be covered directly by the Health and Education Unit.

Duration

Up to 45 working days
Qualifications and experience required

- Preferably a PhD in Economics, Social Sciences or a related discipline with 10 years’ experience of assignments with leading international development organisations such as UN or bi-lateral donor agencies;
- Full familiarity and engagement with the 2030 agenda for Sustainable Development;
- Involvement with the MDGs covering monitoring, evaluation or assessments;
- Experience of working with major stakeholders at national and international levels in the field of education;
- Experienced in fund raising, writing proposals for donor funding, building international partnerships and resources mobilisation, quality service delivery mechanisms and educational management;
- Familiarity with issues and challenges faced by Commonwealth countries;
- Respect for diversity and intercultural understanding; and
- Excellent and presentation writing skills.

Considerations for CADME
1. A Young Commonwealth. Three of every five Commonwealth citizens are under the age of 30 and education fits very obviously within the needs of youth.
2. Relevance. Enhancing the relevance of education to the increasingly complex global challenges we face in order to enable delivery of all 17 SDGs.
3. Emphasising Quality and Equity. Quantitative goals are not enough. Indeed quantitative achievements may be hollow if not underpinned by quality; and when quality is received or attained by some but not by others, then equity may be threatened.
4. Gender Equity. In many countries gender imbalances within school systems have reversed. Whereas in the past boys were favoured more than girls, in some settings girls are now favoured more than boys. Global balances also change with shifting rates of economic and population growth. Europe now looks at Asia in a very different way compared with the past. Also, many actors have adjusted their views on the roles of public and private sectors in education.
5. Learning from Each Other. In this increasingly globalised world, we all can - and must - learn from each other. The Commonwealth provides a special community within which to do this.
6. Working with Partners. CADME should not aim to replace any existing international initiative but should work with them. Partners should be invited to collaborate at global, regional and national levels.
7. As of 2015 there are 17 million primary aged children out of school in the Commonwealth and above 400 million adult illiterates.
The Nassau Declaration | 22 - 26 June 2015

The following document is a Ministerial Declaration outlining the major topics and issues discussed at the 19th CCEM as well as the major remedial initiatives proposed.

1. The 19th Conference of Commonwealth Education Ministers (19th CCEM) was held in Nassau, the Bahamas, from 22 - 26 June 2015. The Conference was opened by the Rt. Hon. Perry Christie, Prime Minister of The Bahamas. H. E. Kamalesh Sharma, Commonwealth Secretary-General, addressed the conference at the opening ceremony. The host Minister, Hon. Jerome K Fitzgerald, Minister of Education, Science and Technology, chaired the conference.

2. In discussions, Ministers highlight that the 19th CCEM is taking place at an historic turning point, following the 50th anniversary of the establishment of the Commonwealth Secretariat, and the crossroads in the global education agenda as part of the wider transition from MDGs to SDGs. Education for Sustainable Development is recognized as a priority for future planning by Ministers, as well as the role of education at the heart of the process for driving the SDGs.

3. Ministers note that the Commonwealth Ministerial Working Group had significant and valued input to the education component of the SDGs, considered within the national context of each country. Ministers endorse the Incheon Declaration, noting that further input may be made to the process of finalizing the SDGs in New York in September 2015. Ministers highlight the Commonwealth values of equity, access, and development, stressing the key role of Education for Sustainable Development.

4. Ministers recognize the positive role that key partners bring to the CCEM, and welcome the growing voice and engagement of youth, teachers, civil society, and other stakeholders.

5. The 19th CCEM also saw the official inclusion of a specific forum for small states; Ministers celebrate this as a significant and positive step in ensuring that the voice of small states continues to be heard on the world stage, given that 31 of the 53 Commonwealth nations are small states. Likewise, the role of education for building resilience is championed by Ministers as a key factor in combating issues of vulnerability, particularly those faced by small states, such as climate change, migration, mobility, and financing.

6. The Ministers celebrate successes that have been achieved to date in the drive for universal primary education, but note that achievements in relation to access leave much work to be done in the areas of equitable provision and quality. Ministers also acknowledge the wider responsibility of member-states to ensure the continued relevance of education, ensuring that
it prepares the next generation of Commonwealth citizens to contribute positively to the social and economic development of their communities.

7. Commonwealth nations recognize the need for evidence based interventions and policy, building on meaningful data is emphasized by ministers in the drive for establishing sustainable models of education, which enable accountability and effective systems of governance. Addressing the Post-2015 Development Goals, Ministers note the importance of continuing to meet the needs of all learners, regardless of gender, race, or religion, or other aspects of marginalization - recognizing continued challenges in relation to provision for boys and girls (both of whom continue to face issues of equitable access in various Commonwealth contexts), as well as pupils with special educational needs.

8. Ministers commit to focus on the core purpose of education, to serve the needs of their diverse populations, furthering international drives for sustainable development, and equitable, high quality provision, while recognizing the continued role of education in supporting efforts for economic growth and poverty eradication, as well as acting as a tool for socialization.

Early Years

9. Ministers recognize the key role that early childhood education plays as the foundation for all lifelong learning, and wider social and economic outcomes, and the need for continued and appropriate investment in this stage.

Ministers are also mindful of the need, by committing to the strengthening of public institutions, to retain effective, positive, and accountable partnerships with the private sector, and civil society, as part of wider efforts to improve quality and access. Ministers commit to strengthening engagement with these parties to support the development of education systems that serve the needs of their communities.

Gender

10. Ministers will continue to build on good practice in promoting sensitive gender mainstreaming for gender equity, including reducing barriers to girls education, and addressing specific concerns over the under-achievement of either boys or girls in Commonwealth contexts in which either faces specific challenges.

Technology

11. Ministers commit to making effective use of technology and innovation in ICT to ensure that education systems continue to meet the needs of quality, equity, and access. The significance of online learning as a universal tool for lifelong learning is recognized by Ministers, and the key role of the Commonwealth of Learning in driving innovation in this field is recognized.

To support the Commonwealth of Learning initiative achieving their Strategic Plan. Malaysia has committed a contribution of USD 200,000, and has also committed to support the sustainability of Commonwealth Tertiary Education Facility (CTEF) by sponsoring RM 200,000 towards the establishment, and RM 500,000 annually (2014 - 2018) towards its administration. India has offered to provide its e-learning platform, SWAYAM, to host e-courseware developed by the Commonwealth of Learning, and has also volunteered to post digitized learning material
of Commonwealth Countries on its anticipated National E-Library, with links to the Commonwealth Education Hub.

Ministers note the continuing need for effective ICT infrastructure to facilitate learning in several member-states, and commit to support development in order to address this requirement. Ministers welcome the role of the Commonwealth of Learning, and the Virtual University for Small States of the Commonwealth in supporting affordable access to all learners.

The role of Parents and Civil Society
12. Ministers acknowledge the key role of parents, and wider civil society, in education, without compromise to equity and quality. Ministers commit to strengthening engagement with these parties to support the development of education systems that serve the needs of their communities, while recognizing the key role of families in shaping culture.

Role of Teachers
13. Acknowledging the central role of teachers in quality education, Ministers commit to raising the status of teaching as a profession. This will be achieved by enhancing pre-service and continuing professional development, and conditions of service, ensuring that teachers are motivated and supported in the classroom.

Ministers reaffirm the importance of effective governance of teaching to promote accountability and transparency.

India has offered to set up a Malaviya Commonwealth Chair, for teacher education which will singularly focus on issues pertaining to curriculum development, pedagogy, students’ assessment, pre-service and continuing professional training, and capacity development.

Youth
14. Ministers recognize the potential of learners and youth to act as agents of social change and peacebuilding, and will continue to support policies and programmes in schools that actively engage pupils in building conflict resolution skills, tolerance, respect, and social inclusion, as a way of preventing school-based violence and extremism. They support Commonwealth action, including in partnership with UNESCO, in keeping with the report on Civil Paths to Peace by the Commonwealth Commission on Respect and Understanding.

Ministers reaffirm the key role that entrepreneurship education plays in promoting unique and valuable life skills, as well as career pathways. Ministers are committed to the enhancement of curricula at all levels of education to strengthen entrepreneurship programmes and skills development.

Ministers acknowledge the important role that can be played by appropriate cooperation and collaborative national student associations, and commit to supporting and partnering with such bodies to ensure a student voice in education policy, and fit-for-purpose education. Ministers also endorse a name change for the CCEM Youth Forum to the Commonwealth Students Forum, and commit to supporting young student delegates to attend.

Spirit of Sharing / Spirit of Giving
15. Ministers celebrate the positive atmosphere of mutual lesson-learning within the Commonwealth, as exemplified by the CCEM, as well as the importance of retaining the positive
momentum of the event. To this end, the development of a shared platform for the effective dissemination of ideas, pooling of resources, mutual support, and sharing good practices, is recognized as a clear need by Ministers. It is the belief of Ministers that the Commonwealth Education Hub can serve this purpose.

Ministers reaffirm, in accordance with local context, their commitment to appropriate domestic financing of education, to the level of 4-6% of GDP / 15-20% of total public expenditure, as well as the wider targets established for official development assistance (ODA), including targets of 0.7% of gross national product (GNP) for ODA to developing countries.

Ministers will, through the strengthening of their public institutions, continue to recognize the need for appropriate and effective partnerships with the private sector and civil society to address wider financing issues, ensuring accountability and equity, quality, and access are not compromised, and while recognizing the importance of education as a public interest, and a public good Ministers also recognize the responsibility of Commonwealth members to support each other when in need, by sharing resources, funding, and expertise, while ensuring efficiency in the use of existing resources.

Cross-Commonwealth Education Developments

16. The role of the Commonwealth in continuing to support development of effective education initiatives is recognized by Ministers, as is the need for greater coordination of quality assurance in education by Commonwealth institutions, where requested by member states, as well as the potential for shared curricula and quality frameworks where this is something member states wish to explore. The positive role of mobility is celebrated by Ministers, who recognize the role that a globalized economy can play in supporting the economies and education systems of member states. Ministers also recognize the emergence of additional Commonwealth states as education destinations for Commonwealth members.

Lifelong Learning

17. Ministers commit to supporting the continued development of the continuum of lifelong learning, and recognize the key role this plays in the economic and social development of Commonwealth countries. Ministers call for continued efforts to ensure that those who have not completed school, or not had access to basic education, or wish to continue their professional development, are given lifelong access to support in numeracy, literacy, and skills for employment. Ministers are also committed to developing lifelong, distance, and technical vocational education and training, linked to local, regional, and international, labour markets.

Policy Frameworks

18. Ministers recognize that all countries must not compromise on equity and quality, learning from good-practice, and the lessons of countries that have made significant progress in these areas. Therefore, in line with the core values of the Commonwealth Charter, the Commonwealth Secretariat will be developing effective policy frameworks to support efforts in this area, to be adopted by member states that wish to do so.

Scholarships

19. Ministers call for continued and expanding support for Commonwealth Scholarships and Fellowships, a flagship of Commonwealth cooperation, recognizing the positive role of cross-
border mobility, partnership building, and leadership development. Ministers are mindful of the continued importance of ensuring that scholarships are awarded to the most able, but meet the needs of the most deserving.

**Research Collaborations**

20. Ministers call for the establishment of effective and meaningful research collaborations. To this end India has offered to establish a Commonwealth Consortium, for need-based research throughout the Commonwealth. It is anticipated that the newly launched Commonwealth Education Hub will play a role here, in facilitating Research Collaborations, supported by efforts, led by India, and the new consortium.

Building on the success of the Commonwealth Science Conference in Bangalore 2014, India also offered to support cross-border efforts to drive research in areas of priority to member states.

**Looking to the Future**

21. Ministers look to a fruitful, rich, and collaborative future for the Commonwealth, and welcome the opportunity offered by the upcoming meeting of the executive heads of the Association of Commonwealth Universities, focusing on University, Society, and Employment, to be held in Accra, Ghana 2016.

Ministers welcome the development of Commonwealth Connects and the Commonwealth Education Hub, and recognize their potential to act as a transformative resource for the entire education community of the Commonwealth and applaud the vision to create ‘one-stop non-stop shops’ to serve the community.

**Commonwealth Action Group on Education**

22. Ministers agree to establish a Commonwealth Accelerated Development Mechanism for Education (CADME) to assist with the implementation of the SDGs in Commonwealth countries. On taking forward recommendations of the 19th CCEM Commonwealth Secretariat assist in establishing a Commonwealth Education Ministers Action Group - CEMAG - to have regional representation, as well as that of Youth, Teachers, Stakeholders, Multilaterals, and other partners, with regular online networking and meetings where appropriate, to ensure momentum and continued action on the points recorded herein. Both CEMAG and CADME will maintain networking between ministerial meetings, supporting and supplementing, and not replacing existing international initiatives, such as the framework agreed at Incheon in 2015.

23. Ministers express their thanks and appreciation to the Government and the People of The Commonwealth of The Bahamas for their hospitality in hosting the 19th CCEM and the Commonwealth Secretariat for the organization of the event.

24. Ministers welcome the offer by the Government of Fiji to host the 20th CCEM in 2018, and the Government of Kenya’s interest in hosting the 21st CCEM in 2021 was acknowledged.

25. The 19th CCEM was declared closed.
Introduction

The global community’s new vision for education is expressed via Education 2030 and Goal 4 of the Sustainable Development Goals (SDGs) which states “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” and its corresponding targets. In moving from the Millennium Development Goals (MDGs) to the post-2015 agenda, there has been a shift in focus from universal primary education and Education for All to a more encompassing and ambitious agenda covering the full spectrum of education including preschool, primary, secondary, adult, vocational, higher education and teacher development. Moreover, at the 19 Conference of Commonwealth Education Ministers (19CCEM), Commonwealth Ministers of Education reaffirmed the Commonwealth’s values of equity, access, and development, stressing the key role of Education for Sustainable Development.

In light of the vision for education articulated by Goal 4 and the commitment made by Ministers of Education at 19CCEM, the Commonwealth Education Policy Framework aims to provide member states with a comprehensive approach that will, inter alia:

i) Enable renewal and development of national education policies and legislation in line with the delivery of the SDGs;
ii) Ensure delivery on the critical aspects of Goal 4 of the SDGs;
iii) Enable policy development that balances the challenges of equity and equality in a sustainable way and enhances the relevance of education across all 17 SDGs; and
iv) Provide a mechanism for member states to formulate and review their respective National Education Policies.

Although great advances have been made by Commonwealth countries in the area of education over the past fifteen (15) years, in line with the MDGs and EFA initiatives, there remains challenges that must be urgently addressed. These challenges include:

- There are approximately 17 million primary-aged children out of school;
- There are still 16.4 million youths out of school;
- There are approximately 400 million illiterate adults;
- While gender discrimination towards girls has improved, there is still approximately 3% more boys than girls enrolled in primary schools across Commonwealth countries;
- Education needs to be more relevant so that Commonwealth countries are in a better position to address the challenges of sustainable development, including economic, social and environmental aspects; and
- The radicalization of young people and the underachievement of boys are emerging as growing challenges.

Given the above, the framework will also help Commonwealth countries to address some of these challenges.

Rationale

This Education Policy Framework adds global value to existing tools by other international partner organisations. The Commonwealth Education Policy Framework provides a strategic and an over-arching approach to strengthening national policies and draws upon existing tools and guidance for the components of the education systems. It will complement other international frameworks and address some of the gaps inherent in the existing national policies of member states in relation to the 2030 agenda for Sustainable Development and the Commonwealth’s values as outlined in the Charter of the Commonwealth. Whilst the majority of Commonwealth Member States have current national education policies, some of them are expiring between the years 2015-2018, many of these policies were developed in the era of the MDGs and may not be adequately aligned to the SDG goals. The focus due to the 2030 agenda for Sustainable Development and new emerging challenges including climate change, migration, radicalisation, citizenship and a crucial need for transitioning young people to the world of work have become more critical than ever before. In this regard, the Commonwealth framework covering a life-course perspective takes a systems strengthening approach that will build capacity for education policy and frameworks across the Commonwealth in an effort to improve educational outcomes reflective of the SDGs. The framework will therefore include the over-arching themes of Governance, Knowledge, Advocacy and Capacity (See Chart below).

This education policy framework can be adapted into a tool by member states to assist them to scale up investment in education; to ensure that education delivery focuses on, among other things, equity, lifelong learning, workforce planning and relevancy to the skills and jobs of the 21st century.

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Central Components - The Education Policy Framework

The following headings, sub-headings and key components (See Table below) as expressed under Goal 4 of the SDGs and envisioned for the Commonwealth Education Policy Framework are intended to provide a high-level comprehensive overview of the main policy prescriptions required for improving educational outcomes. It should be noted that this Table is not complete and thus is not intended to be exhaustive.

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<tr>
<th>Theme</th>
<th>Sustainable Development Goals- Goal 4 (key components)</th>
<th>Commonwealth Education Policy Framework (key components)</th>
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| Governance         | • Equity  
• Quality  
• Access                                                                                                               | • Access  
• Equity  
• Legislation  
• Strategy  
• Financing  
• Accountability  
• Quality Assurance and Compliance  
• Results Based Management                                                                                               |
| Advocacy           | • Partnerships to increase scholarships available to developing countries                                               | • Partnerships for sustainable development  
• Stakeholder management  
• Collaboration  
• Community engagement and empowerment  
• Communications  
• Leadership and ethics                                                                                                 |
| Knowledge          | • Related to sustainable development and sustainable lifestyles  
• ICTs                                                                                                                   | • Research and Evidence  
• Information Dissemination  
• Evidence for Practice and Policy - Education Hub  
• ICTs  
• Surveillance, monitoring and evaluation  
• Risk and innovation                                                                                                      |
| Pre school         | • Ensuring that learners acquire the knowledge and skills needed to promote sustainable development                      | • Commonwealth Curriculum for delivering SDGs across the life course                                                   |
| Primary            |                                                                                                                           |                                                                                                                         |
| Secondary          |                                                                                                                           |                                                                                                                         |
| Adult              |                                                                                                                           |                                                                                                                         |
| Capacity           | • Increasing enrolment in higher education, including vocational training, communications technology, technical, engineering and scientific programmes  
• Increasing supply of qualified teachers                                                                                 | • Teacher training and development  
• Student development  
• Curriculum reform and design  
• Resource mobilisation (infrastructure and human resources)                                                                    |
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<td>• Leadership development</td>
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Moving Forward:

- The Health and Education Unit will prepare a draft of the Commonwealth Education Policy Framework;
- The Draft will be developed into a working document by the Commonwealth Accelerated Development Mechanism for Education (CADME) consultant working closely with the CADME Technical Working Group (TWG) to assist in the development of the Commonwealth Education Policy Framework, in line with the SDGs;
- A Draft of the Commonwealth Education Policy Framework will be presented to select member states in Nairobi, Kenya in the week of 11 April 2016 to obtain their feedback in order to facilitate further revision to the Framework; and
- Once the Draft has been revised, it will be shared at CADME TWG meeting at the Secretariat before it is finalised for sharing with the member states.