Establishing the Network: Structures & Modalities

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NEQ MAP Meeting
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Overview of Presentation

1. Introduction to other networks

2. Establishing the network
   - Name of the Network
   - Terms of Reference (ToR):
     - Introductory Text
     - Structure
     - Operational Model

Sharing of our thoughts, responses to the questionnaire & learning from other networks
Introduction to Other Networks

- Other ‘assessment’ networks
- Other UNESCO networks
Assessment Networks

Eurasian Association for Educational Assessment (EAOKO)

• An association to consolidate, expand and promote the expert capacity of Russia and CIS in the field of education quality assessment.

Latin American Laboratory for Assessment of the Quality of Education (LLECE)

• A network of quality assessment systems for education in Latin America coordinated by OREALC/UNESCO Santiago.

The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)

• An international non-profit developmental organization of 15 Ministries of Education in Southern and Eastern Africa that share experiences and expertise in developing the capacities of education planners to apply scientific methods to monitor and evaluate the conditions of schooling and the quality of education.
Other UNESCO Networks

**Education Research Institutes Network (ERI-Net)**

- A network to facilitate regional collaboration among education research institutions in education policy issues relevant to the Asia and Pacific Region.

**UNESCO Arts in Education Observatories**

- Networks of institutions which will provide frameworks and useful data to support advocacy processes, influence policy making and encourage reform.
Establishing the Network

- Name
- Terms of Reference
  - Introductory Text
  - Structure
  - Operational Model
Name of the Network

NEQ MAP is a provisional name

Questionnaire findings:

13 of 20 respondents said ‘Yes’

Most felt ‘NEQMAP’ is ‘OK’

Only a few really like ‘NEQMAP’

Some said the name is rather long.

Emphasis on ‘monitoring’ may not be needed

‘Something about the name doesn’t sit well’
**Establishing the Network**

### Name of the Network

#### Suggestions:

<table>
<thead>
<tr>
<th>Name</th>
<th>Acronym</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asia-Pacific Partnership for Learning</strong></td>
<td><strong>APP4Learning</strong></td>
</tr>
<tr>
<td><strong>Quality of LEarning in Asia Pacific</strong></td>
<td><strong>Q-LEAP</strong></td>
</tr>
<tr>
<td><strong>Network for Education Quality Monitoring in Asia-Pacific</strong></td>
<td><strong>NEQMAP</strong></td>
</tr>
<tr>
<td>Network for Educational Reform in Asia-Pacific</td>
<td><strong>NERAP</strong></td>
</tr>
<tr>
<td>Asia-Pacific Monitoring Quality of Education Network</td>
<td><strong>APMQEN</strong></td>
</tr>
<tr>
<td>Asia-Pacific Education Quality &quot;Monitoring&quot; Network</td>
<td><strong>APEQN</strong></td>
</tr>
<tr>
<td>Asia-Pacific Team for Learning</td>
<td><strong>APT-Learning</strong></td>
</tr>
<tr>
<td>Network for Assessing Learning in Asia Pacific</td>
<td><strong>NALAP</strong></td>
</tr>
</tbody>
</table>
Suggestion for discussion

- **Name of network**
  - To select 3 for voting in the afternoon
ToR: Introductory Text

- **Preamble**
  - Provide context for setting up of the network
  - Reflect concerns of Member States in Asia-Pacific

- **Objective**
  - The overarching objective of the network

- **Activities**
  - Summary of the types of activities the network would engage in
Suggestion for discussion

- Name of network
  - To select 3 for voting in the afternoon
- ToR: Introductory text
  - To suggest any changes to the text

Establishing the Network
ToR: Structure

- Learning from other networks: EAO KO

Diagram:
- General Assembly
- Supervisory Council
- President
- Board
- Executive Secretary
- Academic Council
- Advisory Council
- National and Regional Branches
- Research Committees
- Working Groups
ToR: Structure

- Learning from other networks: LLECE

Coordination Team under OREALC/UNESCO Santiago

Coordinator;
Technical Assistant;
Program Assistant;
Section Chief for Planning, Management, Monitoring and Evaluation

National Teams with National-level Directors of Educational Assessment in LAC
ToR: Structure

- Learning from other networks: SACMEQ
ToR: Structure

Learning from other networks: UNESCO Arts-in-Education Observatories

- **Observatories**
  Certain institutions with a solid background as a focal point for arts education and a demonstrated ability to act as a clearing-house of information requested by UNESCO to host Arts in Education Observatories.

- **Networked Institutions**
  A voluntary network of teaching, research and support institutions or individuals providing information on the use of arts in education to the Observatories in the form of best-practice case studies, analyzed research or raw statistical data.

- **UNESCO Secretariat**
  The UNESCO Bangkok Office coordinating the work of the observatories and managing its membership base.
ToR: Structure

- Learning from other networks: ERI-Net

  - **UNESCO Secretariat** to support the network.

  - **Individual and institutional members:**
    Researchers, HEIs and Government departments dealing with education in the Asia and Pacific region.
ToR: Structure

Questionnaire findings:

Advisory Body
(10 out of 13 said ‘yes’, 1 said ‘no’)

<table>
<thead>
<tr>
<th><strong>Composition:</strong></th>
<th>Made up of ‘well-known experts’ or ‘influential people’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Could be called an ‘expert group’ or ‘Executive Committee’</td>
</tr>
<tr>
<td><strong>Selection:</strong></td>
<td>based on voting / election among members</td>
</tr>
</tbody>
</table>
| **Role**         | could include:  
|                  | “bringing about reform in policy formulation”,  
|                  | “providing expert advice on challenges that organizations/countries face”  
|                  | and/or  
|                  | “consulting for activities of the network.” |
ToR: Structure

- Questionnaire findings:

**Institutional Focal Points**

(10 out of 13 said ‘yes’)

<table>
<thead>
<tr>
<th>Hosts:</th>
<th>Institutional focal point who could serve as a ‘host’ for the network</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities:</td>
<td>‘Annual focal point’ for doing a ‘collaborative research project’</td>
</tr>
<tr>
<td>Geography:</td>
<td>2 focal points only (one for Asia, one for Pacific)</td>
</tr>
<tr>
<td>Role could include:</td>
<td>communicating / circulating information from the network to the member countries, coordinate/steer, monitor and promote/organize activities at country level.</td>
</tr>
</tbody>
</table>
ToR: Structure

Questionnaire findings:

### Working Groups

(7 out of 13 said ‘yes’, 2 said ‘no’)

<table>
<thead>
<tr>
<th>Considerations:</th>
<th>Reservations:</th>
<th>Composition:</th>
<th>Role could include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depends on size and agenda of the network; Can also consider expert groups.</td>
<td>Working groups implies that the network would be engaged in implementation</td>
<td>Working groups could be established by members that sign up to participate in particular projects.</td>
<td>“gathering information about common interest”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“concretizing activities”</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>“focussing on specific issues” and/or</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>“Summarizing the outcomes of the network’s operations”</td>
</tr>
</tbody>
</table>
### ToR: Structure

- **Learning from other networks:**

<table>
<thead>
<tr>
<th>Membership Network</th>
<th>Individual</th>
<th>Collective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Free</td>
<td>Fee-based</td>
</tr>
<tr>
<td>UNESCO Arts in Education Observatories</td>
<td>☑️</td>
<td></td>
</tr>
<tr>
<td>ERI-Net</td>
<td>☑️</td>
<td></td>
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<tr>
<td>EAOKO</td>
<td></td>
<td>☑️</td>
</tr>
<tr>
<td>LLECE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAC MEQ</td>
<td>15 members: Ministries of Education in Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania (Mainland), Tanzania (Zanzibar), Uganda, Zambia and Zimbabwe</td>
<td></td>
</tr>
</tbody>
</table>
ToR: Structure

- Learning from other networks: Membership

**UNESCO Arts in Education Observatories** are designated based on
(1) Background as focal point of arts and education &
(2) Ability to act as an active clearing house.

**ERI-Net** is open to researchers, institutions and Government departments in
the Asia and Pacific region.

**LLECE** works through a network of education quality assessment partners
based in Ministries of Education in Member States.

**SACMEQ**: 15 Ministries of Education in Southern and Eastern Africa.

**EAOKO**: Individual members residing in the Russian Federation pay annual
membership fee of 1,000 rubles (about $30). Institutional members with units
responsible for activities in education quality assessment, (i.e. academic,
research and related activities in education) pay annual membership fee
of 10,000 rubles (about $300).
To R: Structure

- Questionnaire findings:

| Membership | 7 felt that memberships should not be restricted to institutions and should be available to everyone with some criteria. | 4 felt that membership should be restricted to institutions, and individuals can participate as observers. | Membership could be based on the ‘minimum number necessary as well as areas of focus on the network’, should be representational both in terms of expertise and geographical diversity. | Suggested types of members: Full members, Associate members, Institutional members |

Establishing the Network
Network coordinators would be designated based on activities, as required. While only members of the Network can be considered for the role of coordinator, observers are free to lend their support. Network coordinators would be free to convene working groups in consultation with the Secretariat if the need arises. They will report on their activities informally to the Secretariat on a regular basis and officially to the Annual Meetings.

For activities initiated by the network, separate Terms of Reference would be developed to specify the working arrangements for network coordinators.
Suggestion for discussion

- **Name of network**
  - To select 3 for voting in the afternoon

- **ToR: Introductory text**
  - To suggest any changes to the text

- **ToR: Structure**
  - To comment on the proposed structure
ToR: Operational Model

Questionnaire Findings:

Meetings

Yearly meetings for the entire network (7)

Advisory body could meet once a year

Executive Committee, focal points and working groups could meet twice a year

Meetings twice a year (3)

Virtual meetings and online bulletin boards could be used
ToR: Operational Model

- Questionnaire Findings:

<table>
<thead>
<tr>
<th>Decision Making</th>
<th>Combination of in-person and virtual meetings (7)</th>
<th>In-person meetings only (1)</th>
<th>Virtual meetings only (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major decision made at in-person meetings</td>
<td>Minor decisions made via email voting / online survey</td>
<td>In-person meetings might advantage those who are able to afford attendance</td>
<td>Establishment of online forum or bulletin board, a document of the network’s rules and a voting system</td>
</tr>
</tbody>
</table>
## ToR: Operational Model

### Proposed model:

<table>
<thead>
<tr>
<th>Annual Meetings</th>
<th>Sustainability</th>
<th>Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual meetings will be held for the following purpose(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sharing among members of the network</td>
<td>Network members would be expected to fund their own participation.</td>
<td>• Major decisions for the network would be taken during annual meetings.</td>
</tr>
<tr>
<td>• Update of membership</td>
<td>At the same time, members are invited to consider making voluntary contributions</td>
<td>• Outside of annual meetings, the secretariat will consult the advisory group</td>
</tr>
<tr>
<td>• Opportunity for networking</td>
<td>to the network, or embark on joint fund-raising activities.</td>
<td>for the making of decisions and update all members accordingly.</td>
</tr>
<tr>
<td>• Election of next advisory group</td>
<td>As a network, collegiality between members by supporting each other is also</td>
<td>• If advised by the advisory group, members may be asked to contribute inputs</td>
</tr>
<tr>
<td>• Finalization of network activities and selection of respective coordinators</td>
<td>highly encouraged.</td>
<td>and suggestions to better inform the decision making process.</td>
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<tr>
<td></td>
<td></td>
<td>• For matters related to activities, the secretariat will consult both the</td>
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<tr>
<td></td>
<td></td>
<td>advisory group and the respective coordinator.</td>
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<td></td>
<td>• Decision making through virtual meetings and/or e-discussions would be</td>
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<td></td>
<td></td>
<td>explored for minor decisions.</td>
</tr>
</tbody>
</table>


Suggestion for discussion

- Name of network
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  - To suggest any changes to the text
- ToR: Structure
  - To comment on the proposed structure
- ToR: Operational Model
  - To comment on the proposed model
Thank you very much!

Looking forward to a fruitful discussion …
References

**UNESCO Arts in Education Observatories**
- Action Plan for the Establishment of Arts in Education Observatories, UNESCO Bangkok Culture Unit

**ERI-Net**
- ERI-Net Statement:

**EAOKO**

**LLECE**

**SACMEQ**