

## **NERA & WERA?**

### **A short note on the formation of the 'World Education Research Association' with a recommendation for NERA Board & ADA**

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This note is referring to the discussions in the WERA planning group of representatives from 30 educational research associations and it is referring to the final papers, developed by this group over a period of nearly 2 years in meetings in Chicago, London, New York and Singapore and in email working groups in between the meetings. Lejf and Moira have been representing NERA in all the meetings and in a number of working groups.

The papers/agreements are:

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## **1. Why form a WERA**

There are a number of explicit reasons in the Preamble of the Constitutions, and there were a number of non written reasons why we should form an international education research, a World-ERA:

1. It would be an excellent platform to produce and make public 'world wide shared solutions and discourses',
2. It would be a good basis for 'world wide consultancy activities', that could build on an extend the world wide competition between universities and private agencies,
3. It would be a forum to investigate, critique and discuss new conditions for education and for education research as both fields are being dragged into the world wide market of services (WTO: GATT etc.) and into the wide spread discourse of knowledge economies and - societies.

All positions were represented in the discussions, but the final paper point more in the direction of option 3 than 2 and 1, we think.

## **2. The Constitution, Purpose**

The wording of the Constitution is guided by a number of principles: WERA should be international, non-profit, association of associations, non-governmental for scientific and scholarly purposes with the following purposes:

- to advance education research;
- to build capacity to undertake education research;

- to facilitate exchange and co-operation;
- to communicate and disseminate education research;
- to advance education research policies and practices;
- to promote open enquiry;
- to raise awareness of conditions for education research;
- and foster use and understanding of education research

The preamble contains many signals:

- reciprocal collaboration; building capacity; advancing educational research policies and practice; community; sharing; building on the diversity of traditions, languages and critique; setting priorities ... and thereby serve the public good around the world.

A guiding principles for the description of the association and it's governance is **inclusiveness**. That means that the association is intended to be lean and thus manageable, open and inclusive to all associations. It also shows in the financing agreements, that no association can be excluded because of difficult finances.

This is one of the reasons why WERA is not intended to establish conferences or congresses of it's own.

### **3. The Constitution, Governance**

Principles: Being **lean** and **not fixed** to rich associations

WERA has it-s domicile where the Secretary General is placed.

#### **Council**

Every full member association has the right of one representative with full voting rights. Council meets biannually and all costs are carried by WERA, so no representative will be absent because of lack of funding.

#### **Executive Committee**

President, President-Elect, Immediate Past President, Vice President and Secretary general. EC meets twice a year. All cost are carried by WERA. There are restrictions on re-elections.

### **4. Program plan: First Three Years**

The activities of WERA shall be decided on by the Council, but in order to get started, point to a direction and to demonstrate the value added dimension, a program plan for the first three years has been made.

The basis for the activities is that they can be carried out within the budget laid out at present, but also that in order to expand activities WERA shall apply for further funding from agencies and governments.

So the principles for this plan are: **feasibility**, **meaningfulness**, **alignment to the purposes of WERA**. The activities proposed are:

- Establish an interactive and dynamic web site
- Establish education research sessions aligned with member association meetings.
- Establish capacity building research workshops for advanced graduate students and emerging scholars.
- Establishing a task force for education research indicators project.
- Establish a set of research topics for research working groups with world wide perspective.

## **5. Finances and Financing WERA**

The principles underlining this agreement are **inclusiveness**, **independency** and **equity**. This means that no association shall be prevented from participating because of economical restrains. It also means that the running of the association – and the meeting of the Council and Executive Committee, is based on the incomes of WERA, not on the member associations. WERA shall be able to function for all members and in all settings.

The first year's budget - € 95.000 - includes funding for the establishment of the web site, for employing a Coordinator, for financing Council and Executive meetings and running the secretariat.

Members pay fees according to a five step scale:

1. Large associations in rich countries (AERA, EERA, BERA): € 12.000/year
2. Medium size associations in rich countries (AARE, APERA, EARLI, GERA, CSSE): € 7.000/year
3. Small associations in rich countries (ERAS, HKERA, NERA, SERA, SSRE, VOR...): € 1.000/year
4. Small & middle associations in lower income countries: € 500
5. Small associations in low income countries: € 100

## **6. Transition Plan and interim Governance of WERA**

Founding members: Associations that decide to join prior to April 10, 2009 – become the founding members and they meet in San Diego, April 18-19, 2009 to start a procedure of elections and formal establishment of WERA.

Other associations can join later on.

## **7. Recommendation to the NERA Board**

We find that the present description of WERA is sensible and aligned with the principles, we have discussed and agreed on in the NERA Board:

- WERA is lean and inclusive
- WERA can be a forum for discussions and critique of the conditions for education and education research on a world wide scale

- WERA can be a comprehensive and world wide forum for education researchers
- if NERA is represented it helps WERA to stay on track.

As the gains seem important and worthwhile and as NERA's contribution is only going to be € 1.000 pr. year in total we recommend to the NERA Board that NERA should join WERA as a founding member.

At the Board meeting on March 4<sup>th</sup> 2009 the NERA Board will decide what recommendation it will give the NERA 2009 AGM. And the Board also has to decide, who shall represent NERA in San Diego in April and in Vienna in September.

## **WERA Documents December 2008:**

### **Constitution World Education Research Association (WERA) November 2008**

#### **PREAMBLE**

The World Education Research Association (WERA) is an association of national, regional, and international specialty research associations aimed at advancing education research as a scientific and scholarly field. The associations that constitute WERA are resolved to working together through international and reciprocal collaborations to address such issues as building capacity and interest in education research, advancing education research policies and practices, and promoting the use and application of education research around the world. Fundamental to WERA is a commitment as a community of non-profit, education research associations to share skills, strengths, and sensitivities and build upon the diversity of traditions, languages, and critiques to transcend what any one association can accomplish in its own country, region, or area of specialization. WERA operates with this criterion in setting priorities and taking on projects, programs, or other activities. WERA is situated to promote and stimulate such a world-wide perspective and is committed to doing so to promote excellence and inclusiveness in education research and thereby serve the public good around the world.

#### **ARTICLE I. DEFINITION, PURPOSES, OBJECTIVES, AND LEGAL VENUE**

Section 1. The World Education Research Association (WERA) is an international, non-profit, non-governmental association of associations established for scientific and scholarly purposes.

Section 2. The purposes of the World Education Research Association are world-wide in scope and grounded in comparative and international scholarly aspirations. They are:

1. to advance education research as a field of scholarly inquiry worldwide,

2. to build and expand capacity to undertake education research on a global scale,
3. to facilitate international exchange and co-operation in education research,
4. to communicate and disseminate education research across countries, regions, and diverse scholarly communities,
5. to advance research policies and practices of international scope and relevance,
6. to promote open inquiry in the pursuit of education research worldwide,
7. to raise awareness of the conditions that foster or constrain education research around the world, and
8. to foster the use and understanding of education research internationally.

Section 3. The domicile of WERA is the place in which the Secretary General is based. WERA is chartered in XXXXX.

## **ARTICLE II. MEMBERSHIP IN WERA**

Section 1. WERA consists of three types of memberships: (1) Full Membership, (2) Associate Membership, and (3) Corresponding Membership. Members in good standing shall have fulfilled their financial obligations to WERA.

### *Full Membership*

National/Country Education Research Associations, Regional Education Research Associations, and International Specialty Education Research Associations are eligible for Full Membership.

- 1.1 National Education Research Associations are country-level associations. Admission of a country-level association to membership in WERA shall not constitute recognition of its political but only of its scientific status.
- 1.2 Regional Education Research Associations are associations that cover a geographic region. Regional associations span more than one country.
- 1.3 International Specialty Education Research Associations are international research associations that specialize in particular research topics within education research.

### *Associate Membership*

Associations in formation as national, regional, or international specialty associations in education research are eligible for Associate Membership. Associate members may seek full membership status in WERA when they are formally constituted.

### *Corresponding Membership*

Education researchers located in countries that do not have an education research association are eligible for Corresponding Membership. Education research institutions and organizations throughout the world are eligible for Corresponding Membership.

## Section 2. Application and Approval of Membership

2.1 Applications by education research associations for Full Membership in WERA may be made to the Secretary General. The application shall be considered and approved by the Executive Committee and finally approved by the WERA Council. In exceptional

circumstances, Council can consider Full Membership for education research associations that are not easily classified according to the categories set forth in Article 2, Section 1.

2.2 Application for Associate Membership in WERA may be made to the Secretary General. The application shall be considered and approved by the Executive Committee.

2.3 Applications for Corresponding Membership in WERA may be made to the Secretary General who shall consider and approve the application.

### Section 3. Rights and Duties of Membership

3.1 Full members shall have all of the rights and duties of membership. Full members appoint representatives to WERA Council, pay a fee on a scale determined by the WERA Council, have voting rights, are eligible to advance candidates for elected or appointed office, and assume other such duties and responsibilities as specified by the WERA Council.

3.2 Associate members shall benefit from and contribute to the exchange of ideas and information about education research in their nation, region, or specialty field. Associate members have no voting rights and pay a fee on a scale determined by the WERA Council. As associations in formation, they may observe meetings of the WERA Council.

3.3 Corresponding members shall benefit from and contribute to building individual and institutional contacts throughout the world. Corresponding members have no voting rights and pay a fee on a scale determined by the WERA Council.

## **ARTICLE III. GOVERNANCE**

WERA shall be governed by a Council and an Executive Committee. The Executive Committee shall constitute the Officers of WERA. All officers of WERA are elected by the WERA Council.

Section 1. The Officers of WERA shall consist of the Executive Committee comprised of a President, a President-Elect, Immediate Past President, Vice President, and a Secretary General. The President-Elect shall succeed the President at the close of a Council meeting after two years.

Section 2. The President shall serve as Chair of the Council and of the Executive Committee. If the President is absent, or the Office of President becomes vacant, the Vice President shall assume the duties of the President. The Executive Committee is authorized to hold an election by mail (including electronic mail) to fill other vacancies on the Executive Committee and to make interim appointments until an election is conducted.

Section 3. The Secretary General shall execute the decisions of Council and the Executive Committee, serve as secretary-treasurer, and manage the administrative, financial, and programmatic operations of WERA. The Secretary General shall be responsible for administrative or secretariat functions.

Section 4. The President-elect and Vice President shall be elected for terms of two years by the WERA Council. Past Presidents are not eligible to be nominated to serve a second term as President-elect. The Vice President may be nominated to serve a second term as Vice President. The Secretary General shall be elected to serve a term of four years and is eligible for re-election for one successive term. Except for the Secretary General, the terms of office shall be from the close of one Council Meeting until the close of the Council Meeting after two years.

Section 5. A nomination process shall be determined by the WERA Council. It shall be guided by principles of inclusiveness among its members in nominating candidates for office. Any individual who is a member of a Full Member association is eligible to be nominated for office.

Section 6. Elections for Officers shall take place by the Council four months prior to the biennial meeting of Council. The Secretary General, acting on behalf of the Executive Committee, shall direct the election process beginning with a formal announcement and call for nominations at least six months prior to the election. The election shall be open and transparent and be conducted in a manner (such as electronic balloting) to be determined by the Executive Committee. In electing officers, each member of Council shall have a single transferable vote.

#### **ARTICLE IV. COUNCIL**

Section 1. The Council consists of elected officers and representatives chosen by the Full Members of WERA. All members of WERA Council shall be voting members.

Section 2. Each member association in good standing shall appoint one representative to the Council and have one vote in Council deliberations and elections.

Section 3. At any meeting of Council, an alternate member may represent a member association in good standing and shall be entitled to exercise votes in Council on behalf of that association.

Section 4. The Council shall elect the Officers of WERA according to the procedures set forth in Article III, Section 5.

Section 5. Meetings of Council shall take place on a regular basis on a schedule and at a place or in a manner to be determined by Council. Meetings of Council shall take place at least once every two years, when new Officers assume their responsibilities. The Secretary General shall apprise all Council members of meetings and agendas.

Section 6. Council shall have the authority to introduce and approve initiatives, activities, and programs consonant with the purposes of WERA.

Section 7. A majority of Council members present at a meeting shall constitute a quorum. Actions of Council shall require majority approval of those present at a meeting, with the exception of amendments to the Constitution which shall require a two-thirds majority of all members of Council. Council may vote on an action by mail (including by electronic means) as long as Council members unanimously agree to do so.

## **ARTICLE V. EXECUTIVE COMMITTEE**

Section 1. The Executive Committee shall consist of the Officers of WERA, who shall serve according to terms of office set forth in Article III, Section 3.

Section 2. The Executive Committee shall fill vacancies on the Executive Committee in accordance with Article III, Section 2.

Section 3. The Executive Committee shall act on behalf of the Council in between meetings of Council and make all decisions necessary for WERA's operations and the realization of its purposes. The Executive Committee shall have the authority to implement programs and policies of WERA and undertake activities consonant with the purposes of WERA. The Executive Committee shall have the authority to establish special or temporary committees, task forces, or study commissions that advance the purposes of WERA; specify the charge and purposes of such bodies; and require their reporting back to the Executive Committee or Council.

Section 4. The Executive Committee shall submit an annual report to the Council, including a financial report, on WERA and shall report to Council on important new trends or developments in education research as a field. The Executive Committee shall prepare the agenda for meetings of the Council, recommend policies that require Council action, and provide guidance to Council on any changes to the fees assessed for membership.

Section 5. Meetings of the Executive Committee shall take place on a regular basis on a schedule and at a place or in a manner to be determined by the Executive Committee, including by telecommunications or electronic means. Meetings of the Executive Committee shall take place at least twice each year. The Secretary General shall apprise all Executive Committee members of meetings and agendas.

## **ARTICLE VI. MEMBERSHIP FEES**

The Council shall establish the fee rates for membership. Between meetings, Council may alter fee rates in accordance with the procedures set forth in Article IV, Section 7. In exceptional cases, the Executive Committee may approve a temporary reduction in the fees of a member association until such time as Council reviews and establishes the fee rate.

## **ARTICLE VII. LANGUAGE**

The language for administrative purposes is English.

## **ARTICLE VIII. AMENDMENTS**

This Constitution may be amended by a two-third vote of members of Council, provided that written notice of the proposed change has been endorsed by at least half of the members of Council and the amendment has been distributed to all members at least sixty days prior to the vote.

## **ARTICLE IX. DISSOLUTION**

In case of the dissolution of WERA voted and agreed upon by at least two thirds of the Council, the available funds shall be given by the Executive Committee to one or more scientific or scholarly institutions.

### **Official Establishment of WERA**

The World Education Research Association (WERA) was established after ratification by XX education research association according to the terms of governance of each of the founding associations. The founding associations are listed below along with the dates of approval.

#### **Association**

#### **Official Approval Date**

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**Three-Year Program for WERA Activities**  
**Prepared by Working Group #3**  
**Approved November 2008**

Chair: Ong Kim Lee, Chair

Members: Pietro Boscolo, Basanti Chakraborty, YC Cheng, Ingrid Gogolin, Jeremy Hoad, Maria de Ibarrola, Sunil Behari Mohanty, Lejf Moos, Ciaran Sugrue

The following document sets forth a framework for a three-year plan in order (a) to enable the World Education Research Association (WERA) to undertake substantive activities consonant with the goals and purposes of WERA, and (b) to provide the first WERA Executive Committee and Council with an initial set of ideas feasible to pursue. It is understood that any such plan cannot determine into the future what WERA officers and Council will do. Nevertheless, this three-year plan articulates a set of activities of significance for education research and WERA's leadership world-wide. This framework is guided by the following criteria:

- Start with activities that are feasible and relatively easy to begin with for the first three years and subsequently proceed to bigger or grander activities as WERA matures and its capacity grows in the years ahead.
- The activities may be straightforward ones but are sufficiently meaningful and useful and have world-wide interest to be able to advance education research, benefit the research community and communicate the value of WERA world-wide, and attract other education research associations to seek to join WERA.
- The activities are to be aligned with the stated purpose and objectives of WERA as found in the Constitution, the thrust of which is set forth below:

*The associations that constitute WERA are resolved to working together through international and reciprocal collaborations to address such issues as building capacity and interest in education research, advancing education research policies and practices, and promoting appropriate use and application of education research around the world. Fundamental to WERA is a commitment as a community of non-profit, education research associations to share skills, strengths, and sensitivities and build upon the diversity of traditions, languages, and critiques to transcend what any one association can accomplish in its own country, region, or area of specialization.*

## **I. The Program Plan for the First Three Years**

1. **WERA Web-Site as Interactive, Dynamic, World-Wide Home and Node for Information and Communication.** This website would advance the visibility of education research world-wide and establish WERA as the information node. The WERA website would be the location for research exchange and networking, including discussion fora (e.g., blogs, discussion boards), information on relevant education research meetings and associations, newsletters, an electronic directory of education research associations, and an online repository of working papers/reports.
2. **WERA Substantive Research Sessions Aligned Especially with Member Association Meetings.** Develop strands of sessions aligned with the annual meetings of WERA member associations. Need to consider at which meetings to hold such sessions and the basis for the selection of meetings each year.

3. **Capacity Building Research Workshops for Advanced Graduate Students and Emerging Scholars.** Several-day to week-long training workshops on substantive or methodological issues directed to building capacity and stimulating international research among advanced graduate students and emerging scholars. Developed and taught by international teams of scholars drawn from WERA member associations.
4. **Education Research Indicators Project.** Establish a task force of education researchers drawn from those WERA member associations interested in identifying education research indicators world-wide or across a designated number of countries, with a focus on quality research indicators (e.g., EERQI; education research doctorate production, specialization, preparation).
5. **Establish a Set of Research Topics for Research Working Groups with World-Wide Perspective.** By fall 2010, the WERA Executive Committee or Council would issue a call to member associations for research topics that could be addressed by international working groups of scholars. This initiative would produce working papers to be disseminated on the WERA website or form the basis of a specialized research conference to be held in years 4 or 5.

## II. Feasible and Necessary Implementation Steps

### Develop a WERA website for multiple purposes

WERA will need to identify:

- (i) Member associations in charge of or with the specific function of managing the website if it is to be located outside of the office of the Secretary General.
- (ii) A web-site editorial board for an online repository of research reports and notes and an editor or editors for an online newsletter.
- (iii) Member associations or volunteers from member associations available for developing the content for specific web-based products or projects like an Online International Directory of Education Research Associations or a Directory of International Data Sets or Resources (once content is developed, it will be easier for the resource to be updated and maintained by the website manager or team).

### WERA Substantive Research Sessions Aligned with Especially Member Association Meetings

Organize symposia or a strand of symposia with a world-wide emphasis for the purpose of sharing new research ideas, approaches or findings, at conferences and/or meetings of member associations. Some sessions could also be planned for presentation at meetings of non-member associations as a way of featuring education research issues world-wide and communicating the value and purposes of WERA.

Sessions within a symposium strand may include education research policy topics or training or capacity building issues and could include sessions focused on

methodological or substantive preparation germane to education research at a global level.

*Symposia planned for WERA member associations and non-member associations would be a good way to make WERA's presence felt and be made known to more associations around the world. These symposia may subsequently lead to WERA's holding specialty conferences as it matures beyond the first three years.*

WERA will need to identify:

- (i) Symposia may be recommended by one or more member associations. A small WERA program committee composed of Council representatives needs to coordinate or initiate the planning of aligned sessions at member or non-member meetings and determine that their format and scope address research issues of global or wide-wide relevance.
- (ii) WERA President appoints small Program Committee with staggered terms.

### **Capacity Building Research Workshops for Advanced Graduate Students and Emerging Scholars**

Capacity building workshops of several days to maximum of a week designed to enhance the substantive and methodological preparation of advanced graduate students and emerging scholars in education research to undertake research with an international emphasis. General topics of interest world-wide may be, for example, (i) research design issues (ii) policy-related issues on education research, (iii) issues on the construction and measurement of variables, (iv) ethical issues in research, (v) research for the purpose of program evaluation, and (vi) appropriateness of certain statistical analyses for given designs and hypotheses.

*Two to three such workshops could be planned for mid-year 2010, 2011, and 2012. These workshops may take the form of training targeted mainly at emerging scholars and advanced graduate students. Beyond the first three years, these workshops may also be conducted independently of conferences if the demand grows.*

WERA will need to identify:

- (i) Two to three such workshops could be developed and planned for mid-year 2010, 2011, and 2012.
- (ii) Possible initiative for external funding—proposal needs to be submitted in late winter 2009 for 2010 capacity building workshop.
- (iii) Identify representatives able to develop a prospectus and take the lead on a capacity building project.

*Beyond the first three years, these workshops may be incorporated into an ongoing capacity building initiative for WERA. If a capacity building program is put in place, such issues as the following would need to be addressed by WERA:*

- (i) *The need for an ongoing training or capacity building committee.*
- (ii) *A frequency that is viable and applicable to international education research.*

(iii) *Financial model, sustainability, and implications for revenue generation and use.*

### **Education Research Indicators Project**

WERA can take a leadership role in developing measures and undertaking indicators research relevant to education research world-wide. Just as the Millennium Project sought to arrive at quantifiable targets on matters of social importance across the world, so too a WERA indicators project can contribute to monitoring the development of education research and its quality, focus, and outputs at a global level.

This project should begin selectively across countries or regions based on emerging education research indicators including but not limited to capacity building, research quality, research productivity, specializations, and areas of employment. This project could commence in 2011 after some useful country-specific work is further advanced and after WERA itself is more firmly established. Operational details would include:

- (i) The setting up of a committee or taskforce for this purpose.
- (ii) The selection of countries and relevant projects that provide the basis to begin.

*Beyond the first three years, WERA can build upon this initial effort to identify and develop education research indicators amenable for use across contexts and locations and assist in specifying the criteria for indicators that might be area, context, or culture context specific.*

### **Establish a Set of Research Topics for Research Working Groups with World-Wide Perspective**

WERA can foster the establishment of research working groups on specific education research topics to draw together relevant research, compare results/findings or trends and patterns, to synthesize what is known and provide critique, and to help identify and chart a plan of significant issues, challenges, and needs for advancing a world-wide agenda of research. These working groups can contribute to the development of a specialized WERA conference or conferences and/or products that can help stimulate and galvanize research interest in a specific area of education research inquiry.

Implementation steps would need to include:

- (i) A process for WERA associations or their members proposing education research topics.
- (ii) A WERA committee to select and advise working groups and ensure their inclusivity of education researchers with shared interests and expertise from around the world.
- (iii) Specification of outcomes and products.

### **III. Beyond the First Three Years**

The above plan for the first three year's of WERA activities can be implemented immediately upon the formalization of WERA. These activities reflect the criteria set forth above and are doable. There are other possibilities that the first elected officers, Executive Committee, and Council will need to consider as WERA takes shape and solidifies its financial structure and base. For example, activities involving the crafting of research policy guidance (e.g., a code of ethics for international education research) or possible research collaborations may be considered after

three years of WERA's existence. As noted above, some of the program emphases for the first phase of WERA may also lead to subsequent activities that form new programmatic components for WERA.

## **Finance and Financing WERA**

### **Report and Three-Year Plan Prepared by Working Group #5 Wim Jochems & Rudolf Tippelt, Co-Chairs; Eva Baker; Felice Levine Approved November 2008**

#### **1. Introduction**

WERA will start with a lean financial structure and benefit from the efficiencies made possible through technology and a streamlined governance structure as set forth in the Constitution. Nevertheless, finances, however modest, are needed to allow for basic organizational functions. These means need to be provided by WERA members. First, an analysis of available funding possibilities has made clear that it will be difficult to find external financial means for establishing a new organisation. Therefore, WERA has to finance its own basic operations. Second, finances are needed for making a start toward realising a few activities that are central on the agenda of WERA. It will be easier to find external means for programmatic activities as soon as it can be made visible that the organisation is already guaranteed by a number of associations that provide financial capacity.

It seems reasonable to expect that a period of three years has to be covered in which WERA essentially or primarily finances its own organisation and takes the time to find external financial means for core activities. If WERA is successful, a second phase will start with a more substantial financial capacity based on additional revenue streams or external funding. In the longer-term, beyond the first three years, WERA revenue will be generated through (a) fees of member associations, (b) external grants, and (c) income derived from WERA products or programs. WERA aims for a financial plan over time that retains a reasonable fee structure for member associations and expands WERA program and stature based on additional revenue streams—whether from grants, gifts, or non-fee WERA income.

This purpose of this document is to set forth a model for WERA's finances. It aims to provide a budget and a fee structure for member associations based on an estimated number of member associations. The final budget for the first three years will vary within the general limits specified for the fee structure in this document and the total number of association members. Even over the first three years, the total resources could increase were additional sources of revenue, including external grants or gifts, to be received by WERA. It is anticipated that a development committee will be appointed early in the establishment of WERA to identify revenue streams beyond member fees and possible opportunities for external support.

This three-year plan addresses three issues: First, we formulate a few principles underlying the financial mechanism. Second, a model budget is established for the first three years. Third, this budget is examined in the context of the three-year program plan. Finally, some remarks are made regarding WERA's financial accountability.

#### **2. Principles**

WERA agrees upon the following principles re its financing.

1. Larger associations will contribute more money than smaller ones.

2. Membership fees will be related to GDP of countries / regions in one way or another, so we will differentiate between associations from countries or regions with high income, middle income, lower middle income, and low income.<sup>1</sup>
3. A lack of money should not become a threshold for active membership by any association, indicating that the low income fee has to be really low.
4. In order to reduce travel and hotel costs, WERA meetings will piggy back on the larger existing conferences; this also opens the possibility to subsidy participation, by WERA and/or by the conference organisers.

Because WERA is dedicated to advancing education research world-wide, these principles emphasize the importance of affordability for all associations otherwise interested in and eligible to be full members of WERA.

### 3. WERA's Starting Budget

For the first three years (2010 – 2012), WERA needs an annual budget of about € 95,000 (which equals about US\$ 120,000). This is to be made available for:

- Program Coordinator: support for and coordination of program plans; maintain WERA documentation; prepare for meetings, agenda, and minutes; facilitate communication; administer membership processes; and so forth;
- Website: preferably hosted and technically supported by a member associations;
- Support for participation of executive committee or council members to WERA meetings (costs of hotel and travel if needed).

Table 1 provides an estimate of all costs WERA will have to cover in the first three years. Costs are in €; the total amount per year is also indicated in US\$.

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Notes</i>
<b>Office</b>				
Secretary General (20% Time)	---	---	---	
Program Coordinator (Salary & Benefits)	45,000	46,350	47,740	
Office, internet, supplies, travel, audit	7,500	7,725	7,957	
Web site	5,000	2,500	2,588	
Program Support (see Below)	5,000	5,150	5,305	
<b>Total Office</b>	<b>62,500</b>	<b>61,725</b>	<b>63,590</b>	
<b>Executive Committee/ Council Meetings</b>	<b>28,000</b>	<b>28,840</b>	<b>29,705</b>	7 x € 2000 x 2 meetings
<b>Council Meetings</b>	<b>2,000</b>	<b>2,060</b>	<b>2,122</b>	Space rental, AV, copying, etc.
<b>Total</b>	<b>€ 92,500</b>	<b>€ 92,625</b>	<b>€ 95,417</b>	
<b>In US\$</b>	<b>\$ 118,000</b>	<b>\$ 118,150</b>	<b>\$ 122,000</b>	

Table 1. Estimate of costs of WERA in years 1, 2, and 3, indicating that about € 95,000 or US\$ 120,000 is needed.

Taking into consideration the principles discussed above and the estimated costs as depicted in Table 1 the anticipated financial plan is as follows:

<sup>1</sup> Associations are classified as High income, Middle Income, Lower Middle Income, and Low Income according to the World Bank Classification of National Economies (Source: <http://go.worldbank.org/D7SN0B8YU0>)

- AERA, BERA, and EERA each provide €12,000 (± \$ 16,000) per year for the years 2010, 2011 and 2012, in total € 36,000 p.a. These associations are from high income countries and have an annual budget above € 300,000 / \$ 400,000.
- AARE, APERA, CSSE, GERA, and EARLI each provide € 7,000 (± \$ 9,000) per year for the years 2010, 2011 and 2012, in total € 35,000 p.a. These associations are also from high income countries and their annual budget is below € 300,000 / US\$ 400,000, but above € 100,000 / US\$ 140,000.
- The small associations from high income countries each provide € 1000 (± \$ 1300) per year, in total € 11,000; their annual budget is below € 100,000 or US\$ 140,000.
- The associations from middle income and lower middle income countries each pay € 500 (\$ 600).
- The associations from low income countries each pay € 100 ( \$130).

This graduated fee structure would provide WERA with an annual budget of about € 96,000 or US\$ 118,000 for the first three years. See for an overview Table 2. It should be noted that every paying association is a member of WERA and has one vote only in the WERA council, irrespective of the fee.

Member association	K€	K\$	Name	n	K€	K\$
Large / high income country > \$ 400k	12	17	AERA, EERA, BERA	3	36	47
Medium / high income country > \$ 200k	7	10	AARE, APERA, EARLI, GERA, CSSE	5	35	46
Small /high income	1	1.4	ERAS, HKERA, NERA, SERA, SSRE, VOR, ....	12	12	15
Small/middle and lower middle income	0.5	0.7	....	4	2	3
Small/low income	0.1	0.1		6	0.6	0.8
			<b>Sum</b>	<b>30</b>	<b>85</b>	<b>112</b>

Table 2. Overview of proposed membership fees.

#### 4 WERA Budget and Program Initiatives

The three-year budget as outlined above provides adequate resources to allow WERA to initiate the five activities specified in the three-year program plan. These five activities are (1) the WERA Website as an Interactive Dynamic, World-Wide Home and Node for Information and Communication, (2) WERA Substantive Research Sessions Aligned Especially with Member Association Meetings, (3) Capacity Building Research Workshops for Advanced Graduate Students and Emerging Scholars, (4) Education Research Indicators Project, and (5) Research Working Groups with World-Wide Perspective.

- The budget provides resources for Website development and operations. The three-year plan emphasizes that volunteer members will need to be involved in the development of some of the content that will make the WERA website a place to visit, to network, and to gain and give information.
- A primary programmatic thrust for WERA is symposium sessions or tiers of sessions held in conjunction with especially annual meetings of member associations, but also quite possibly non-member associations. The presence of a Secretary General with a Program Coordinator will help ensure that officers and Council members develop a process for identifying and developing such sessions and including able scholars from

around the world with germane expertise. The execution of a three-year plan can be done through the work of volunteer members (a small program committee to take responsibility was proposed) and the facilitation provided by the Secretariat.

- Two or three capacity building workshop can be planned and convened over an initial three-year period without funding. Without grant support, the participants in such workshops would need to identify their own sources of support to attend and the implementation of workshops would be reliant on a faculty that could otherwise find support to assist in this initiative or would be drawn from the region of the workshop. Under a scenario of no external funds, such training and capacity building workshops would likely need to be scheduled before or after an annual education research association meeting so that the workshop faculty could be drawn upon at only modest cost (one or two nights lodging). The anticipated budget has an allocation for program support that could help defray some lodging costs for the workshop faculty. The WERA budget also allows for a committee to plan and execute capacity building workshops with administrative support and logistical planning being undertaken by the WERA Program Coordinator under the guidance and supervision of the Secretary General. Were external support obtained, these workshops could be expanded in depth, scope, and world-wide research including helping to defray the costs of attendees as well as faculty.
- The Program Plan calls for the first phase of any education research indicators project to build upon ongoing works and projects as well as extant data sources. It is only in the future—beyond the first three years—that the program plan notes the possibility of WERA itself developing some indicator or data-base system of education research indicators world wide. The initial project envisions a research task force of interested associations and members within those associations who have relevant interests and expertise to summarize what is known and the state, quality, sufficiency, and potential value of available data for advancing education research as a field. The WERA Secretary General may as a function of her/his role position have a particular interest in such information and seek to take the lead. Under any circumstance, however, some modest communications funds and technical assistance from the Secretary General and WERA Program Coordinator should be sufficient to enable a working group to prepare a report. The Program support budget might need to be drawn on to allow for one or two meetings of a small task force of 5 or 6 members.
- The program plan calls for Research Working Groups in identified areas where major syntheses of the research in terms of the state of the knowledge and research directions could advance international collaborations and stimulate important research and support for it world wide. The Plan calls for a process where topics and working groups would be established. A great deal can be undertaken through virtual communication; where needed, conference calls or Skyping; and some piggybacking onto extant meetings. To ensure that research workshops are inclusive of relevant researchers with limited resources, some use of the program support budget would enable one or two place-based meetings. The number of such research working groups might be limited to 2 to 3 over the first three years. The products of their work could result in modest revenue from a publication or the possibility of a specialized research conference that could include some modest registration fees. The holding of a specialized research conference was noted in the program plan as a possible outcome for years four or five of WERA.

## **5 Financial Administration and Accountability**

As set forth in the WERA Constitution, the Secretary General serves as the secretary-treasurer and manages the administrative, financial, and programmatic operations. The Secretary General provides an annual report for the Executive Council and Council that overviews incomes and expenditures. That document will receive independent review for a light audit by a chartered auditor. The audit has to be presented to and approved by the WERA Council. Costs can be kept to a minimum by use of online banking facilities. It seems advisable to have a €- or US\$-based treasury, because this will limit WERA's banking costs (transfer costs).

**Transition Plan and Interim Governance of WERA**  
**Approved November 2008**

This brief description outlines a transition plan:

- (1) to allow for the formation of WERA and the establishment of the inaugural Executive Committee, Council, and officers; and
  - (2) to permit WERA to establish itself and put in place an interim WERA governance structure:
- **November 25, 2008 to April 10, 2009:**
    - Education research associations seeking to be founding members of WERA will obtain approval through their own governance process.
    - Upon approval, founding associations will notify the AERA Executive Director, who will continue to serve as facilitator of WERA in formation and maintain the official roster of approval from education research associations. Approval includes:
      - a formal resolution indicating a commitment to be a founding member of WERA, and
      - a commitment of support for a 3-year budget for the period January 1, 2010 through December 31, 2012 and any pro-rated related transitional budget for the initial period June 1, 2009 through December 31, 2009.
    - This approval will also be accompanied by a statement of the process whereby an association's representative will be selected to serve on WERA Council.
    - The designated representative of each member association will serve in this capacity for at least the period June 1, 2009 through May 6, 2010.
  - **November 25, 2008 to April 10, 2010:**
    - Education research associations that have attended at least one of the four international meetings to establish WERA are eligible to join WERA without application as founding members if they decide affirmatively to do so before April 10, 2010.
    - Eligible associations wishing to become full WERA members must notify the AERA Executive Director of that decision and provide the appropriate commitments up through May 31, 2009; after May 31, 2009, the Interim Secretary General must be notified.
    - Education research associations that have not attended any of the four planning meetings are eligible to apply for Full Membership, Associate Membership, or Corresponding Membership according to the procedures set forth in Article II, Section 2
  - **November 25, 2008 through April 10, 2009:**
    - Decisions with respect to the establishment of WERA will be made by all of the associations that determine to found WERA by April 10, 2009.

- Associations providing official approval to establish WERA will have the authority to determine:
  - whether an acceptable threshold of associations has been reached to charter WERA as a non-profit research association, and
  - where to charter WERA according to the mission and purposes set forth in the final Constitution.
  - These decisions will be made by the founding associations at their meeting on April 18-19, 2009.
  
- **April 18-19, 2009:**
  - Those Associations that approve becoming founding members are eligible to attend the WERA organizational meeting of founding members on April 18-19, 2009 following the 2009 AERA Annual Meeting.
  - This meeting may be attended by persons who have previously attended one of the four international meetings for a founding association and/or the designated representative of a founding association, who officially assumes the duties of WERA representation on June 1, 2009. Attendance by a representative(s) who has attended one or more of the four international meetings is encouraged in order to permit continuity in decisionmaking during the transition to WERA.
  - Each founding association will only have one vote on matters pertaining to implementation whether one or more representatives are in attendance.
  - Other education research associations interested in becoming members that but have not made a commitment as of April 10, 2009 are invited to attend as observers.
  - The AERA Executive Director acting as facilitator of WERA in formation may bring potential new member associations to the attention of the founding associations meeting in April 2009. The founding association may approve of additional Full Members at the April meeting beyond those associations that have attended one of the four meetings.
  - The AERA Executive Director, as facilitator for WERA in formation, will continue to execute those responsibilities in planning and conducting the April 2009 meeting.
  
- **April 18-19, 2009 through May 30, 2009:**
  - The WERA founding members will elect a three-person nominations committee at its meeting on April 18-19, 2009 to receive by May 14, 2009 nominations and establish a slate of no more than two candidates each to serve as Interim President and Interim Secretary General.
  - An election will be conducted for these two interim officers from May 15, 2009 through May 31, 2009—at which time the individuals with the highest number of votes for each position will assume these interim offices.
  - The Interim President will serve as Past President of WERA upon the subsequent election of inaugural officers; the inaugural election will seat both a President-elect and a President. The Interim President cannot stand

for election for any inaugural office. The Interim Secretary General may subsequently seek nomination for inaugural Secretary General or another WERA inaugural office but otherwise will have no position in WERA after the first elected officers take office.

- The founding members will establish the procedure for conducting the first election for WERA inaugural officers to take place in the late fall of 2009, consonant with the time periods set forth in the WERA Constitution.
  - The founding members will determine an approximate half-year budget for the operations of WERA from June 1, 2009 through December 31, 2009.
  - The founding members will determine the location for chartering of WERA at their meeting on April 18-19 and that process will move forward as expeditiously as possible after that determination is made.
  - The agreed upon three-year budget will be modified based on the number of founding members and related resource needs at their meeting on April 18-19. This initial three-year budget will be adjusted as additional members join WERA, and, under any circumstances will be reviewed, adjusted where necessary, and approved by WERA Council on an annual basis for the subsequent year (starting with the first meeting of WERA Council in fall 2009). The first-year budget will go into effect on January 1, 2010, and the calendar year shall constitute the fiscal year for WERA.
- **June 1, 2009 to May 4, 2010:**
    - The Interim President and the Interim Secretary General will have the responsibilities and authorities to manage the administrative, financial, and programmatic operations of WERA as defined by Article III of the Constitution from June 1, 2009 until the first meeting of the WERA Executive Committee and Council directly after the AERA Annual Meeting in Denver on May 5-6, 2010.
    - The Interim President and Interim Secretary General will in function constitute the Interim WERA Executive Committee and will plan, conduct, and report to the first meeting of the WERA Council to be held either before or after the Annual Meeting of the European Educational Research Association (EERA) in Vienna on September 25-30, 2009.
    - The Interim Secretary General will assume the responsibilities being executed by the AERA Executive Director serving as facilitator of WERA in formation, including the chartering of WERA if WERA is not legally chartered between the April meeting and May 31, 2009.
  - **June 1, 2009 through December 31, 2009:**
    - The Interim President and Interim Secretary General will have responsibility for the initial stages of implementing the three-year plan benefitting from the volunteer help of other representatives from founding associations or their designees.

- Continuing outreach to other education research associations world-wide, planning of symposium or strands of sessions for 2009 annual meetings, and the development of any other programmatic initiatives agreed to by the assembled associations will be undertaken.
  - No later than June 15, 2009, the Interim Secretary General will issue a formal announcement of the inaugural election process and call for nominations. According to the Constitution, this announcement must be made at least six months prior to the election. The inaugural election will open December 15, 2009 and close on December 31, 2009, four months prior to the official biennial meeting of Council on May 5-6, 2010.
  - The biennial meeting of WERA Council shall be the second meeting of WERA Council—the first being held aligned with the 2009 EERA Annual Meeting.
- **Inaugural Meeting of WERA Council, before or after EERA, September 25-30, 2009 (ECER Meeting in Vienna):**
    - The first meeting of the WERA Council will be attended by the founding representatives of WERA and any additional of the eligible associations that determine to join WERA as Full members between April 11, 2009 and September 1, 2009.
    - The Secretary General will provide a report to the Council on the implementation of WERA, including finances.
    - The Interim President and Interim Secretary General will report on programmatic issues.
    - WERA Council will consider any applications from education research associations seeking membership status as Full Members, Associate Members, or Corresponding Members. Additional associations seeking membership in WERA must submit applications by September 1, 2009. As specified above, founding members meeting in April 2009 may agree to add additional associations as Full Members.
    - Any actions taken by the WERA Council in September will further guide the Interim President and the Interim Secretary General for the period from October 1, 2009 through May 4, 2010.
- **January 1, 2010 through May 4, 2010:**
    - The Interim President and Interim Secretary General will continue to implement the plans and objectives for WERA and commence working with the elected officers on transitional issues until these officers commence their appointments on May 5, 2010.
- **May 5-6, 2010:**
    - The first meeting of the WERA Executive Board and the second meeting of the WERA Council will take place on May 5-6, 2010. This meeting of the WERA Council will be designated the biennial meeting of Council for purposes of terms of elected office.

## Appendix A: Associations Participating in Formation of WERA as of November 2008

1. All India Association for Educational Research (AIAER)
2. American Educational Research Association (AERA)
3. Asia-Pacific Educational Research Association (APERA)
4. Associação Brasileira de Pesquisadores Negros (ABPN) (Brazilian Black Researchers Association)
5. Associação Nacional de Pesquisa e Pós-Graduação em Educação (ANPED) (National Association of Research and Graduate Studies on Education)
6. Australian Association for Research in Education (AARE)
7. British Educational Research Association (BERA)
8. Bureau d'Etudes et de Recherches Appliquées pour le développement en Afrique (BERADA)
9. Canadian Society for the Study of Education (CSSE)
10. Consejo Mexicano de Investigación Educativa (COMIE)
11. Deutsche Gesellschaft für Erziehungswissenschaft (DGfE) German Educational Research Association (GERA)
12. Educational Research Association of Singapore (ERAS)
13. Educational Studies Association of Ireland (ESAI)
14. Education Research Network for West and Central Africa (ERNWACA) Réseau Ouest et Centre Africain de Recherche en Education (ROCARE)
15. European Association for Research in Learning and Instruction (EARLI)
16. European Association for Practitioner Research in Education (EAPRE), in development
17. European Science Education Research Association (ESERA)
18. European Educational Research Association (EERA)
19. Flemish Educational Research Forum (Vlaams Forum voor Onderwijs onderzoek) (VFO)
20. La futura Sociedad de Investigación Educativa Peruana (SIEP), in development.
21. Hong Kong Education Research Association (HKERA)
22. Japanese Educational Research Association
23. Korean Educational Research Association (KERA)
24. Malaysian Educational Research Association (MERA)
25. Netherlands Educational Research Association (Vereniging voor Onderwijs Research) (VOR)
26. Nordic Educational Research Association (NERA)
27. Pakistan Association for Research in Education (PARE)
28. Scottish Educational Research Association (SERA)
29. The Swiss Society for Research in Education (SSRE)
30. World Council of Comparative Education Societies (WCCES)
31. Association of Cuban Educators (not in attendance, but has been in communication)