

LIFELONG LEARNING PROGRAMME 2007 - 2013 Version 1-2007

APPLICATION FORM for Call EAC/61/2006

Multilateral Projects, Networks, Accompanying Measures, Studies and Comparative Research

For official use only Reference number : LLP -

Applicants must refer to the Instructions for Completing the Application Form.

This document, available from the Agency website, contains all codes and further information for completing and submitting the application form

0.1 Languages Used to complete the form EN For communication with the Agency DE X EN FR

0.2 This is an application for funding under the following LLP Action (tick only 1 box) :

Sub-Programme / Transversal Programme	Actions	<input checked="" type="checkbox"/>	Deadline (as postmark)
SUB PROGRAMMES			
COMENIUS	Multilateral project	<input type="checkbox"/>	30 March 2007
	Network	<input type="checkbox"/>	
	Accompanying measures	<input type="checkbox"/>	30 April 2007
ERASMUS	Multilateral Projects	Curriculum Development-Development of study programmes	30 March 2007
		Curriculum Development-Development of European modules	
		Co-operation between Universities and Enterprises	
		Modernisation of Higher Education	
	Virtual Campuses	<input type="checkbox"/>	
Networks	<input type="checkbox"/>	30 April 2007	
Accompanying measures	<input type="checkbox"/>		
GRUNDTVIG	Multilateral project	<input type="checkbox"/>	30 March 2007
	Network	<input type="checkbox"/>	30 April 2007
	Accompanying measures	<input type="checkbox"/>	
LEONARDO DA VINCI	Multilateral project (Development of Innovation only.)	<input type="checkbox"/>	30 March 2007
	Network	<input type="checkbox"/>	30 April 2007
	Accompanying measures	<input type="checkbox"/>	

TRANSVERSAL PROGRAMME

Key Activity 1 : Policy Cooperation and innovation	Observation and Analysis - Studies and Comparative Research	Topic 1 : Promoting excellence, efficiency and equity in higher education	V	30 April 2007
		Topic 2 : Further development of adult learning provision		
		Topic 3 : Addressing weaknesses in preschools and in obligatory education concerning acquisition of key competences.		
		Topic 4 : Promoting attractiveness and quality of VET		
Key Activity 2 : Languages	Multilateral project	<input type="checkbox"/>	30 April 2007	
	Network	<input type="checkbox"/>		
	Accompanying measures	<input type="checkbox"/>		
Key Activity 3 : ICT	Multilateral project	<input type="checkbox"/>	30 April 2007	
	Network	<input type="checkbox"/>		
Key Activity 4 : Dissemination and exploitation of results	Multilateral project	<input type="checkbox"/>	30 April 2007	

0.3 SPECIFIC FEATURES of applications for Sub-Programmes, the Transversal Programme, Grundtvig, Erasmus Networks and resubmissions

0.3 For the Transversal Programme: please specify the sub-programme areas covered	COMENIUS (school education)	X	0.4 For Sub Programmes: Please state whether this application covers themes also covered in the Transversal Programme.	Languages	<input type="checkbox"/>
	ERASMUS (higher education)	<input type="checkbox"/>		ICT	<input type="checkbox"/>
	LEONARDO DA VINCI (vocational ed.)	<input type="checkbox"/>		Dissemination and exploitation of results	<input type="checkbox"/>
	GRUNDTVIG (adult education)	<input type="checkbox"/>			
	Not related to specific sectors	<input type="checkbox"/>			
0.5 Is this a Renewal request for a Grundtvig Network or the follow-up of a Grundtvig Thematic Seminar?	<input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No	If Yes, please provide reference of previous project / network			
0.6 Is this the resubmission of an application that was previously unsuccessful within a predecessor programme?	<input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No	If Yes, please provide reference of previous application			

Section A : Project / network outline

A1 Acronym	LISA ("Leadership Improvement for Student Achievement")	A2 Duration	24 months
A3 Title	"School leadership as a variable critical to school improvement and student achievement"		
A4 Summary [Limit: 20 lines] The abstract must be provided in EN, FR or DE.			
<p>Summary of the project:</p> <p>Co-operation among European countries and a growing complexity of decision making processes in the Education Sector of most European countries have led to an increased interest in the examination of leadership styles of educational school leaders and their impact in producing better results than others. In this context the great interest for school leadership is due to the growing empirical evidence indicating that leadership is a variable critical to school improvement. The core question of the proposal therefore is concerned with the role that principals leadership styles, attitudes and practices can play in contributing to the improvement and effectiveness of the school, especially educational outcomes for the basic skills of students such as the ones examined under the PISA- program.</p> <p>The next broad categories of approaches are distinguished:</p> <ul style="list-style-type: none"> • Approaches that identify the type of school organizational factors which are able to promote teachers' professionalism and pupils' learning. • Approaches that identify principal leadership styles which may influence and encourage teachers' professional development and commitment and have an impact on the process improving school quality. • Approaches that investigate the relation between principal's leadership style, teachers' job satisfaction, school organizational factors and educational outcomes at school level. • Approaches that develop and provide a mix of research instruments which are expected to be used by school leaders and teachers to evaluate various policy initiatives in order to improve the educational effectiveness of their school, especially with regard to special weaknesses within the schools. <p>In this proposal the focus will be on the development of a framework of variables and relationships clarifying under what conditions and circumstances principals leadership styles, attitudes and activities impact directly or indirectly on school effectiveness, with an emphasis on student outcomes and improving students' key competences.</p>			

A5 Lifelong Learning Objectives and Priorities addressed

Please copy these tables as often as necessary

Please identify in the box below, which of the Objectives of the Lifelong Learning Programme this application addresses (See Decision Article 1.3 and Table 2 in the Instructions for Completing the Application Form)			
CODE		Description	
LLP	Obj	a	to contribute to the development of quality lifelong learning and to promote high performance, innovation and a European dimension in systems and practices in the fields.
The aim of this project is to develop a conceptual framework for measuring the impact of school leadership in a European context, involving schools in seven contrasting countries, using the PISA date as the outcome measure to make comparisons between schools and systems			
Please identify in the box below, which of the Objectives of the Lifelong Learning Programme this application addresses (See Decision Article 1.3 and Table 2 in the Instructions for Completing the Application Form)			
CODE		Description	
LLP	Obj	c	to help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within Member states
Successful schooling is the precursor for effective involvement in lifelong learning. This project will design and explore empirically hypothetical models of effective school leadership styles by identifying intermediary factors between school leadership characteristics and student outcomes, including attitudes to remaining committed to learning after the end of compulsory education. The participation of schools and universities from eight contrasting European countries gives the project a specific European context and the potential for Union – wide application of the results..			

Please identify in the box below, which of the Operational and Specific Objectives (related to the Sub-Programme/Key Activity applied for) this application addresses (See Decision and Table 3 in the Instructions for Completing the Application Form)			
CODE		Description	
KA1	OpObj	b	To ensure an adequate supply of comparable data, statistics and analyses to underpin lifelong learning policy development, as well as to monitor progress towards objectives and targets in lifelong learning, and to identify areas for particular attention
There will be a documentary analysis, completing the OECD locus of decision-making questionnaire by a panel of school leaders and educational administrators in each country; completing a brief questionnaire on the role of the principal in evaluation and accountability; the principal's tasks and responsibilities within the framework of equity oriented policies (here too instruments from OECD may be used). Although			

the available data-sets from PISA and TIMSS contain scarce information on school leadership, there is at least information at school level on the decision-making authority of school leaders.

Please identify in the box below, which of the 2007 Priorities this application addresses (See Call for Proposals 2007 Part I and Table 4 in the Instructions for Completing the Application Form)

CODE			Description
KA1	1.2.	3	Addressing weakness in preschools and in obligatory education concerning acquisition of key competences.

The project will seek to identify the key intermediary factors and mechanisms in the work of school principals that have an impact on an improvement of the well-being and achievement in key competences by students as measured by the PISA data. In particular, the project will look for those approaches and intermediary factors that are under the control of the school leaders themselves that discriminate between schools which are particularly successful in improving the quality of the outcomes for students compared to schools with a weaker performance.

A6 Budget summary

Total cost		Grant requested		% funding requested	
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A7 Profile of Consortium

Countries involved in the proposal						
	All partners from eligible countries					OTHER participants involved in the proposal
	MS	ACC	AC	OCT	TOTAL	
N° participants	8		1		9	
N° countries	6		1		7	

For Erasmus Networks only: if the number of countries in the Total column is less than 31, please provide a justification below.

Organisation Types									
EDU	PUB	EMT	CONS	ASS	RES	NFP	OTH	SP	TOTAL
2	6				1				9

A8 Associated projects / : If your proposal is based on the results of one or more previous projects / networks, please provide precise references to this/ these project(s) / network(s) in the table below. For Erasmus applications, please provide details of the Erasmus University Charter. See Instructions.

Identification number			
Project / network dates (year started and completed)		Programme or Initiative	
Title of the project / network			
Coordinating organisation			
Website			
Password / login if required for website			

Copy table as required

Section B : Participating Organisations

One sheet to be completed for each organisation actively involved in the consortium. Applicants must consult the Instructions in Section 2.4

B1: Registered address and type of organisation

Partner role Tick one role only. Please refer to Instructions for single organisations and European Associations / EEIGs	<input checked="" type="checkbox"/> Applicant organisation (Contact details of Legal Representative to be provided in Section C) <input type="checkbox"/>			Partner Number	P 1
Full legal name	VO-Raad				
	VO-Council				
Registered Address	St. Jacobsstraat 430-440				
Postcode	3511 BT	City	Utrecht	Country	NL
Type of organisation		Economic Sector	P 85.3		
Legal Status	A <input type="checkbox"/> Private	<input type="checkbox"/> Public	Scope	N	
	B <input type="checkbox"/> For profit	<input checked="" type="checkbox"/> Not for profit	Size	S 5	

B2: Contact person (to be completed by all organisations included in the financial tables (eligible budget). Where the form is completed by the Applicant Organisation or, if different, the Coordinating Organisation, these must be the details of the Coordinator)

Title	Drs.	First name	Bob		
Family name	van de Ven			x Male	<input type="checkbox"/> Female
Department	Education				
Position	President of a school board; consultant				
Address					
Postcode		City			
Country	Netherlands		NUTS code	NL	
Telephone 1	++ /31 174 212403		Telephone 2	++ /	
Mobile	++ // 31 (0) 6 515 69 195		Fax	++ /31 174 245621	
email	bjpven@planet.nl		website	www.vo-raad.nl	

B4: To be completed by each organisation involved in the consortium / network

General description of the organisation:

The VO-Raad is the Dutch association for school leaders. One of the aims of the association is to provide further education for school leaders. Another activity is organising educational research on specific subjects. One of that studies was the relationship between school leadership and school results, in cooperation with the University Twente. The school leader associations in the other participating countries also organize case studies and conferences. They participated in the first PISA-project, mentioned above. VO-Raad has an important international profile and organizes already many years exchange programmes for school leaders and is also participating in the organization of international management courses and conferences. There is a good cooperation with the "Europees Platform"

[

Role of the participant organisation in the proposed project / network

VO-Raad is the applicant and the coordinator

Skills and expertise of key staff involved in the project / network

Sjoerd Slagter: was president of a school board; knowledge in school development and educational policy.

Bob van de Ven: expertise in many European programmes; president of the Dutch Forum for School Management; international expertise; author of several articles about education and school management; member of the Steering Committee of the European Forum for Administration in Education.

Details of projects / networks in which your organisation / department has participated with the financial support of any Community programmes/ initiatives in the last five year

Dates	Programme or Initiative	Identification number	Contracting organisation	Title of the project / network	Website
2005 -07	See ESHA			European School leaders Network	
2006				ICT-Minerva Project with J. Burnam	

Section B : Participating Organisations

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B1: Registered address and type of organisation

Partner role Tick one role only. Please refer to Instructions for single organisations and European Associations / EEIGs	<input type="checkbox"/> Applicant organisation (Contact details of Legal Representative to be provided in Section C) <input type="checkbox"/> Coordinating organisation (if different from Applicant Organisation) <input checked="" type="checkbox"/> Partner	Partner Number P 2
Full legal name	In national language and characters UNIVERSITEIT TWENTE, FACULTEIT GEDRAGSWETENSCHAPPEN, AFD ONDERWIJSORGANISATIE EN -MANAGEMENT In Latin characters (where original is not in Latin characters) Translation of legal name into English, German or French if possible UNIVERSITY OF TWENTE, FACULTY OF BEHAVIOURAL SCIENCES, DEP OF EDUCATIONAL ORGANISATION AND MANAGEMENT	
Registered Address	Drienerloaan 5	
Postcode	7522 NB	City Enschede
Type of organisation	EDU	Economic Sector P 85.42
Legal Status	<input type="checkbox"/> Private <input type="checkbox"/> For profit	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Not for profit
	Scope N Size S6	

B2: Contact person (to be completed by all organisations included in the financial tables (eligible budget). Where the form is completed by the Applicant Organisation or, if different, the Coordinating Organisation, these must be the details of the Coordinator)

Title	Prof.dr.	First name	Jaap
Family name	Scheerens		<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female
Department	Department of Educational Organisation and Management		
Position	Professor, head of department		
Address	Street – Number (if different from above)		
Postcode		City	
Country		NUTS code	NL21
Telephone 1	++ 31/ 53-489 3597/	Telephone 2	++31/53 489 4579
Mobile	++ /	Fax	++ 31/53-489 3791/
email	j.scheerens@utwente.nl		website

B3: To be completed for Erasmus networks only : Please provide in the table below information on the person responsible for administrative/financial issues in the Applicant Organisation

Title		First name	
Family name			<input type="checkbox"/> Male <input type="checkbox"/> Female
Department			
Position			
Address	Street – Number (if different from above)		
Postcode		City	
Country	ISO code – Country –	NUTS code	
Telephone 1	++ /	Telephone 2	
Mobile	++ /	Fax	++/
email		website	

B4: To be completed by each organisation involved in the consortium / network

General description of the organisation: [Limit: 10 lines] size, scope of work, areas of specific expertise and competence in relation to the project / network proposed

The Department of Educational Organisation and –management of the Faculty of Behavioural Sciences of the University of Twente is chaired by Prof. Dr. J. Scheerens and has substantial expertise in research in initial and continuing vocational training as well as in international comparative research. Staff have worked in various international settings; e.g. the OECD INES (International Indicators and Evaluation of Educational Systems) project of Network C, the OECD Programme for International Student Achievement (PISA), the International Association for the Evaluation of Educational Achievement (IEA), the European Commission (projects under the following programmes: Force, Leonardo, Socrates, TSER/Fourth Framework Programme) and Cedefop. Several staff members are involved in research into quality assurance, learning organisations and innovation in and the quality of VET. The utilisation of evaluation outcomes and performance feedback for educational improvement is an important area of research. An example of the latter is the development and study of a set of instruments for school self evaluation that has been sold to a commercial vendor and is now on the market. A second example concerns the Leonardo project 'From Review to Improvement' (REVIMP) which studied the factors critical for successful review in the IVET health sector.

Role of the participant organisation in the proposed project / network Limit 10 lines
Coordinator of the academics and the research work.

Skills and expertise of key staff involved in the project / network Limit 5 lines per person

Prof. J. Scheerens is director of The Department of Educational Organisation and Management. He has a long-standing experience in leading international consortia for the EU and OECD and has coordinated several EU studies. Examples of the latter are the following projects: Evaluation of Educational Establishments (EEDS), Innovative Approaches in School Evaluation (INAP); Benchmarking the Quality of Education (BEQUAD); the role of HRD within organizations in creating opportunities for life-long learning in seven European countries (4th Framework Program); and a European Network for Educational Research on Assessment, Effectiveness and Innovation (4th Framework Program). Since 1990 he is the chairman of Network C of the OECD-INES project. This network focuses at the development and measurement of indicators on human resources in education and process indicators of school functioning. His publications are in the areas of school management, decentralization in education, school effectiveness, and educational evaluation and monitoring. Recent work in Italy has been concentrated on school self-evaluation, school management and measuring the school culture.

Details of projects / networks in which your organisation / department has participated with the financial support of any Community programmes/ initiatives in the last five year

Dates	Programme or Initiative	Identification number	Contracting organisation	Title of the project / network	Website
2004	Other	2004-0073/RP/BJ/JWA/I	University of Twente	Indicators and benchmarks in career guidance	
2005	Socrates	SO2-61OBGE	University of Twente	The development of active citizenship on the basis of informal learning at school (INFCIV)	
2005	Leonardo	NL/05/B/F/PP/157527	University of Twente	From Review to Improvement (REVIMP)	www.revimp.org

Section B : Participating Organisations

One sheet to be completed for each organisation actively involved in the consortium. Applicants must consult the Instructions in Section 2.4

B1: Registered address and type of organisation

Partner role Tick one role only. Please refer to Instructions for single organisations and European Associations / EEIGs	<input type="checkbox"/> Applicant organisation (Contact details of Legal Representative to be provided in Section C) <input type="checkbox"/> Coordinating organisation (if different from Applicant Organisation) <input checked="" type="checkbox"/> Partner				Partner Number	P 3
Full legal name	ΑΝΟΙΚΤΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΥΠΡΟΥ ΑΝΟΙΚΤΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΥΠΡΟΥ OPEN UNIVERSITY OF CYPRUS					
Registered Address	P.O. BOX 28401					
Postcode	CY-1304	City	NICOSIA	Country	CYPRUS	
Type of organisation	EDU	Economic Sector	P 85.42			
Legal Status	A <input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Scope	N		
	B <input type="checkbox"/> For profit	<input checked="" type="checkbox"/> Not for profit	Size	S1		

B2: Contact person (to be completed by all organisations included in the financial tables (eligible budget). Where the form is completed by the Applicant Organisation or, if different, the Coordinating Organisation, these must be the details of the Coordinator)

Title	Prof.	First name	PETROS			
Family name	PASHIARDIS				<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	
Department	EDUCATION					
Position	PROFESSOR					
Address	5, AYIOU ANTONIOU STREET, 2 ND FLOOR, STROVOLOS					
Postcode	2003	City	NICOSIA			
Country	CYPRUS			NUTS code	CY	
Telephone 1	++ 357 / 22411630			Telephone 2	++ 357 / 22411600	
Mobile	++ /			Fax	++ 357 / 22411639	
email	P.PASHIARDIS@OUC.AC.CY			website	www.ouc.ac.cy	

B4: To be completed by each organisation involved in the consortium / network**General description of the organisation:**

The Open University of Cyprus was established in 2002 and is the second State Institution of Higher Education in Cyprus. The OUC is Cyprus' only institution dedicated to lifelong learning and distance education and it focuses its resources on designing and delivering programmes to serve the needs of the wider community. The Open University promotes education opportunity to all by providing high-quality University education by means of undergraduate and postgraduate courses, as well as training and vocational programmes, to those who wish to fulfil their potential.

In addition to the abovementioned, the Open University places great emphasis in the field of research and promotes programmes which aim towards the development of methodologies and corresponding high technologies for open and distance learning. The strategic plans of the Open University of Cyprus involve enhancing and developing further cooperation with other institutions in educational issues, especially in the field of open and distance education, and enhancing the possibility of growth of partnerships not only in the field of research but also in more general areas of scientific collaboration in the fields it serves.

The Open University of Cyprus during this first academic year of operations (2006/07) has an enrolment of approximately 160 students in two postgraduate courses, M.A. in Management of Health Units and M.A. in Education Studies. The growth of the Open University in subsequent years is expected to be manifold.

Role of the participant organisation in the proposed project / network Limit 10 lines

The Open University of Cyprus is one of the educational institutions involved in the proposed project and will act as one of the main research coordinators. The University and more specifically Prof. Petros Pashiardis will take up a role as a research adviser for the participating institutions /organisations and bring his scientific expertise in this collaborative effort. As such, the role of the Open University of Cyprus is to act as one of the coordinators of the research that will take place within the educational institutions so as to better assist in understanding the leadership processes that shape quality and results in learning outcomes within the schools and the role of school leadership in this process.

Skills and expertise of key staff involved in the project / network Limit 5 lines per person

Prof. Petros Pashiardis is as of the 1st of January 2007 a Professor at the Open University of Cyprus. From 1992-2006, Prof. Pashiardis has worked at the University of Cyprus, holding a variety of positions, culminating in his post as Associate Professor of Educational Administration. Before joining the University of Cyprus, Prof. Pashiardis worked as a school teacher, an Education Consultant with the Texas Association of School Board and an Assistant Professor with the University of Texas-Perman Basin where he was heavily involved in research and teaching on the School Principalship, on Strategic Planning in Education as well as other Educational Leadership issues. Over the past fifteen years, Prof. Pashiardis has researched and published in a variety of areas in education management and policy making at institution, national and international levels, whereas during the period 2004-2008 he is the president of the Commonwealth Council for Educational Administration and Management.

Details of projects / networks in which your organisation / department has participated with the financial support of any Community programmes/ initiatives in the last five year

Dates	Programme or Initiative	Identification number	Contracting organisation	Title of the project / network	Website
01/07 – 06/07	INFCIV	Contract No. 2005-2406/001-001 SO2 610BGE	Universiteit Twente	The Development of Active Citizenship on the Basis of Informal Learning at School	
01/07 – 10/07	NEMED	114323 - CP -1- 2004-1- GR - COMENIUS – C3PP	University of Aegean	Network of Multigrade Education	www.nemed-project.org

Section B : Participating Organisations

One sheet to be completed for each organisation actively involved in the consortium. Applicants must consult the Instructions in Section 2.4

B1: Registered address and type of organisation

Partner role Tick one role only. Please refer to Instructions for single organisations and European Associations / EEIGs	<input type="checkbox"/> Partner	Partner Number	P 4
Full legal name	Deutsches Institut für Internationale Pädagogische Forschung		
	German Institute for International Educational Research		
Registered Address	Warschauerstraße 38		
Postcode	D-10243	City	Berlin
		Country	Germany
Type of organisation	Economic Sector	P	

Legal Status	<input checked="" type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Scope	I
	<input type="checkbox"/> For profit	<input type="checkbox"/> Not for profit	Size	S3

B2: Contact person (to be completed by all organisations included in the financial tables (eligible budget). Where the form is completed by the Applicant Organisation or, if different, the Coordinating Organisation, these must be the details of the Coordinator)

Title	Dr.	First name	Stefan	
Family name	Brauckmann		<input checked="" type="checkbox"/> Male	<input type="checkbox"/> Female
Department				
Position				
Address				
Postcode		City		
Country		NUTS code	DE30	
Telephone 1	++ / 49 30 29336040		Telephone 2	++ /
Mobile	++ /		Fax	++ /
email	brauckmann@bbf.dipf.de		website	www.dipf.de

B4: To be completed by each organisation involved in the consortium / network

General description of the organisation: [Limit: 10 lines] size, scope of work, areas of specific expertise and competence in relation to the project / network proposed

The DIPF is a service institution, providing facilities for information on national and foreign education systems, and carrying out applied research. Established in 1951 the Institute is a foundation under public law with its head office in Frankfurt am Main. The governing bodies of the foundation are the Foundation Council, the Board of the Institute and the Scientific Advisory Council. The Institute is a member of the Leibniz Association. This has 80 non-university research institutes and service facilities as members. Their research and service objectives are of national significance and of national interest for science policies. They are thus funded by the federal and state government. Staff of the DIPF (31.12.2004): 130. Budget (2004): 12,5 million €

Two thematic priorities determine the Institute's profile: Educational information and quality in education. The service and research activities take up issues in line with these two guiding themes from different perspectives. Quality in education is for instance studied with respect to the effectiveness of schools and teaching, the efficiency of education systems and institutions as well as the normative-legal framework conditions and cultural contexts of educational processes. These activities based on theoretically and methodically different approaches reciprocally complement and support one another. Ongoing projects deal with the governance of the school system, vocational education and training, and beyond that the monitoring of education systems in an international context. For example the study "Features of Successful School Systems A comparison of schooling in six countries", whose publication addressed specifically the scientific community in the areas of comparative education, school effectiveness research and school system governance, was focused on a systematic comparison of the school systems in Canada, England, Finland, France, the Netherlands and Sweden. The study aimed to identify factors of education systems as well as cultural and socio-economic factors that are responsible for the international variation of student performance as demonstrated in PISA 2000. The country studies that served as basis for the analysis were published under the title "Conditions of School Performance in Seven Countries - A Quest for Understanding the International Variation of PISA Results". In these country reports important characteristics of the specific social and policy contexts", of the school system and of educational practice are described and analyzed by renowned researchers of educational studies, based on a common analytical framework.

Role of the participant organisation in the proposed project / network Limit 10 lines

Dr. Brauckmann will be in charge of the administrative coordination of the academic work and he will also work as a researcher.

Section B : Participating Organisations

One sheet to be completed for each organisation actively involved in the consortium. Applicants must consult the Instructions in Section 2.4

B1: Registered address and type of organisation

Partner role Tick one role only. Please refer to Instructions for single organisations and European Associations / EEIGs	<input type="checkbox"/> Applicant organisation (Contact details of Legal Representative to be provided in Section C)	Partner Number	P 5	
	<input type="checkbox"/> Coordinating organisation (if different from Applicant Organisation)			
	<input checked="" type="checkbox"/> Partner			
Full legal name	European School Heads Association			
Registered Address	Post Box 8282 – 3503 RG Utrecht Netherlands			
Postcode	3503	City	Utrecht	
		Country	Netherlands	
Type of organisation	Economic Sector	P85.3		
Legal Status	<input type="checkbox"/> Private	<input type="checkbox"/> Public	Scope	I
	<input type="checkbox"/> For profit	<input checked="" type="checkbox"/> Not for profit	Size	S7

B2: Contact person (to be completed by all organisations included in the financial tables (eligible budget). Where the form is completed by the Applicant Organisation or, if different, the Coordinating Organisation, these must be the details of the Coordinator)

Title	Dr.	First name	Burkhard		
Family name	Mielke				<input type="checkbox"/> Male
Department					
Position	President				
Address	Römerstr. 522				
Postcode	47443	City	Moers		
Country	Germany	NUTS code	DE		
Telephone 1	++ / 28419310712		Telephone 2	++ /	
Mobile	++ /1722526807		Fax	++ /4928419310777	
email	eshaoffice@web.de		website	www.esha.org	

B4: To be completed by each organisation involved in the consortium / network

General description of the organisation: [Limit: 10 lines] size, scope of work, areas of specific expertise and competence in relation to the project / network proposed
ESHA is an association of associations of school heads in Europe. ESHA represents more than 50.000 School Heads in 32 European countries

Role of the participant organisation in the proposed project / network Limit 10 lines

ESHA is member in the project group and will be in charge of contacts to organise the field work for the research work in the different countries and for the dissemination of the results of the project

Skills and expertise of key staff involved in the project / network

Details of projects / networks in which your organisation / department has participated with the financial support of any Community programmes/ initiatives in the last five years

Dates	Programme or Initiative	Identification number	Contracting organisation	Title of the project / network	Website
2003-2006	Minerva/Socrates	107851-CP-1-2003-1-Minerva-SE	European Schoolnet	ESLN-European School Leadership Network	www.europeanschoolnet.org/ww/en/pub/eun/projects/coordinator/es

Section B : Participating Organisations

One sheet to be completed for each organisation actively involved in the consortium. Applicants must consult the Instructions in Section 2.4

B1: Registered address and type of organisation

Partner role Tick one role only. Please refer to Instructions for single organisations and European Associations / EEIGs	<input type="checkbox"/> Applicant organisation (Contact details of Legal Representative to be provided in Section C) <input type="checkbox"/> Coordinating organisation (if different from Applicant Organisation) <input checked="" type="checkbox"/> Partner	Partner Number	P 6
Full legal name	Magyarországi Középszokolai Igazgatók Közhasznú Egyesülete		
	European Secondary Schoolheads Association of Hungary		
Registered Address	Kiss Janos altbgy. U. 15.		
Postcode	H-1126	City	Budapest
		Economic Sector	P85.3
Type of organisation		Country	Hungary
Legal Status	<input type="checkbox"/> Private <input type="checkbox"/> For profit	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Not for profit	Scope national Size S4

B2: Contact person (to be completed by all organisations included in the financial tables (eligible budget). Where the form is completed by the Applicant Organisation or, if different, the Coordinating Organisation, these must be the details of the Coordinator)

Title	Dr.	First name	Katalin	
Family name	Acs		<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female	
Department				
Position	President			
Address	Street – Number (if different from above)			
Postcode		City		
Country		NUTS code	HU101	
Telephone 1	++ 36.1.225.75.10		Telephone 2	++ /
Mobile	++36.30.999.39.09		Fax	++36.1.225.10.96
email	acs@budaikozepiskola.hu		website	www.esha.inf.hu

B4: To be completed by each organisation involved in the consortium / network

General description of the organisation:
 The members of our association consist of the heads and deputies of secondary (both vocational and grammar) high schools from the whole of Hungary, we have about 300 members. We deal with issues of common interests on the field of secondary high school management and affective education; we organize study visits to the Member States' high schools in order to experience exchange; annually we have a few workshops for discussing special issues of actuality. We do welcome colleagues from the Member States; we keep contacts in European dimension.

Role of the participant organisation in the proposed project / network
 Organizing the research in the schools and the training of the school leaders.

Skills and expertise of key staff involved in the project / network
 (Ms) Dr ACS, Katalin: (See cv)

Details of projects / networks in which your organisation / department has participated with the financial support of any Community programmes/ initiatives in the last five year

Dates	Programme or Initiative	Identification number	Contracting organisation	Title of the project / network	Website

Section B : Participating Organisations

One sheet to be completed for each organisation actively involved in the consortium. Applicants must consult the Instructions in Section 2.4

B1: Registered address and type of organisation

Partner role Tick one role only. Please refer to Instructions for single organisations and European Associations / EEIGs	<input type="checkbox"/> Partner		Partner Number	P 7	
Full legal name	Norsk Skolelederforbund				
	Association of Norwegian School leaders				
Registered Address	Lakkegata 21				
Postcode	0187	City	Oslo	Country	Norway
Type of organisation		Economic Sector	P85.3		
Legal Status	A <input type="checkbox"/> Private	<input type="checkbox"/> Public	Scope	N	
	B <input type="checkbox"/> For profit	<input checked="" type="checkbox"/> Not for profit	Size	S3	

B2: Contact person (to be completed by all organisations included in the financial tables (eligible budget). Where the form is completed by the Applicant Organisation or, if different, the Coordinating Organisation, these must be the details of the Coordinator)

Title		First name	Jens		
Family name	Nicolaisen		X Male	<input type="checkbox"/> Female	
Department					
Position	Vice President				
Address					
Postcode		City	Oslo		
Country	Norway		NUTS code	NO	
Telephone 1	++47 92843128		Telephone 2	++ /	
Mobile	++ /		Fax	++47/69366401	
email	jens@nicolaisen.net		website	www.nslf.no	

B4: To be completed by each organisation involved in the consortium / network

General description of the organisation Association for school leaders. Is is the only trade union in Norway open to school leaders only. Members come both from primary and secondary education.
Role of the participant organisation in the proposed project / network Limit 10 lines NSLF provides participating school/school leaders into the project as described in the application. In addition NLSF's vice president is a member of the projectgroup.
Skills and expertise of key staff involved in the project / network Limit 5 lines per person

Section B : Participating Organisations

One sheet to be completed for each organisation actively involved in the consortium. Applicants must consult the Instructions in Section 2.4

B1: Registered address and type of organisation

Partner role Tick one role only. Please refer to Instructions for single organisations and European Associations / EEIGs	<input type="checkbox"/> Applicant organisation (Contact details of Legal Representative to be provided in Section C) <input type="checkbox"/> Coordinating organisation (if different from Applicant Organisation) <input checked="" type="checkbox"/> Partner			Partner Number	P 8
Full legal name	Associazione Nazionale Dirigenti e Alte Professionalità della Scuola - ANP				
	National Association of Principals				
Registered Address	Viale del Policlinico, 129/a				
Postcode	I - 00161	City	Rome	Country	Italy
Type of organisation	Economic Sector		P85.3		
Legal Status	A <input checked="" type="checkbox"/> Private	<input type="checkbox"/> Public	Scope	N	
	B <input type="checkbox"/> For profit	<input checked="" type="checkbox"/> Not for profit	Size	5.700 members approx.	

B2: Contact person (to be completed by all organisations included in the financial tables (eligible budget). Where the form is completed by the Applicant Organisation or, if different, the Coordinating Organisation, these must be the details of the Coordinator)

Title	Mr.	First name	Antonino		
Family name	PETROLINO			<input checked="" type="checkbox"/> Male	<input type="checkbox"/> Female
Department					
Position	Project Manager				
Address					
Postcode		City			
Country			NUTS code	IT	
Telephone 1	++ / 39 06 44243262		Telephone 2	++ / 39 06 44245820	
Mobile	++ / 39 335 6648121		Fax	++ / 39 06 44254516	
email	segreteria@anp.it / petrolino@anp.it		website	www.anp.it	

B4: To be completed by each organisation involved in the consortium / network

General description of the organisation: Professional association of school heads in both primary and secondary education. Most important of this kind in Italy.
Role of the participant organisation in the proposed project / network Partner and organising the contacts with the participating school leaders in Italy.
Skills and expertise of key staff involved in the project / network

Section B : Participating Organisations

One sheet to be completed for each organisation actively involved in the consortium. Applicants must consult the Instructions in Section 2.4

B1: Registered address and type of organisation

Partner role	<input type="checkbox"/> Applicant organisation (Contact details of Legal Representative to be provided in Section C) <input type="checkbox"/> Coordinating organisation (if different from Applicant Organisation) <input checked="" type="checkbox"/> Partner			Partner Number	P 9
Full legal name	Šolski center Ljubljana				
	Secondary school center Ljubljana				
Registered Address	Aškerčeva 1				
Postcode	1000	City	Ljubljana	Country	Slovenia
Type of organisation	Economic Sector		P85.3		
Legal Status	A <input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Scope	NL	
	B <input type="checkbox"/> For profit	<input checked="" type="checkbox"/> Not for profit	Size	IS3	

B2: Contact person (to be completed by all organisations included in the financial tables (eligible budget). Where the form is completed by the Applicant Organisation or, if different, the Coordinating Organisation, these must be the details of the Coordinator)

Title		First name	Dejan		
Family name	Schaubach				Male <input checked="" type="checkbox"/> Female <input type="checkbox"/>
Department	Management				
Position	Project manager				
Address					
Postcode	1000	City	Ljubljana		
Country	Slovenia			NUTS code	SI00
Telephone 1	++ / 386 1 24 11 664			Telephone 2	++ /386 1 24 11 619
Mobile	++ /386 31 625 719			Fax	++ /386 1 24 11 665
email	dejan.schaubach@guest.arnes.si			website	www2.arnes.si/~ssljsc1s/

B4: To be completed by each organisation involved in the consortium / network

General description of the organisation:

Our Secondary school centre is one of the largest school in Ljubljana and it is located in very centre of the city. School centre has approximate 160 employees and around 1800 pupils in technical, vocational and grammar school. As the pupils come from rather different backgrounds and skills we are dealing with very different problems. Some of the pupils are very good in achieving school tasks, some of them are not. Most of these pupils who have some learning problems are attending vocational school, but there are also some of them that they are in grammar school. The school as institution organize permanently education for the teachers which are dealing with such a pupils. Many of the teachers are participating in various study visits that has this theme in its plan and we have information from our colleges from other countries also.

Role of the participant organisation in the proposed project / network

Coordinating the fieldwork and the research in tree schools in Slovenia. The head master is the president of the Slovenian Headmasters Association

Skills and expertise of key staff involved in the project / network

Nives Počkar is the president of Slovene society of headmasters in secondary schools. The Society has regular meetings where the headmasters discuss about most important and critical problems that they are dealing with in their every days work. The conclusions and decisions they are making they communicate to our Ministry of education on a monthly basis. Their contribution is highly worth as they are real teachers dealing with real problems in classes and not only in office.

Section B : Participating Organisations

One sheet to be completed for each organisation actively involved in the consortium. Applicants must consult the Instructions in Section 2.4

B1: Registered address and type of organisation

Partner role Tick one role only. Please refer to Instructions for single organisations and European Associations / EEIGs	<input type="checkbox"/> Applicant organisation (Contact details of Legal Representative to be provided in Section C) <input type="checkbox"/> Coordinating organisation (if different from Applicant Organisation) <input checked="" type="checkbox"/> Partner				Partner Number	P 10
Full legal name	Association of School and College Leaders					
Registered Address	130 Regent Road					
Postcode	LE1 7PG	City	Leicester	Country	UK	
Type of organisation	Professional Association	Economic Sector	P 85.3			
Legal Status	A <input type="checkbox"/> Private	<input type="checkbox"/> Public	Scope	N		
	B <input type="checkbox"/> For profit	<input checked="" type="checkbox"/> Not for profit	Size	S7		

B2: Contact person (to be completed by all organisations included in the financial tables (eligible budget). Where the form is completed by the Applicant Organisation or, if different, the Coordinating Organisation, these must be the details of the Coordinator)

Title	Mr	First name	Timothy		
Family name	Andrew				X Male <input type="checkbox"/> Female <input type="checkbox"/>
Department					
Position	Chair of International Committee				
Address					
Postcode		City			
Country				NUTS code	UKF2
Telephone 1	++ 44 116 299 1122			Telephone 2	++ 44 1494 771265
Mobile	++ 44 7850 693974			Fax	++ 44 116 299 1123
email				website	

B4: To be completed by each organisation involved in the consortium / network**General description of the organisation:**

Professional body representing and supporting 13,000 leaders (Principals, Deputies and Assistants in secondary schools and colleges throughout the UK:

- providing the trade union function of representing members over issues relating to their contracts and conditions of service;
- advising national and local governments on the development of policy;
- similarly advising other national bodies, e.g. our curriculum and assessment authorities, the National College for School Leadership;
- developing policy to inform the future development of school leadership;
- offering guidance and support to members in the effective discharge of their responsibilities;
- providing training and consultancy in effective school leadership;
- commissioning and undertaking research into effective school leadership;
- providing an effective network, nationally and internationally, for school leaders to share good practice.

Role of the participant organisation in the proposed project / network Limit 10 lines

Member of steering group that has planned and shaped this project.

Will continue to contribute member to steering group

Organisation will:

- identify participating schools and school leaders;
- support participating schools by providing networking and communication infrastructure
- provide opportunities for dissemination of findings – emerging and final – through publications, website and conferences
- inform and liaise with national government and National College for School Leadership
- provide resources as agreed in the application and work plan

Skills and expertise of key staff involved in the project / network Limit 5 lines per person

Very experienced school leader with senior role in organisation and extensive national and international networks; excellent knowledge of the project through involvement since its inception will ensure identification of appropriate schools and their effective support..

Communications director will lead dissemination through editorial role in association's publications.

Consultancy and training expertise will support schools and leaders in participation in the project.

Section C: DECLARATION OF HONOUR BY LEGAL REPRESENTATIVE OF APPLICANT ORGANISATION

Contact details of the Legal Representative of the Applicant Organisation (this person must sign the declaration below and, in the event of a successful application, will also sign the Grant Agreement on behalf of the Consortium).

Title	drs.	First name Sjoerd		
Family name	Slagter		<input checked="" type="checkbox"/> Male	<input type="checkbox"/> Female
Department	VO-raad			
Position	President VO-raad			
Address	St. Jacobsstraat 430-440			
Postcode	3511 BT	City	Utrecht	
Country	The Netherlands		NUTS code	NL
Telephone 1	++ 31/ (0)30 – 232 48 00		Telephone 2	/
Mobile	++ 31/06 – 21 28 41 71		Fax	++31/(0)30 – 232 48 48
email	Sjoerds slagter @vo-raad.nl		website	www.vo-raad.nl

"I, the undersigned:

1 <input type="checkbox"/>	request from the Education, Audiovisual and Culture Executive Agency a grant of € 462.739,- with a view to implementing the action which is the subject of this grant application.
Yes	
Declare that :	
2 <input type="checkbox"/>	I am authorised by my organisation to sign Community grant agreements on their behalf.
Yes	
3 <input type="checkbox"/>	all information contained in this application, is correct to the best of my knowledge.
Yes	
4 <input type="checkbox"/>	the organisation I represent has the adequate legal capacity to participate in the call for proposals.
Yes	
5 <input type="checkbox"/>	the organisation I represent is considered to be a "public body".
No	
Note: also considered to be public bodies are: all schools and higher education institutions specified by Member States (participating countries), and all institutions or organisations providing learning opportunities which have received over 50 % of their annual revenues from public sources over the last two years, or which are controlled by public bodies or their representatives	
6 <input type="checkbox"/>	the organisation I represent has financial and operational capacity to complete the proposed action or work programme (this condition does not apply to public bodies)
Yes	
Certify that :	
7 x <input type="checkbox"/>	the organisation I represent :
Correct	
<ul style="list-style-type: none"> • is not bankrupt, being wound up, or having its affairs administered by the courts, has not entered into an arrangement with creditors, has not suspended business activities, is not the subject of proceedings concerning those matters, nor is it in any analogous situation arising from a similar procedure provided for in national legislation or regulations; • has not been convicted of an offence concerning its professional conduct by a judgment which has the force of 'res judicata'; • has not been guilty of grave professional misconduct proven by any means which the Education, Audiovisual and Culture Executive Agency can justify ; • has fulfilled its obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which it is established or with those of Belgium or those of the country where the grant agreement is to be performed; • has not been the subject of a judgment which has the force of 'res judicata' for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interests; • following another procurement procedure or grant award procedure financed by the Community budget, has not been declared to be in serious breach of contract for failure to comply with its contractual obligations; • 	
Acknowledge that:	
8 <input type="checkbox"/>	the organisation I represent will not be awarded a grant if it finds itself, at the time of the grant award procedure, in contradiction with any of the statements certified above, or in the following situations:
Yes	
<ul style="list-style-type: none"> • subject to a conflict of interest (for family, personal or political reason or through national, economic or any other interest shared with an organisation or an individual directly or indirectly involved in the grant award procedure); • guilty of misrepresentation in supplying the information required by the Education, Audiovisual and Culture Executive Agency as a condition of participation in the grant award procedure or has failed to supply this information. 	
9 <input type="checkbox"/>	In the event of this application being approved, the European Commission and the Education, Audiovisual and Culture Executive Agency has the right to publish the name and address of this organisation, the subject of the grant and the amount awarded and the rate of funding.
Yes	

I acknowledge that administrative and financial penalties may be imposed on the organisation I represent if it is guilty of misrepresentation or is found to have seriously failed to meet its contractual obligations under a previous contract or grant award procedure."

Signature: _____ Date:

Section D: Project / network Description and Justification

D.1 Rationale and background

The proposal for this study arises from the growing international interest in the impact of school leadership. In this project three distinct developments are behind this interest.

The most direct stimulus for the proposed project lies in the results from OECD's PISA study that identified differences between achievement in the educational systems in a number of countries and led to discussion around the question of the characteristics in the national systems to which these differences could be attributed. This question was addressed by Doebert, Klieme and others (2003) by means of national case-studies, and by Luyten, Scheerens, Visscher and others (2005) by means of a quantitative re-analysis of the PISA 2000 data-set. In the latter case particularly, the failure to include school leadership among the school background variables measured in the PISA study was seen as an omission. School effectiveness research indicates that "instructional leadership" deserves to be at least considered as a likely factor that is associated with student performance (Hallinger & Heck, 1998; Scheerens & Bosker, 1997; Pashiardis, 1998; Kythreotis & Pashiardis, 2006).

Interested in bringing together PISA results and ad hoc data-collection on school leadership characteristics, School Managers VO, a school leaders' association in the Netherlands and member of the European Association of School Heads (ESHA), commissioned a pilot study to explore possible measures and instruments to collect quantitative data on school leadership in European countries, and to consider practical and technical design options to look for links between measures of school leadership and student outcome data. The results of this pilot study (Scheerens & Witziers, 2005) are to be seen as preparatory work to the currently proposed new project, which should take further steps in preparing the grounds for a fully fledged quantitative study in which validated school leadership measures are related directly and indirectly (through various kinds of intermediary school variables) to student achievement outcomes in regard to their key competences for life long learning.

The second interest in studying variation in school leadership between countries stems from the reforms of national educational systems that have been taking place in many countries. The most prominent characteristics of these reforms are a combination of a) changing patterns of centralization and decentralization and b) development and implementation of evaluation and accountability provisions (Woessmann, 2004; Maslowski, Scheerens & Luyten, 2006). It seems obvious that the roles and functioning of school leaders are affected by these developments. Clarifying precisely how and to which extent these influences work is a further objective of the proposed study. Interestingly, these national reforms share the ultimate ideal to enhance the effectiveness of education with the school effectiveness perspective that was referred in the PISA data analysis above.

When considering integrated, multi-level models of educational effectiveness, both system-level context characteristics, such as measures of centralization/decentralization and types of accountability arrangements, and school level-characteristics, such as the leadership style of the school principal, can be studied together. The causal link that we are interested in puts school leadership in the centre, sees it as being shaped by system level conditions (see Hörner et al., 2006), and in its turn actively shaping school conditions that stimulate school effectiveness. These hypothetical multi level causal models will be illustrated in more concrete terms further on.

The third element in the rationale for this study concerns the conceptualisation of school leadership. Given the structural reforms at the level of national education systems this should be seen as a "moving target". When, for example, schools are operating under conditions of free school choice and have to compete for enrolments, school leaders have to become more externally oriented and pro-active in marketing activities; at the same time accountability requirements would tend to emphasize more internally focused "instructional leadership" in order to stimulate student learning as much as possible. In the proposed study clarification of the position, role and leadership style of principals in the participating countries will be approached from two angles: a deductive one, by taking into consideration promising management models and theories, such as those developed by Bolman and Deal (1991) and Quinn and Rohrbaugh (1983); and secondly by means of a more inductive approach, in which we start from descriptions of actual practices in the participating countries through collaborative work between practicing school heads and researchers.

Next to these three interests the proposed study is shaped by a desire to focus on the enhancement of the position of underachieving learners. This latter aim will be pursued by comparing leadership in schools that differ in school composition and in the way they try to address weaknesses in education concerning acquisition of key competences of the students.

D.2 Aims and objectives

The overall purpose of the study is to explore how school leadership, directly or indirectly, affects student achievement. The international comparative approach is meant to uncover relevant differences between countries against the background of differences between national educational systems. Equally importantly, we hope also to find a common core, which might be interpreted as a European dimension in school leadership. In its methodological design the study is a mixture of research methods and collaborative action research shared by acting school leaders and researchers.

The project has the following objectives:

1. To study the way the functions of school leaders in secondary education in the participating countries are shaped by patterns of decentralization and centralization as well as accountability requirements.
2. To develop our own conceptual framework for measuring the effectiveness of school leadership in an international context.
3. To design and to explore empirically hypothetical models of effective school leadership styles by specifying intermediary factors between school leadership characteristics and student outcomes.
4. To address the above objective specifically with respect to lower achieving students and the growing weaknesses in the basic competences in reading and writing skills of young pupil as reported in "Progress towards the Lisbon Objectives in Education and Training 2006".
5. To find an answer on the question: How can school leaders succeed in creating a positive school climate and in improving the quality of a school?
6. To promote cooperation and collaborative research activities between school leaders and researchers in a learning environment at a European level. The latter objective of this project is unique: never before have school leaders and academics worked together in a research program like this one.
7. To collect meaningful data about school leadership in Europe to enhance our understanding of the relationships between leadership, the educational system and school results, such as PISA and TIMMS.

These aims and objectives of the project are linked to the main objectives and aims in section A5. They contribute to the development of high performance, innovation and a European dimension in systems and practices in school leadership and outcomes for students. They help to improve the quality preparation for lifelong learning and the willingness of students leaving school to engage in it. They ensure an adequate supply of comparable data, statistics and analyses to underpin engagement in lifelong learning and the development of policy. analyses that underpin lifelong learning policy.

D.3 Specific characteristics

For Networks

Main Thematic domain	The impact of school leadership on school quality and student outcomes .
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D.4 Detailed description

Limit: 100 lines (two A4 pages)

The detailed description should correspond with the needs identified above by focusing on the following points:

- How does the proposal solve / address the needs and constraints identified in D.1 above?

The approach is characterized by three core research question that will be addressed: question 1 covers objective 1, question 2 covers objective 2 and question 3 covers objectives 3, 4, 5, and 6. Objective 7 is a process objective that is at in the heart of the methods used to answer the research questions.

Research question 1:

How is the role of secondary school principals positioned in the educational system of the country (Which decisions are taken at national, regional and local levels and what is controlled via "inputs" or "outputs"? What role does the local community play in governing the school; is there a policy community (Kingdon, 1995)?)

- What is the role of secondary school principals in relation to others who are also involved in the policy process?
- What is his/her discretionary power? (Use of PISA items; OECD locus of decision-making questionnaire.)
- How is the total time working times for teachers defined and organized?
- What is the principal's role in evaluation and accountability; do they have formal obligations concerning school performance reporting, school inspections and school self-evaluation?
- Is there a principal appraisal system; does it bear any consequences?
- What kind of principal preparation and development programmes exist in these countries and how are they governed, implemented and financed (Davis et al., 2005)?
- What are the principals' responsibilities (if any) within the framework of national policies in order to support the position of disadvantaged learners?
- How is professionalism understood by the principals themselves; is it a shared understanding?
- What support structures (in-service training and the like, counselling, discussion and consultation on a national scale are provided for principals?

Methods: documentary analysis, completing the OECD locus of decision-making questionnaire by a panel of school leaders and educational administrators in each country; completing a brief questionnaire on the role of the principal in evaluation and accountability; scrutinising the principal's tasks and responsibilities within the framework of equity oriented policies (here too instruments from OECD may be used).

Research question 2:

How do secondary school principals perceive their role, preferred leadership style and their effectiveness in enhancing the overall quality of education as well as enhancing the quality of education for disadvantaged learners?

- Development of an instrument to assess leadership style on the basis of available conceptual frameworks;
- Testing of the questionnaires in one or two workshops, in which school leaders from seven countries participate;
 - Introduce the conceptual background, and work in focus groups to reveal perceptions on efficacy in quality maintenance, school improvement and special measures for disadvantaged students;
 - The workshops will result in a list of approaches and strategies that seem feasible, as well as a list of constraints and challenges specific for each country.

Methods: instrument development and field testing in two or three countries: design of the workshops, as a collaborative activity of researchers and school leaders; conducting of the workshops.

Research question 3:

Through which intermediary factors and mechanisms can school principals have an impact on an improvement of the well-being and achievement of disadvantaged students?

- Which, of an alternative set of conceptual causal models, appears to be most feasible for school leaders from seven countries?
- Which approaches and intermediary factors under the control of the school leaders discriminate between schools which are particularly successful in improving the position of disadvantaged learners, as compared to less successful schools?

Methods:

1. **Case study action research**, with school leaders as researchers. The school leaders that have participated in the workshops collect information in a limited number of schools in each country. They collect data, but also discuss effective approaches with their colleagues. The selection of schools is crucial. Internationally comparable schools will be selected; within each country two schools that have been successful in equity related strategies will be identified and compared to two average schools. School leaders/researchers will work with a set of check-lists developed by the research staff, and checked during the workshops. The practical result of the case-studies could be a set of effective, school leader controlled strategies to improve the position of disadvantaged learners. The result will be a better validated conceptual map on the indirect effectiveness of school leadership.
2. **Secondary analysis of international data sets**. Although the available data-sets from PISA and TIMSS contain relatively little information on school leadership, there is at least information at school level on the decision-making authority of school leaders. This information will be related to intermediary school variables, representing school climate, admission and selection policies of the school, and school evaluation approaches. The preferred data-analysis strategy is multi-level covariance structure analysis (cf. Muthén, 1994).

- Describe the target group (s) that are to be addressed in the short-term and their main needs.

The study will have an output that is relevant to researchers, policy-makers, school principals' organizations and school leaders. Research will benefit from the knowledge and research instruments that will be yielded by the study. Policy-makers will be served with information about the school level implications of decentralization and accountability oriented programs. School management organizations can use the results for determining their strategic agendas and providing a European dimension to them. The school leaders that will be directly involved in the project will learn from their new role as co-researchers. It is the intention that results will also be disseminated to a larger audience of schools and school principals.

- Describe the long-term beneficiaries and the anticipated impact on them.
 - The European Union will benefit from the comparative information that the study yields, and from instruments that could support efforts to elaborate a set of education indicators in the Union.
 - School leaders' organizations will benefit from knowledge, instruments and modes of professional development used in this study for shaping their agendas, and in bringing a European dimension to them.
 - School leaders who directly participate in the project will be stimulated in their professional development, most notably in the role of "school leaders as researchers", for whom they will act as champions.
 - School leaders not directly involved could use the material for their own purposes, within the framework of in-service training of school leaders, school development and school self-evaluation.
 - National governments will benefit from the increased insight into the way decentralization and accountability policies work out on schools and school effectiveness.
 - The international research community will benefit from the knowledge and research instruments that are yielded from this study
- Explain how your outcomes and benefits will be cascaded to the long-term beneficiaries.

Through the collaboration of the two kinds of partner - researchers and school leaders/ representatives of school leader organizations – we expect to realise the following objectives:

1. Studying “the way the function of school leaders in secondary education in the participating countries is shaped by patterns of decentralization and centralization as well as accountability requirements” is expected to yield insights into system-level characteristics, like the extent to which school autonomy in financial management is matched by school leaders’ perceptions about their actual discretion in this area. Researchers and school leaders will contribute to these outcomes
 2. Developing a “conceptual framework for measuring school leadership in an international context” will yield either the validation of an existing model, or a newly developed model that integrates existing ones. In addition the model will be operationalized into an instrument based on self-perceptions from school leaders. With respect to these outcomes, researchers will play an important role, but there will be strong input from school leaders as well.
 3. “To design and explore empirically hypothetical models of effective school leadership styles, by specifying intermediary factors between school leadership characteristics and student outcomes” will yield causal models, including intermediary school variables; the exploration of these models in workshops of school leaders from the participating countries; and secondary analyses of international data sets resulting in numerical estimates of path coefficients for each participating country. Model formation and quantitative analysis will be an activity that is carried out by the researchers. During the workshops both school principals and researchers will contribute.
 4. “To address the above objective specifically with respect to lower achieving students” will be established by carrying out the analyses (both qualitative and quantitative) described under 3 in selected schools of the participating countries. Researchers will contribute most, but there will be input from school leaders as well during the workshops.
 5. “To promote cooperation and collaborative research activities between school leaders and researchers” will be a “process-goal” of the study that permeates particular phases of the project. The expected results of this approach are an enrichment in the grounding of hypothetical and theoretical ideas as well as professional development for both school principals and researchers. Such equal contribution of school leaders/school leaders’ organizations and researchers will provide a model for future professional development programmes for both.
- Justify the duration of your project/network

To fulfil the Work Plan for the project will take 24 months and has the following stages:

Starting the project with the conceptual analysis (1.10.2007)– preparation of the instruments – starting conference – data collection – developing the framework – working conference – training program for the school leaders – collecting the data collected by the school leaders – analyses and interpretation of the data – working conference – reconstruction of the instrument – collecting data with new instrument – new analyses and interpretation of data – working group conference – reporting – working conference followed by the final conference. (1.10.2009)

- What are the indicators that will be used to measure the progress of the work and the extent to which it will deliver the expected outcomes? If the proposal seeks to create or adapt pedagogical materials for learners or teaching staff, please (a) describe the methodological / didactic approaches on which the products will be based and (b) outline the measures that will be adopted for testing the materials on target users.

The proposed study will compare Bolman and Deal’s (1991) and Quinn’s (1990) models, including available instruments to measure these concepts. On the basis of this comparison a choice of instruments will be made or an integrated instrument will be developed by the research team; the process of conceptual analysis and instrument development will be a collaborative action of researchers and school leaders from the participating countries.

Results from meta-analyses (Scheerens & Bosker, 1997) indicate that only in a few countries, most notably the United States, could a significant direct effect of school leadership on student achievement be established. More recent studies have therefore increasingly looked at indirect effects of school leadership through intermediary school conditions. Scheerens and Witziers, 2005, provide the overview of the, as yet, limited set of empirical studies that have looked into these indirect effects, and noted that practically each time other intermediary variables were selected.

Progress will be monitored against the work plan by a steering group consisting of the academics leading this project. This group will meet at least every six months after the starting conference, receiving reports from each country on each aspect of the project’s work.

- For networks: please demonstrate the extent to which the activities proposed are networking activities

In the project seven school leaders organisations from seven contrasting countries (UK, Norway, Netherlands, Slovenia, Hungary, Italy, Germany) will participate, along with the University Twente (Netherlands), the Open University (Cyprus), the Deutsches Institut für Internationale Pädagogische Forschung and the CITO (Institute for test development and research in the Netherlands)

)

D.5 Innovation

Limit 50 lines (one A4 page)

- Describe how your proposal will provide something new for the group(s) it targets in terms of learning opportunities, skills development, access to and exchange of information, sharing good practice, development of reflection in the main thematic area for networks etc.

The study is innovative in trying to clarify and study empirically the nature of school leadership that is successful in improving school effectiveness. Furthermore, the study is innovative in trying to clarify and study empirically the conditions or circumstances (school governance processes) under which some forms of school leadership are more successful than others. These are relatively new fields of study and combining them is innovative.

In addition, the study seeks to be methodologically innovative in developing a mix of research instruments that are expected to be useful to school leaders and teachers in the evaluation of various policy initiatives in order to improve the educational effectiveness of their school.

This organization of action research in schools as part of the job of teachers and school leaders, in close cooperation with researchers, thus forming tri-partite partnerships, is a highly innovative approach. As far as we know, this approach, which leads to real partnership between researchers and practitioners, has not been tried before in a European context.

- For networks please describe how your proposal will contribute either to the advancement of knowledge or to the definition of new approaches in a specific area.

(See under D4: School leaders who directly participate in the project will be stimulated in their professional development, most notably in the role of "school leaders as researchers", for whom they will act as champions.

School leaders not directly involved could use the material for their own purposes, within the framework of in-service training of school leaders, school development and school self-evaluation.

D.6 Quality of the consortium / network

Limit 50 lines (one A4 page)

- Explain how the consortium has been set up.
- Explain the rationale behind the distribution of the activities and how the contribution to the participants to each of the activities are designed to achieve the goals in the most effective and efficient way.

The coordinating institute, the Dutch school leaders' organisation "VO-Raad", takes responsibility for the overall organisation, the work coordination and the products of the project. Financial control is also the responsibility of the coordinating institute.

The work of the academics will be administratively coordinated by the DIPF (Berlin). The academics are responsible for the collection of relevant data, for the methodological aspects of the research, for the training of the school leaders and finally for the analysis of the results and the construction of the theoretical framework. They are also involved in writing the final report and in publishing articles.

The school leader associations in the participating countries will organise the research programmes in their countries. A senior member of the organisation of each country is member of the project group. They will invite school leaders to participate and they have an important role in disseminating the results of the project in every country.

The representative of CITO Netherlands is responsible for making the link with the PISA programme.

Partner	Task
VO-Raad + Projectleader	Overall organisation; coordination of the work; administrative activities; financial control; organising the conferences and work sessions.
DIPF / Berlin	Administratively leading and coordinating the work of the researchers; products; assembling data; supporting the project leader; training the school leaders.
University of Twente	Overall conceptual development; instrument construction; development of qualitative research methods, data research and analysis, training the school leaders.
Open University of Cyprus	School management aspects of school identity; conceptual development; data research and analysis; training the school leaders; development of qualitative research methods.
The school leader associations	Senior leaders of each organisation are members of the project group; they will organise the school researches and the training of the school leaders; they have a role in their country regarding to the dissemination of the results of the project.
The participating schools: in every country are three school participating. From every school two school leaders (head and deputy).	They organise the research programme in their school and also in a partner school.

- Please present the collective experience of the participants, and describe the structure, functioning and experience of the consortium in transnational co-operation.

Prof. Dr. Jaap Scheerens: he is director of The Department of Educational Organisation and Management of the University Twente. Has a long-standing experience in leading international consortia for the EU and OECD and has coordinated several EU studies. (See his cv as Annex)

Prof. Dr. Petros Pashiardis: Prof. at the OUC (Cyprus). Graduate studies at the University of Texas-Austin, USA. His research experience: educational leadership issues, strategic planning, supervision and evaluation of personnel and programmes, effective schools. (See his cv as Annex)

Dr. S. Brauckman: researcher at the German Institute for International Educational Research (DIPF) in Berlin. He has experience within the study "Features of Successful School Systems. A comparison of the school systems in Canada, England, Finland, France, the Netherlands and Sweden.

Drs. B.J.P. van de Ven: Project leader: active member of the VO-Raad, the Dutch association for school leaders. Van de Ven is member of an educational board and is working as a educational consultant too. As a former school leader he has much experience with European projects (Comenius, Arion). He is a member of the executive committee of the European Forum for Administration in Education.

One of the aims of the VO-Raad is to provide further education for school leaders. Another activity is organising educational research on specific subjects. One of that studies was the relationship between school leadership and school results, in cooperation with the University Twente. The school leader associations in the other participating countries also organize case studies and conferences. They participated in the first PISA-project, mentioned above.

Drs. Erna Gilles: she is working for CITO Netherlands, an international working institute for test development, responsible for the PISA-program in the Netherlands.

All the participating presidents of the European School Heads Association have much experience in international and European programs like Socrates, Comenius. (See the cv's)

- Please specify how cooperation and communication will be ensured between partner institutions. What will be working languages?

Communication: e-mail; working conferences; general conferences; electronic newsletter; website; lectures during ESHA-conferences; meetings of the national school leader associations. The working language will be English

- For networks: please indicate how the coordinating institution will pool the expertise of / manage the institutions involved

(See above)

- Other partners:

Name: CITO

Country: Netherlands (NL)

Contact person: Erna Gilles

The "CITO", the national Dutch institute for developing tests will also be involved into the project, not as a participating partner, but the CITO will assist with special expertise in the field of PISA-results and disseminating the results of the project.

D.7 European added value

Limit 50 lines (one A4 page) Describe the benefits anticipated from the implementation of the proposal at a European level rather than at a national or regional one.

The European Union will benefit from the comparative information that the study yields, and from instruments that could support efforts to elaborate the set of education indicators in the Union.

School leaders' organizations will benefit from knowledge, instruments and modes of professional development used in this study for shaping their agendas, and in bringing a distinctive European dimension to them.

The PISA organization will benefit from this project. The research will try to find a link between the PISA results and school leadership factors, that is the impact of the quality of school leadership on student results.

D8 Relevance towards the strategic issues related to the Lifelong Learning Programme

Please select from the following, the strategic issues that your proposal addresses within the LLP. Select only those that are relevant to your planned activities and, for each one selected, provide a concise explanation of the way(s) in which the issue is addressed in your plans. Add new rows as necessary. Please delete the sections that are not relevant to your proposal.

D.8.1 Lisbon Education & Training Progress Indicators

(See http://ec.europa.eu/education/policies/2010/et_2010_en.html and Table 12 in the instructions)

CODE	Target	Description
LIS-B6, 7, 8	Skills for the Knowledge Society	Distribution and mean performance of students on the PISA reading, mathematical and science literacy scale

The aim of the project is to examine how we can improve student results by enhancing the quality of school leadership. In this project we will be working directly with the PISA-data in an effort to conduct a meta-analysis of the PISA data sets.

D.8.2 Lisbon Key Competences (See http://ec.europa.eu/education/policies/2010/et_2010_en.html and Table 13 in the instructions)

CODE	Description
KC1	Communication in the foreign languages
School leaders out of seven European countries are coming and working together and they have to speak a foreign language. In this way, they also improve their language skills and serve as an example for the students in their schools.	

CODE	Description
KC4	Digital competences
As communication and work will be conducted primarily through the internet, emails and filling in questionnaires and other instruments online, the participants will have many opportunities to enhance their digital skills and competences.	

D8.3 LLP Horizontal policies (See Decision Article 12 and Table 14 in the Instructions)

CODE	Description
b	making provision for learners with special needs, and in particular by helping to promote their integration into mainstream education and training
As we describe in another section of the proposal, one of the main objectives of our study will be to address students' learning specifically with respect to lower achieving students and more specifically with regards to learners with special learning needs. Therefore, one of the issues is, how school leaders can influence student outcomes and especially for students with special needs.	

D.8.4 Complementarity with other policies (See Decision Article 12 and Table 14 in the Instructions)

CODE	Description
1.1	Education and Training 2010 Work Programme
Because of the fact that this project revolves around all the various aspects of life long learning, in this case especially for the school leaders, this programme suits the qualifications for the Education and Training Work Programme 2010.	

Section E: WORKPACKAGES
Section E: WORKPACKAGES (1)

E1 Definition of workpackage Complete one for each workpackage

start	1.9.2007	duration	4 months	Workpackage Type and Reference (Table 16)	MNGT + RES
Title of workpackage	conceptual analyses of school systems				
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
Collecting background information of governance, school organisation and school system in the participating countries.					

Partners involved (copy table as often as necessary)

Partner number	Country	Short-name	Approximate number of staff days			
			Category 1	Category 2	Category 3	Category 4
Lead partner (P 2)	NL	UT	10			
P(1)	NL	VO-Raad	5			5
P(3)	CY	OUC	10			
P(4)	DE	DIPF		20		
All partners						

E2.1 Description of outcomes and users

Each planned outcome should be described below using the tables presented in the Instructions. Where a training course or event is envisaged, please distinguish clearly between a course designed to test materials / methodologies (field testing, formative evaluation, piloting etc), and one that is designed to develop skills in the participants (using the end-product, transfer of knowledge etc).

Detailed description (Limit 5 lines) Background information of governance, school organisation and system
Aims (for the end-users / target groups) (Limit 5 lines) To get a review of the school systems as a basic for the research programme

Short-term Targets (add / delete rows as necessary)

Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Short-term target number
TCH-PRF	ISCED 5A-6	142	ISCO-231	EDU-UNIV	P85	23
TCH-STAFF	ISCED 3 GPV	142	ISCO-235	EDU-SCHsec	P85-3	85

E 2.2 Profile of outcomes

Where the workpackage concerns the development of a concrete output (material, study, event, training materials, reports etc), please select the relevant product / output / results table(s) from the options below to provide details. Tables should be copied as many times as required to complete the description of the workpackage. Tables that are not relevant for this workpackage may be deleted.

Electronic or paper-based products/ output / results

Title	School systems and school organisation in Europe		
Media	internet; magazine;	Users (Learners, institutions, sectors)	Researchers, school leaders, policy makers
Short description			

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Source Language (Table 1)	Target language (Table 1)
	mm/yy			

For conferences, seminars, festivals, training or other events: Venues and numbers

Venue (country)	Dates	Duration	Nr Participants	Source Language (Table 1)	Target language (Table 1)

Section E: WORKPACKAGES (2)

E1 Definition of workpackage Complete one for each workpackage

start	1.9.2007	duration	4 months	Workpackage Type and Reference (Table 16)	MNGT + RES
Title of work package	Preparation instruments				
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
The researches develop instruments to measure leadership styles					

Partners involved (copy table as often as necessary)

Partner number	Country	Short-name	Approximate number of staff days				
			Category 1	Category 2	Category 3	Category 4	
Lead partner	(P2)	NL	UT	17			
P(1)		NL	VO-Raad	3			3
P(3)		CY	OUC	15			
P(4)		DE	DIPF		13		
All partners							

E2.1 Description of outcomes and users

Each planned outcome should be described below using the tables presented in the Instructions. Where a training course or event is envisaged, please distinguish clearly between a course designed to test materials / methodologies (field testing, formative evaluation, piloting etc), and one that is designed to develop skills in the participants (using the end-product, transfer of knowledge etc).

Detailed description
Development and validation of research instruments
Aims (for the end-users / target groups) (Limit 5 lines)
These instruments will be need by the school leaders

Short-term Targets (add / delete rows as necessary)

Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Short-term target number
TCH-PRF	ISCED 5A-6	142	ISCO-231	EDU-UNIV	P85	23
TCH-STAFF						

E 2.2 Profile of outcomes

Where the workpackage concerns the development of a concrete output (material, study, event, training materials, reports etc), please select the relevant product / output / results table(s) from the options below to provide details. Tables should be copied as many times as required to complete the description of the workpackage. Tables that are not relevant for this workpackage may be deleted.

Electronic or paper-based products/ output / results

Title	Instruments measuring leadership styles		
Media	digital	Users (Learners, institutions, sectors)	headmasters
Short description			

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Source Language (Table 1)	Target language (Table 1)
	mm/yy			

For conferences, seminars, festivals, training or other events: Venues and numbers

Venue (country)	Dates	Duration	Nr Participants	Source Language (Table 1)	Target language (Table 1)

E1 Definition of workpackage Complete one for each workpackage

start	2.11.2007	duration	3 days	Workpackage Type and Reference (Table 16)	MNGT + RES + DISS
Title of work package	Starting conference Slovenia				
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
During a starting conference the first results will be presented and the researchers show the developed instruments to measure leadership styles. The school leaders will also get a training from the academics to use the instruments.					

Partners involved (copy table as often as necessary)

Partner number	Country	Short-name	Approximate number of staff days				
			Category 1	Category 2	Category 3	Category 4	
Lead partner	(P2)	NL	UT	10			
P(1)		NL	VO-Raad	10			3
P(3)		CY	OUC	10			
P(4)		DE	DIPF		19		
All partners				38			

E2.1 Description of outcomes and users

Each planned outcome should be described below using the tables presented in the Instructions. Where a training course or event is envisaged, please distinguish clearly between a course designed to test materials / methodologies (field testing, formative evaluation, piloting etc), and one that is designed to develop skills in the participants (using the end-product, transfer of knowledge etc).

Detailed description
Outcomes of this conference: the school leaders can work with the instrument
Aims (for the end-users / target groups) (Limit 5 lines)

Short-term Targets (add / delete rows as necessary)

Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Short-term target number
TCH-PRF	ISCED 5A-6	142	ISCO-231	EDU-UNIV	P85	23
TCH-STAFF	ISCED 3GPV	01	ISCO-235	EDU-SCHsec	P85-3	85

E 2.2 Profile of outcomes

Where the workpackage concerns the development of a concrete output (material, study, event, training materials, reports etc), please select the relevant product / output / results table(s) from the options below to provide details. Tables should be copied as many times as required to complete the description of the workpackage. Tables that are not relevant for this workpackage may be deleted.

Electronic or paper-based products/ output / results

Title			
Media		Users (Learners, institutions, sectors)	headmasters
Short description			

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Source Language (Table 1)	Target language (Table 1)
	mm/yy			

For conferences, seminars, festivals, training or other events: Venues and numbers

Venue (country)	Dates	Duration	Nr Participants	Source Language (Table 1)	Target language (Table 1)
Slovenia	2.11.2007	3	23	EN	EN

start	1.1.2008	duration	2 months	Workpackage Type and Reference (Table 16)	MNGT + RES
Title of work package	Data collection				
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
The researches analyse the relevant data on pupils' achievement in PISA.					

Partners involved (copy table as often as necessary)

Partner number	Country	Short-name	Approximate number of staff days			
			Category 1	Category 2	Category 3	Category 4
Lead partner	(P2)	NL	UT	15		
P(1)	NL	VO-Raad		5		3
P(3)	CY	OUC		15		
P(4)	DE	DIPF			18	

E2.1 Description of outcomes and users

Each planned outcome should be described below using the tables presented in the Instructions. Where a training course or event is envisaged, please distinguish clearly between a course designed to test materials / methodologies (field testing, formative evaluation, piloting etc), and one that is designed to develop skills in the participants (using the end-product, transfer of knowledge etc).

Detailed description The researchers analyse the PISA-data for investigation the relationship between leadership style, school organisation and outcomes at school level
Aims (for the end-users / target groups) (Limit 5 lines) To have a basic to develop a theoretical framework

Short-term Targets (add / delete rows as necessary)

Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Short-term target number
TCH-PRF	ISCED 5A-6	142	ISCO-231	EDU-UNIV	P85	23
TCH-STAFF						

E 2.2 Profile of outcomes

Where the workpackage concerns the development of a concrete output (material, study, event, training materials, reports etc), please select the relevant product / output / results table(s) from the options below to provide details. Tables should be copied as many times as required to complete the description of the workpackage. Tables that are not relevant for this workpackage may be deleted.

Electronic or paper-based products/ output / results

Title	a theoretical framework		
Media	digital	Users (Learners, institutions, sectors)	headmasters and researchers
Short description			

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Source Language (Table 1)	Target language (Table 1)
	mm/yy			

E1 Definition of workpackage Complete one for each workpackage

start	1.1.2008	duration	10 months	Workpackage Type and Reference (Table 16)	MNGT + RES
Title of work package	Developing the theoretical framework				
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
The researchers develop the theoretical framework					

Partners involved (copy table as often as necessary)

Partner number	Country	Short-name	Approximate number of staff days				
			Category 1	Category 2	Category 3	Category 4	
Lead partner	(P2)	NL	UT	20			
P(1)		NL	VO-Raad	3			3
P(3)		CY	OUC	15			
P(4)		DE	DIPF		17		
All partners							

E2.1 Description of outcomes and users

Each planned outcome should be described below using the tables presented in the Instructions. Where a training course or event is envisaged, please distinguish clearly between a course designed to test materials / methodologies (field testing, formative evaluation, piloting etc), and one that is designed to develop skills in the participants (using the end-product, transfer of knowledge etc).

Detailed description
Development and validation of research instruments
Aims (for the end-users / target groups) (Limit 5 lines)
These instruments will be need by the school leaders

Short-term Targets (add / delete rows as necessary)

Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Short-term target number
TCH-PRF	ISCED 5A-6	142	ISCO-231	EDU-UNIV	P85	23
TCH-STAFF	ISCED 3GPV	01				85

E 2.2 Profile of outcomes

Where the workpackage concerns the development of a concrete output (material, study, event, training materials, reports etc), please select the relevant product / output / results table(s) from the options below to provide details. Tables should be copied as many times as required to complete the description of the workpackage. Tables that are not relevant for this workpackage may be deleted.

Electronic or paper-based products/ output / results

Title	Theoretical framework		
Media	digital	Users (Learners, institutions, sectors)	headmasters + researchers
Short description			

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Source Language (Table 1)	Target language (Table 1)
	mm/yy			

For conferences, seminars, festivals, training or other events: Venues and numbers

Venue (country)	Dates	Duration	Nr Participants	Source Language (Table 1)	Target language (Table 1)

start	9.2.2008	duration	2 days	Workpackage Type and Reference (Table 16)	MNGT + RES + DISS
Title of work package	Working conference Berlin				
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
During a working conference the new instrument will be presented and prepared for the trainings sessions with the school leaders.					

Partners involved (copy table as often as necessary)

Partner number	Country	Short-name	Approximate number of staff days			
			Category 1	Category 2	Category 3	Category 4
Lead partner	(P2)	NL	UT	8		
P(1)	NL	VO-Raad		10		3
P(3)	CY	OUC		8		
P(4)	DE	DIPF			13	
All partners				12		

E2.1 Description of outcomes and users

Each planned outcome should be described below using the tables presented in the Instructions. Where a training course or event is envisaged, please distinguish clearly between a course designed to test materials / methodologies (field testing, formative evaluation, piloting etc), and one that is designed to develop skills in the participants (using the end-product, transfer of knowledge etc).

Detailed description
Outcomes of this conference: the school leaders can work with the new instrument
Aims (for the end-users / target groups) (Limit 5 lines)

Short-term Targets (add / delete rows as necessary)

Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Short-term target number
TCH-PRF	ISCED 5A-6	142	ISCO-231	EDU-UNIV	P85	23
TCH-STAFF	ISCED 3GPV	01	ISCO-235	EDU-SCHsec	P85-3	85

E 2.2 Profile of outcomes

Where the workpackage concerns the development of a concrete output (material, study, event, training materials, reports etc), please select the relevant product / output / results table(s) from the options below to provide details. Tables should be copied as many times as required to complete the description of the workpackage. Tables that are not relevant for this workpackage may be deleted.

Electronic or paper-based products/ output / results

Title			
Media		Users (Learners, institutions, sectors)	headmasters
Short description			

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Source Language (Table 1)	Target language (Table 1)
	mm/yy			

For conferences, seminars, festivals, training or other events: Venues and numbers

Venue (country)	Dates	Duration	Nr Participants	Source Language (Table 1)	Target language (Table 1)
Germany	9.2.2008	2	11	EN	EN

start	15.2.2008	duration	2 days	Workpackage Type and Reference (Table 16)	MNGT + RES + DISS
Title of work package	Training the school leaders during a conference in Budapest				
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
During a working conference new instrument will be presented the school leaders will be trained to use the instrument.					

Partners involved (copy table as often as necessary)

Partner number	Country	Short-name	Approximate number of staff days			
			Category 1	Category 2	Category 3	Category 4
Lead partner	(P2)	NL	UT			
P(1)	NL	VO-Raad	10			3
P(3)	CY	OUC	10			
P(4)	DE	DIPF		15		
All partners			38			

E2.1 Description of outcomes and users

Each planned outcome should be described below using the tables presented in the Instructions. Where a training course or event is envisaged, please distinguish clearly between a course designed to test materials / methodologies (field testing, formative evaluation, piloting etc), and one that is designed to develop skills in the participants (using the end-product, transfer of knowledge etc).

Detailed description : the school leaders can work with the new instrument
Aims (for the end-users / target groups) (Limit 5 lines)
The school leaders are able to collect data

Short-term Targets (add / delete rows as necessary)

Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Short-term target number
TCH-PRF	ISCED 5A-6	142	ISCO-231	EDU-UNIV	P85	23
TCH-STAFF	ISCED 3GPV	01	ISCO-235	EDU-SCHsec	P85-3	

E 2.2 Profile of outcomes

Where the workpackage concerns the development of a concrete output (material, study, event, training materials, reports etc), please select the relevant product / output / results table(s) from the options below to provide details. Tables should be copied as many times as required to complete the description of the workpackage. Tables that are not relevant for this workpackage may be deleted.

Electronic or paper-based products/ output / results

Title	
Media	Users (Learners, institutions, sectors) headmasters
Short description	

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Source Language (Table 1)	Target language (Table 1)
	mm/yy			

For conferences, seminars, festivals, training or other events: Venues and numbers

Venue (country)	Dates	Duration	Nr Participants	Source Language (Table 1)	Target language (Table 1)
Hungary	15.2.2008	2	22	EN	EN

start	15.3.2008	duration	1 month	Workpackage Type and Reference (Table 16)	MNGT + RES
Title of work package	Data collection by the school leaders				
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
The school leaders collect data in the participating schools on the basics of the new instrument					

Partners involved (copy table as often as necessary)

Partner number	Country	Short-name	Approximate number of staff days			
			Category 1	Category 2	Category 3	Category 4
Lead partner	(P2)	NL	UT			
P(1)	NL	VO-Raad	5			3
P(3)	CY	OUC				
P(4)	DE	DIPF		5		
All partners			66			

E2.1 Description of outcomes and users

Each planned outcome should be described below using the tables presented in the Instructions. Where a training course or event is envisaged, please distinguish clearly between a course designed to test materials / methodologies (field testing, formative evaluation, piloting etc), and one that is designed to develop skills in the participants (using the end-product, transfer of knowledge etc).

Detailed description The researchers analyse the PISA-data for investigation the relationship between leadership style, school organisation and outcomes at school level
Aims (for the end-users / target groups) (Limit 5 lines) To have a basis to develop a theoretical framework

Short-term Targets (add / delete rows as necessary)

Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Short-term target number
TCH-PRF	ISCED 5A-6	142	ISCO-231	EDU-UNIV	P85	41
TCH-STAFF						

E 2.2 Profile of outcomes

Where the workpackage concerns the development of a concrete output (material, study, event, training materials, reports etc), please select the relevant product / output / results table(s) from the options below to provide details. Tables should be copied as many times as required to complete the description of the workpackage. Tables that are not relevant for this workpackage may be deleted.

Electronic or paper-based products/ output / results

Title	Data collection		
Media	digital	Users (Learners, institutions, sectors)	headmasters and researchers
Short description			

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Source Language (Table 1)	Target language (Table 1)
	mm/yy			

start	25.4.2008	duration	1 month	Workpackage Type and Reference (Table 16)	MNGT + RES
Title of work package	Analyses and interpretation of the data				
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
The researches analyse and interpret the relevant data of the school leaders researches					

Partners involved (copy table as often as necessary)

Partner number	Country	Short-name	Approximate number of staff days				
			Category 1	Category 2	Category 3	Category 4	
Lead partner	(P2)	NL	UT	10			
P(1)		NL	VO-Raad	5			3
P(3)		CY	OUC	10			
P(4)		DE	DIPF		20		

E2.1 Description of outcomes and users

Each planned outcome should be described below using the tables presented in the Instructions. Where a training course or event is envisaged, please distinguish clearly between a course designed to test materials / methodologies (field testing, formative evaluation, piloting etc), and one that is designed to develop skills in the participants (using the end-product, transfer of knowledge etc).

Detailed description The researchers analyse and interpret the data the headmasters collected.
Aims (for the end-users / target groups) (Limit 5 lines) To have a basic to develop and renew the instrument.

Short-term Targets (add / delete rows as necessary)

Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Short-term target number
TCH-PRF	ISCED 5A-6	142	ISCO-231	EDU-UNIV	P85	23
TCH-STAFF						

E 2.2 Profile of outcomes

Where the workpackage concerns the development of a concrete output (material, study, event, training materials, reports etc), please select the relevant product / output / results table(s) from the options below to provide details. Tables should be copied as many times as required to complete the description of the workpackage. Tables that are not relevant for this workpackage may be deleted.

Electronic or paper-based products/ output / results

Title			
Media	digital	Users (Learners, institutions, sectors)	headmasters and researchers
Short description			

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Source Language (Table 1)	Target language (Table 1)
	mm/yy			

start	31.5.2008	duration	2 days	Workpackage Type and Reference (Table 16)	MNGT + RES + DISS
Title of work package	Working conference Oslo				
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
During a working conference the new instrument will be presented and the school leaders will be trained to use this instrument.					

Partners involved (copy table as often as necessary)

Partner number	Country	Short-name	Approximate number of staff days				
			Category 1	Category 2	Category 3	Category 4	
Lead partner	(P2)	NL	UT	15			
P(1)		NL	VO-Raad	5			3
P(3)		CY	OUC	10			
P(4)		DE	DIPF		20		
All partners				74			

E2.1 Description of outcomes and users

Each planned outcome should be described below using the tables presented in the Instructions. Where a training course or event is envisaged, please distinguish clearly between a course designed to test materials / methodologies (field testing, formative evaluation, piloting etc), and one that is designed to develop skills in the participants (using the end-product, transfer of knowledge etc).

Detailed description : The researches report the first results of the analyses
Aims (for the end-users / target groups) (Limit 5 lines) Discussing the results of the analyses.

Short-term Targets (add / delete rows as necessary)

Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Short-term target number
TCH-PRF	ISCED 5A-6	142	ISCO-231	EDU-UNIV	P85	37
TCH-STAFF	ISCED 3GPV	01	ISCO-235	EDU-SCHsec	P85-3	

E 2.2 Profile of outcomes

Where the workpackage concerns the development of a concrete output (material, study, event, training materials, reports etc), please select the relevant product / output / results table(s) from the options below to provide details. Tables should be copied as many times as required to complete the description of the workpackage. Tables that are not relevant for this workpackage may be deleted.

Electronic or paper-based products/ output / results

Title			
Media		Users (Learners, institutions, sectors)	headmasters
Short description			

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Source Language (Table 1)	Target language (Table 1)
	mm/yy			

For conferences, seminars, festivals, training or other events: Venues and numbers

Venue (country)	Dates	Duration	Nr Participants	Source Language (Table 1)	Target language (Table 1)
Norway	31.5.2008	2	41	EN	EN

start	1.6.2008	duration	4 months	Workpackage Type and Reference (Table 16)	MNGT + RES
Title of work package	Reconstruction of the instrument				
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
The researchers reconstruct the used instrument on the basis of the results of the conference in Norway.					

Partners involved (copy table as often as necessary)

Partner number	Country	Short-name	Approximate number of staff days				
			Category 1	Category 2	Category 3	Category 4	
Lead partner	(P2)	NL	UT	12			
P(1)		NL	VO-Raad	10			3
P(3)		CY	OUC	12			
P(4)		DE	DIPF		10		
All partners							

E2.1 Description of outcomes and users

Each planned outcome should be described below using the tables presented in the Instructions. Where a training course or event is envisaged, please distinguish clearly between a course designed to test materials / methodologies (field testing, formative evaluation, piloting etc), and one that is designed to develop skills in the participants (using the end-product, transfer of knowledge etc).

Detailed description The researchers analyse the used instrument and reconstruct it on the basis of the results of the conference in Norway.
Aims (for the end-users / target groups) (Limit 5 lines) To have a renewed instrument.

Short-term Targets (add / delete rows as necessary)

Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Short-term target number
TCH-PRF	ISCED 5A-6	142	ISCO-231	EDU-UNIV	P85	41
TCH-STAFF						

E 2.2 Profile of outcomes

Where the workpackage concerns the development of a concrete output (material, study, event, training materials, reports etc), please select the relevant product / output / results table(s) from the options below to provide details. Tables should be copied as many times as required to complete the description of the workpackage. Tables that are not relevant for this workpackage may be deleted.

Electronic or paper-based products/ output / results

Title	New instrument		
Media	digital	Users (Learners, institutions, sectors)	headmasters and researchers
Short description			

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Source Language (Table 1)	Target language (Table 1)
	mm/yy			

start	20.10.2008	duration	2 months	Workpackage Type and Reference (Table 16)	MNGT + RES
Title of work package	Data collection with new instrument by the school leaders				
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
The school leaders collect data in the participating schools on the basics of the new instrument					

Partners involved (copy table as often as necessary)

Partner number	Country	Short-name	Approximate number of staff days			
			Category 1	Category 2	Category 3	Category 4
Lead partner	(P2)	NL	UT			
P(1)	NL	VO-Raad	5			3
P(3)	CY	OUC				
P(4)	DE	DIPF				
All partners			66			

E2.1 Description of outcomes and users

Each planned outcome should be described below using the tables presented in the Instructions. Where a training course or event is envisaged, please distinguish clearly between a course designed to test materials / methodologies (field testing, formative evaluation, piloting etc), and one that is designed to develop skills in the participants (using the end-product, transfer of knowledge etc).

Detailed description The researchers analyse the PISA-data for investigation the relationship between leadership style, school organisation and outcomes at school level
Aims (for the end-users / target groups) (Limit 5 lines) To have a basis to develop a theoretical framework

Short-term Targets (add / delete rows as necessary)

Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Short-term target number
TCH-PRF	ISCED 5A-6	142	ISCO-231	EDU-UNIV	P85	
TCH-STAFF	ISCED 3GPV	01	ISCO-235	EDU-Schsec	P85-3	41

E 2.2 Profile of outcomes

Where the workpackage concerns the development of a concrete output (material, study, event, training materials, reports etc), please select the relevant product / output / results table(s) from the options below to provide details. Tables should be copied as many times as required to complete the description of the workpackage. Tables that are not relevant for this workpackage may be deleted.

Electronic or paper-based products/ output / results

Title	Data collection		
Media	digital	Users (Learners, institutions, sectors)	headmasters and researchers
Short description			

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Source Language (Table 1)	Target language (Table 1)
	mm/yy			

start	10.1.2009	duration	1,5 months	Workpackage Type and Reference (Table 16)	MNGT + RES
Title of work package	Analyses and interpretation of new data				
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
The researchers make an intensive data study.					

Partners involved (copy table as often as necessary)

Partner number	Country	Short-name	Approximate number of staff days			
			Category 1	Category 2	Category 3	Category 4
Lead partner	(P2)	NL	UT	15		
P(1)	NL	VO-Raad		5		3
P(3)	CY	OUC		10		
P(4)	DE	DIPF		20		
All partners						

E2.1 Description of outcomes and users

Each planned outcome should be described below using the tables presented in the Instructions. Where a training course or event is envisaged, please distinguish clearly between a course designed to test materials / methodologies (field testing, formative evaluation, piloting etc), and one that is designed to develop skills in the participants (using the end-product, transfer of knowledge etc).

Detailed description The researchers analyse the used instrument and reconstruct it on the basis of the results of the conference in Norway.
Aims (for the end-users / target groups) (Limit 5 lines) To produce quantitative and qualitative tables

Short-term Targets (add / delete rows as necessary)

Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Short-term target number
TCH-PRF	ISCED 5A-6	142	ISCO-231	EDU-UNIV	P85	41

E 2.2 Profile of outcomes

Where the workpackage concerns the development of a concrete output (material, study, event, training materials, reports etc), please select the relevant product / output / results table(s) from the options below to provide details. Tables should be copied as many times as required to complete the description of the workpackage. Tables that are not relevant for this workpackage may be deleted.

Electronic or paper-based products/ output / results

Title	Interpretation of data:		
Media	digital	Users (Learners, institutions, sectors)	headmasters and researchers
Short description			

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Source Language (Table 1)	Target language (Table 1)
	mm/yy			

start	22.2.2009	duration	2 days	Workpackage Type and Reference (Table 16)	MNGT + RES + DISS
Title of work package	Working conference Cyprus				
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
During a working conference with the working group the first results will be presented by the researchers.					

Partners involved (copy table as often as necessary)

Partner number	Country	Short-name	Approximate number of staff days			
			Category 1	Category 2	Category 3	Category 4
Lead partner	(P2)	NL	UT	3		
P(1)	NL	VO-Raad	10			3
P(3)	CY	OUC	5			
P(4)	DE	DIPF		8		
All partners			12			

E2.1 Description of outcomes and users

Each planned outcome should be described below using the tables presented in the Instructions. Where a training course or event is envisaged, please distinguish clearly between a course designed to test materials / methodologies (field testing, formative evaluation, piloting etc), and one that is designed to develop skills in the participants (using the end-product, transfer of knowledge etc).

Detailed description
Outcomes of this conference: the school leaders can work with the new instrument
Aims (for the end-users / target groups) (Limit 5 lines)

Short-term Targets (add / delete rows as necessary)

Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Short-term target number
TCH-PRF	ISCED 5A-6	142	ISCO-231	EDU-UNIV	P85	23
TCH-STAFF	ISCED 3GPV	01	ISCO-235	EDU-SCHsec	P85-3	

E 2.2 Profile of outcomes

Where the workpackage concerns the development of a concrete output (material, study, event, training materials, reports etc), please select the relevant product / output / results table(s) from the options below to provide details. Tables should be copied as many times as required to complete the description of the workpackage. Tables that are not relevant for this workpackage may be deleted.

Electronic or paper-based products/ output / results

Title	Concept of the results of the research		
Media	Digital	Users (Learners, institutions, sectors)	headmasters, researchers
Short description			

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Source Language (Table 1)	Target language (Table 1)
	mm/yy			

For conferences, seminars, festivals, training or other events: Venues and numbers

Venue (country)	Dates	Duration	Nr Participants	Source Language (Table 1)	Target language (Table 1)
Cyprus	22.2.2009	2	11	EN	EN

start	1.3.2009	duration	4 months	Workpackage Type and Reference (Table 16)	MNGT + RES + DISS
Title of work package	Reporting				
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
The researchers prepare the final report, including versions aimed at academic researches and a more general audience.					

Partners involved (copy table as often as necessary)

Partner number	Country	Short-name	Approximate number of staff days				
			Category 1	Category 2	Category 3	Category 4	
Lead partner	(P2)	NL	UT	20			
P(1)		NL	VO-Raad	7			3
P(3)		CY	OUC	20			
P(4)		DE	DIPF		25		
All partners							

E2.1 Description of outcomes and users

Each planned outcome should be described below using the tables presented in the Instructions. Where a training course or event is envisaged, please distinguish clearly between a course designed to test materials / methodologies (field testing, formative evaluation, piloting etc), and one that is designed to develop skills in the participants (using the end-product, transfer of knowledge etc).

Detailed description
The researchers analyse the data, summarize the results and write a report
Aims (for the end-users / target groups) (Limit 5 lines)
To produce a final report.

Short-term Targets (add / delete rows as necessary)

Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Short-term target number
TCH-PRF	ISCED 5A-6	142	ISCO-231	EDU-UNIV	P85	41

E 2.2 Profile of outcomes

Where the workpackage concerns the development of a concrete output (material, study, event, training materials, reports etc), please select the relevant product / output / results table(s) from the options below to provide details. Tables should be copied as many times as required to complete the description of the workpackage. Tables that are not relevant for this workpackage may be deleted.

Electronic or paper-based products/ output / results

Title	Leadership Impact on Student Achievement		
Media	Internet and print copy	Users (Learners, institutions, sectors)	headmasters and researchers
Short description	What is the impact of school leadership on the results of the students		

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Source Language (Table 1)	Target language (Table 1)
	mm/yy			

start	20.6.2009	duration	2 days	Workpackage Type and Reference (Table 16)	MNGT + RES + DISS
Title of work package	Working conference Italy				
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
During a working conference will be discussed the draft of the final report.					

Partners involved (copy table as often as necessary)

Partner number	Country	Short-name	Approximate number of staff days				
			Category 1	Category 2	Category 3	Category 4	
Lead partner	(P2)	NL	UT	2			
P(1)		NL	VO-Raad	5			3
P(3)		CY	OUC	2			
P(4)		DE	DIPF		9		

E2.1 Description of outcomes and users

Each planned outcome should be described below using the tables presented in the Instructions. Where a training course or event is envisaged, please distinguish clearly between a course designed to test materials / methodologies (field testing, formative evaluation, piloting etc), and one that is designed to develop skills in the participants (using the end-product, transfer of knowledge etc).

Detailed description
Outcomes of this conference: the school leaders can work with the new instrument
Aims (for the end-users / target groups) (Limit 5 lines)

Short-term Targets (add / delete rows as necessary)

Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Short-term target number
TCH-PRF	ISCED 5A-6	142	ISCO-231	EDU-UNIV	P85	23
TCH-STAFF	ISCED 3GPV	01	ISCO-235	EDU-SCHsec	P85-3	

E 2.2 Profile of outcomes

Where the workpackage concerns the development of a concrete output (material, study, event, training materials, reports etc), please select the relevant product / output / results table(s) from the options below to provide details. Tables should be copied as many times as required to complete the description of the workpackage. Tables that are not relevant for this workpackage may be deleted.

Electronic or paper-based products/ output / results

Title	Draft of the final report		
Media	Digital	Users (Learners, institutions, sectors)	headmasters, researchers
Short description			

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Source Language (Table 1)	Target language (Table 1)
	mm/yy			

For conferences, seminars, festivals, training or other events: Venues and numbers

Venue (country)	Dates	Duration	Nr Participants	Source Language (Table 1)	Target language (Table 1)
Italy	20.6.2009	2	11	EN	EN

start	3.10.2009	duration	2 days	Workpackage Type and Reference (Table 16)	MNGT + RES + DISS
Title of work package	Final conference in Amsterdam				
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
In a final conference the report and the results will be presented to all partners, school leaders and international guests from education and politics.					

Partners involved (copy table as often as necessary)

Partner number	Country	Short-name	Approximate number of staff days			
			Category 1	Category 2	Category 3	Category 4
Lead partner	(P2)	NL	UT	5		
P(1)	NL	VO-Raad	10			5
P(3)	CY	OUC	5			
P(4)	DE	DIPF		10		
All partners			74			

E2.1 Description of outcomes and users

Each planned outcome should be described below using the tables presented in the Instructions. Where a training course or event is envisaged, please distinguish clearly between a course designed to test materials / methodologies (field testing, formative evaluation, piloting etc), and one that is designed to develop skills in the participants (using the end-product, transfer of knowledge etc).

Detailed description : The final report and the results will be presented during a conference with the theme: school leadership and school results
Aims (for the end-users / target groups) (Limit 5 lines) To publish the report and the results of the research and to influence decision makers.

Short-term Targets (add / delete rows as necessary)

Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Short-term target number
TCH-PRF	ISCED 5A-6	142	ISCO-231	EDU-UNIV	P85	37
TCH-STAFF	ISCED 3GPV	01	ISCO-235	EDU-SCHsec	P85-3	

E 2.2 Profile of outcomes

Where the workpackage concerns the development of a concrete output (material, study, event, training materials, reports etc), please select the relevant product / output / results table(s) from the options below to provide details. Tables should be copied as many times as required to complete the description of the workpackage. Tables that are not relevant for this workpackage may be deleted.

Electronic or paper-based products/ output / results

Title	LISA: Leadership Impact on Student Achievement		
Media	Internet; hard copies;	Users (Learners, institutions, sectors)	headmasters; educational decision makers; scientists; school leaders associations
Short description			

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Source Language (Table 1)	Target language (Table 1)
School leaders; school leaders associations; politicians; scientists; universities;	10/09		ENEN	

For conferences, seminars, festivals, training or other events: Venues and numbers

Venue (country)	Dates	Duration	Nr Participants	Source Language (Table 1)	Target language (Table 1)
Amsterdam	3.10.2009	2	120	EN	EN

Section F: Impact and sustainability

F.1 Explanation of short-term impact targets

Short –term targets:

1. A report about the school systems in the seven participating countries. To achieve by a desk research.
2. A framework for measuring the effectiveness of school leadership in an international context
3. A documentary analyse about the role of school leadership
4. A questionnaire on the role of the school principle in evaluation and accountability
5. A summary of the principal's tasks and responsibilities within the framework of equity oriented policies. Instruments from OECD will be used.
6. Organising school leader panels
7. Development of qualitative research methods.
8. Developing questionnaires and in that way completing the OECD locus of decision-making questionnaire
9. An instrument with which leadership styles can be assessed
10. A list of approaches and strategies that are effective to improve the work of the school leader
11. A secondary analyses of international data sets: a meta-analyses of the PISA-data sets.
12. A case study action research with school leaders and researchers.
13. School leaders who participate in the project will be stimulated in their professional development: the school leader as a researcher in his own school.
14. Conferences to report the first results and to train the school leaders to work as a researcher.

Please explain the basis on which you have calculated the short-term impact targets summarised in Section E 2.1 of the Workpackage section, making reference, where relevant, to statistics, published studies, website statistics etc. Explain also how the participants in the consortium will work to achieve these targets during the funding period.

F.2.1 Long Term Targets

This section should provide details relating to the impact that your consortium would hope to have beyond the end of the funding period. This should take into account any “cascade effect” anticipated as a result of, for example, the training of trainers and educators, conferences and seminars, policy papers and studies, the development of new curricula and methodologies. The long-term targets may therefore have a different profile from the short-term targets.

Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Expected numbers
TCH-PR	ISCED 5A-6	142	ISCO-231	EDU-UNIV	P85	75
TCH-STAFF	ISCED 3GPV	01	ISCO-235	EDU-SCHsec	P85-3	5000

F.2.2 Explanation of long-term impact targets and sustainability

Limit 25 lines

1. The comparative information as a result of this project and the instruments that will be developed will support efforts to elaborate a set of education indicators in the European Union.
2. School leaders 'organisations can use the instruments and the knowledge for shaping their agendas and to bring in the European dimension to them.
3. School leaders not involved in the project can use the materials within the framework of in-service training of school leaders, school development and self-evaluation.
4. The national governments get a better insight into the way decentralisation and accountability work out on schools and school effectiveness.
5. New knowledge and research instruments for the international research community.
6. The cooperation between school leaders and researches will provide a model for future development programmes for both.
7. After finishing the project articles will be published about the results.
8. During assemblies of school leader association, the results of the project will be presented.
9. The Twente University, the Open University of Cyprus and the German Institute for International Education Research will use the results of this project.