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Recreating Linkages between National Programmes and the European Dimension in Educational Leadership

The title of our workshop is Recreating Linkages between National Programs and a European Program in Educational Leadership Training and between Theory and Practice of these programmes. In the first approach, we will present the programmes to you which we have in Germany to prepare future school heads for their new job as well as how to train them on the job. Thereafter, we will inform you about a European programme for school heads that will widen the national aspects of this profession to the European dimension of leadership in education. The name of the program is ESLN – European School Leaders Network and it is a European Project of ESHA – the European School Heads Organisation, led by the European School network, together with the Centre for Educational Leadership - University of Manchester, University of Cyprus, Dutch Secondary Heads Association, the Swedish Agency for School Improvement and the Hungarian-Netherlands School of Educational Management.

We are convinced that it is very important to professionalize school heads on a national level and at the same time implement the European dimension because school heads, teachers and students of today live in a rapidly developing European Community with a need for general standards for all European schools and a European Curriculum.

This is very important as we don't have much time to develop these standards and the European curriculum.

In 2006 the main topic of the European Commission is mobility, because it is a fact that more and more people will choose to work anywhere in Europe no matter where they were born or live currently. Therefore, the structures, conditions, tests, contents and subjects in European schools have to become more compatible with the understanding that mobility will not endanger family life and the career chances of parents working internationally and their children.

Before going deeper into this topic, we have to focus on two other aspects.

1. First we have to know the terms and conditions for the election of school heads in order to be able to develop training programs for new school heads - starting from this level.
2. Second we have to realize that the recruitment of school heads has become a real problem. There are not enough teachers who find the new conditions of being a leader in autonomous schools attractive enough to apply for the position of school head. The difficulty to recruit new school heads – also for many other reasons - is not an isolated German problem; it is a European problem as we know from our partners in ESHA.

1. Recruitment Procedure

The official recruitment procedure in all German states is tied to civil service law and is thus bound to choose the best of all applicants. The procedure of staffing must be conducted accordingly. It consists of the following elements:

- The job advertisement to which applicants must reply within six weeks
- The application of all interested candidates who fulfil the career qualifications and requirements of the local education authority, state authorities and the ministry of culture and education or to cities and communes
- The evaluation of all applicants by the supervision of schools. The evaluation varies from state to state, but basically contains the following elements or a selection of them:
 - The candidate receives a performance report from the principal
 - A lesson designed by the candidate is evaluated
 - The candidate has to visit and evaluate a colleague's lesson and has to analyse the lesson with the fellow teacher
 - The candidate must lead a conference
 - The candidate must take an oral examination.

The choice and the appointment are made on the basis of the judgement of the applicant's performance and the obligation to choose the best of all applicants.

But there are no compulsory qualifying courses to prepare candidates for the job before their election. This has to be and will be changed in the future.

After the installation as school head there are three different systems in the German states.

- Principals are appointed for life
- Principals are appointed for as long as the school exists,
- After a qualifying period of two years, principals go through a revision and are appointed for another five or eight years. If approved at the second revision, they are appointed for life.

Most principals in Germany are still appointed for life.

Within the last years, some states have established a staggering career start with one- to two-phased qualifying periods which last for several years, up to ten years over all. After a successful qualifying period, the principal will be appointed for life. The change towards qualifying periods for principals shall make it easier to dispose of principals when they eventually do not stand the test. Otherwise, it is difficult to remove an incapable principal in Germany because of his/her civil servant status.

In some states, more and more schools are closed and their principals have to find other schools to keep their positions. Unlike those states where school closures result from the merging of schools and in surplus principals, other states like North Rhine-Westphalia or Bavaria have difficulties filling the vacancies. Elementary schools are most severely affected by open principal positions, but even in secondary schools, more often than not one candidate applies or perhaps none at all. In both cases – with too many or too few open positions – transparency and the importance of criteria for the appraisal of job performance are challenged.

In conclusion those in Germany, who appoint the principals, are legally bound to choose the best of the applicants for the position. In practice, this procedure tends to be affected when there are not enough qualified applicants over a longer period of time and thus every applicant is approved. It is also affected when the massive closings of schools lead to many surplus principals and consequently, the main focus shifts from choosing the best to saving jobs. Hence, in the future, when there is only one candidate, there may not be any assessment procedure which allows for choosing the best candidates on the basis of effective criteria.

2. The Continuing Education of New Principals and Vice Principals in Germany

The concept for the continuing education of school principals in Germany which I would like to introduce to you comes from the federal state of North Rhine-Westphalia. This concept, however, is very typical for the qualifications of school leaders for all of Germany and on the whole, it fits the process of recruitment and hiring of new school principals. In the following six points, I would like to give you insight as to how new school principals and vice principals are trained and introduced to their new position in the school and into their new educational leadership profession.

1. The Goals for the Continuing Education of New Principals
2. The Places of Learning and Related Learning Concepts
3. Contents/Themes
4. Illustrations/Examples
5. Logistics of the Training Programme
6. Other Types of School Principal Education Programmes
 - a. Continuing education programmes for experienced principals
 - b. Orientation and training of talented teachers into educational leadership positions

2.1 The Goals for the Continuing Education of New School Principals

The further training for new principals is a systematic qualifying program of 25 single and sometimes double seminar days over a period of a year with the goal that individuals are able to meet the expectations of their position. The origins/expectations come from:

- a. Role change by taking a leadership position
- b. Keeping to the job description of school leadership as outlined by the State Education Department

The goal of school leadership education is the strengthening and further development of professional competencies through an orientation of knowledge which is useful for the principal in dealing with decision making and daily hands-on situations. The crux of school leadership are **Leadership** and **Management** from which all of the demands of school dealings are drawn from and have all of the compulsory contents of the continuing education process.

The normative expectations and goals of the Ministry are obligatory for all participants in order to fulfil the tasks and demands of becoming a school leader; but the ways to reach this plateau are formulated and orientated by the participants. They have the freedom during the course to decide on the direction of the choice of methods and concepts which best meet their expectations from their practical school experiences. They can decide which offerings best meet their learning needs and possibilities.

Therefore, the course offers a variety of approaches, concepts and methods. The course leaders, usually two trained school leaders, can and will adopt the expectation of the participants. They are keen to use and take into account their competencies and choose materials, exercises and professional literature. The learning process for further educating principals is dependent on an exchange between the participants and the presenters, and through the use of methods of training, feedback and reflection. The preconceived ideas brought to the table by the participants are varied, dependent upon what special

qualifications they had as they accepted their positions as school leaders. These could be experiences in educational seminars, curriculum development courses, prior leadership and other activities pertaining to education. To bring everything together, one needs adaptability and a talent for leading. So the facilitators are a model of leadership for their course.

2.2 Types of Learning Locations and Concepts

2.2.1 Three Learning Locations connect school leadership education:

a) Continuing Leadership Seminars

Therefore, about 25 principals and vice principals work together in a cohort group, for about 1 ½ years. In this way they can learn from each other and from the modeling of leaders/facilitators. Besides a systematic oriented theme development, school related situations are always at the forefront. These are complex, real school problems which can be dealt with and discussed because of the experiences of the participants. Teachers-in-training could also be integrated by the facilitators for special situations.

b) The School – Learning on Location

The knowledge gained can be utilized in the school and practical experiences can be discussed and graded in the course. This becomes very important for using and transferring the gained knowledge. Important, short- term problems as well as more in-depth problems can be dealt with during the course.

c) Specific Case Discussions

The participants, for the duration of the course, build smaller groups of 7-8 individuals who discuss real life situations from their experiences. These so-called collegial individual case discussions are introduced by experienced individuals and then carried-on by the principals themselves. This is important to all school principals but especially for those who have a small leadership team

Because they can speak openly without fear that they are appraised by subordinates

Because it is a place where participants can reflect and test these situations as well as to get feed-back from individuals already actively engaged in the profession

Because participants can get help and advice about actual problems

Because participants can get training for conflict situations

Because participants are able to be trained in the various every-day school situations which might arise in the carrying out of one's duty

The main target is to get used to a procedure which allows to work on a case you are involved in but to keep a “professional distance” while doing this. So it will be easier to change perspectives, to accept a council and to widen the own horizon.

2.2.2 Learning Concepts of the Further Education of School Principals

The seminar consists of a series of 25 day and/or double-day instruction in a time period of 1 ½ years. Because of this longer process, group dynamics with individual results are achieved. Longer-termed projects in their own school can therefore be studied and evaluated.

The participants receive seminar papers, with additional CDs and other educational literature. The learning is comprised of self-study, cooperation and exchange within the group and in exercises, role-playing of authentic situations (films, dialogues), learning from situations, goings-on, and projects from their own schools as a main point of the work in the course, and to practice in their own school. The concepts, contents, and methods of the seminar are chosen that can be used professionally by the participants. The variance and many-sidedness assure that the various school reforms are being adhered to.

The goal to strengthen their abilities in the job and the development of the job-role/identity should be reached by:

- Knowledge
- Professionally related methods and handling
- Worthiness
- Interaction Competence
- Forms of work-related situations

This concept differentiates itself from the learning concept which only deals with technical, instrumental abilities and is also of a purely cognitive offering. It deals with handling competence and job identity.

2.3 Content/Themes

The Purpose of Principals: Leadership and Management

- Leadership
 - School Leadership
 - Group Leadership
 - Communication and Perception
 - Conflict Management: Diagnosing and Intervention on how to Treat Conflict in Schools
 - Conference Leadership

- Organization
 - School Administration and Educational Management
 - Work Organization and Time Management
 - Collaboration with Non-School Organizations
 - Budget and School Development

- Change Management
 - School Development
 - Process-Oriented Work
 - Resistance Dealing
 - Hiring Process
 - Posting and Hiring of Positions

- Personnel Management
 - Leadership and Development of Personnel
 - Team Development
 - Foundation of School Related Counseling/Training
 - Dealing with Conflicts and Critiquing
 - Appraisal Interview and Appraisal of aptitude

- Quality Management
 - Classroom Development
 - Classroom Observations and De-Briefing
 - Project Management
 - Evaluation

2.4 Illustrations/Examples

Here are three examples of this work on one of the themes:

2.4.1 The Ideal of Leadership

With what ideal impressions and models does a new administrator and leader start his/her job? What example does he/she follow in their professional dealings?

In this exercise, the participants should express one to three picture ideals and write these on cards. This could be mountaineer or a team coach.

These cards with these formulated pictures will be made visible for all and each one has to declare their understanding of the pictures. For example, with the picture of the mountaineer, it could be that there will be danger ahead and he/she knows a short-cut and encourages all to go ahead, he knows the safer path, etc.

These pictures are being arranged in similar groups which show a like understanding of leadership. In this manner, for example, pictures of the mountaineer, father/mother, expedition leader, locomotive engineer, etc., would be found in a group; however, on the other hand, the pictures of the school leader could be interpreted as the roots of a tree, as midwife, as a girl-Friday, etc.

The participants, in smaller groups, will clarify in the following work phases:

- What roles are implied in the pictures of these behaviors?
- What special corresponding role is asked of teachers?
 - What role does a fatherly school leader illustrate to the teachers?
 - What is asked from a teacher when the school leader is a girl-Friday?
- How does the individual ideal of leadership influence moving and persisting, contact and distance, etc.

The course will reflect the role implications of the chosen pictures with regard to the historical images of leadership impressions, ideals and models. Another aspect could be specific gender tendencies in the choice of pictures and models.

Each participant has a chance to understand his/her leadership ideal in the job socialization and each participant can find his/her own ideal which before may have come from his/her daily understanding and which existed sub-consciously. Answers and solutions are not necessarily ad-hoc but, each participant through his/her ideal picture of school administration will find additional knowledge about school leadership from these seminars. This understanding will happen by working on various exercises which will be completed during this seminar.

It is important when explaining the ideal of school leadership to look back on what type of leadership the predecessor had and what traditions were kept and which were not. In the transition period, there could develop misunderstandings and friction until a new understanding of school leadership (the new leader) and the experienced teachers has developed. A clear understanding of their own role as a leader is very helpful.

2.4.2 Leadership Conference

Through films two model conferences will be shown, one process-oriented and one result-oriented.

The participants will give their observations and analysis of the two conferences.

In two groups, the participants will do a role-playing to show and lead a school conference with a concrete daily plan. Included will be role-playing for parents, pupils, teachers, and the school leader as the person in charge.

The Conference will last thirty minutes and will be observed by the other group. Grading or a rating will be done with a criteria rubric. Feedback and acknowledgment of the leadership role are important as are the experiences of the participants in their roles as insisting parents who cleverly fight for their children and teachers who fight for their positions.

Afterwards there is reflection time and further information for:

- Additional professional strategies and models to lead a conference
- The relationship of an individual/personal ideal of school leadership
- The organization of the conference and all aspects of the conference format and the various groups that make up a school leadership system

2.4.3 Work Organization and Time Management

Successful self-management is the crux of this pragmatic and very important module. It is important to manage effectively all aspects of school leadership and not be side-tracked by personal agendas which influence the effectiveness and ability of a school leader. It is important to use everything wisely and to know when and what to do.

Helpful strategies will be introduced which should be adapted by the school leader for himself/herself. The various plans should have priorities and priorities should be adhered to:

- How to deal with mountains of paperwork
- Effective communication
- Individual planning of changes

To this topic there exists a variety of materials, examples, advices.

Difficult is, however, to develop the own strategies and consistency in application.

2.5 Logistics of the Continuing School Leadership Training Programme

The organizers of the continuing education leadership training programme are:

The State Education Department formulates the expectations and the tasks of the principal ship.

The Institute for Quality Development (a division of the State Education Department)

- Developed this concept under the auspices of the State Education Department utilizing professors and experts in the field of leadership and management of the various German, Swiss, and Austrian universities for its theoretical foundation
- Developed the didactics of theories, models, and development of work forms utilizing principals
- Development of course materials for the participants
- Is concerned with further education of the course leaders and development of didactic course materials
- Development and use of evaluation instruments
- Continuous further development of contents, materials, and concepts

The courses are organized at a regional level; new principals and vice principals from all types of schools will be trained together in a timely fashion to be able to take a school leadership position.

2.6 Other Types of School Principal Education Programmes

Besides additional school principal education programmes for new principals, there are also programmes for experienced principals and programmes to orient teachers who are aspiring to become principals as recommended by their administrators.

2.6.1 Further Education for Experienced Principals

The goal from the State Education Department is to further qualify principals so they can move up the ladder and work as regional administrators of a state. These organizational changes and quality developments should be greatly supported.

Therefore, the central themes of these continuation programmes are:

- Personnel Management, Leadership, and Development
- Quality Control Management and Development especially as it has to do with the evaluation process as it relates to curriculum quality and development.

2.6.2 Programmes for Aspiring Educational Leaders

For six sessions within a half year, teachers recommended by their school principals, focus on whether they have the motivation and the initiative to apply and qualify to take on a leadership position. The potential analysis of the principal and his/her career conversations with the teachers

should not be used to take over leadership positions in their own schools but should be used for all types of schools. Relevant leadership competencies, the understanding of leading, and functioning in the long and short run, the experiences from leading conferences and work groups and the participation in specific continuing education programmes are indicators that one would be a good candidate for a school leadership position.

Specific papers and certificates of the interested individual for a leadership position should be placed in a portfolio. One should also find the certificate from this continuing education programme. Participation in the course alone does not give one the right to be considered before other candidates.

The contents of the portfolio include:

- Explanation of own experiences and competencies
- A professional biography
- Strength and weakness analysis received from a school leadership questionnaire that the candidate completed
- Explanation of the role-playing where the candidate functioned in a leadership position
- Reflection of gender specific aspects in relation to the professional biography and the traditional image of leadership
- Reflection of normative obligations and the expected systems' loyalty and responsibility
- Peer conversations with school leaders about the usefulness of further education and the realization of professional goals, clarification of planning a career, the need of support and further development of leadership competencies

Such a state or regional based training programme for school heads has to be set into a systematic approach on the national level and also to be linked with similar programmes of the other European countries. It is however obvious, that it is not possible to combine the concepts of so many different countries and even regions, as they all have to reflect their historical, economical, political and cultural identity.

What we really need is to implement the European dimension, that means a European training programme in addition to the national programmes.

School heads in Europe are not only responsible for working on a national or regional basis. They are part of the European learning community in a growing European Union. This responsibility has grown from our common history and demands to guarantee the future of the young generation in our schools. These students have to be prepared to live and work in a global world and as Europeans in concurrence and together with other countries worldwide. Students in Europe need and expect equal access to universities, vocational education and job prospects within Europe. It is a task for all countries through Europe to develop European standards in education, to define shared requirements and expectations and to achieve mutual recognition of exams and certifications as sine qua non for the necessary mobility for individual success and prospering communities.

School heads in Europe, therefore, should come in contact and communicate with each other. They have

- to exchange knowledge and experience in common challenges existing in all Europe, for example how to integrate migrant students, disabled or highly gifted students; how to cope with deprivation, how to deal with restricted resources. But above all: how to expertise and

professionalize on this background as a school leader? How to accept and identify the necessity of change and how to lead the changing process?

- to encourage and support each other, to insist on the politicians to procure the means that are urgently needed for the vital changes.
- to be professional and an expert in the learning process, to organize and to inspire schools as a learning community of students and teachers, and also parents, to develop individual change as a model for others, to create an enduring learning organisation, to insist on the absolutely necessary working conditions for those processes as for example autonomy of schools
- to discuss and to consider the importance of common aims and responsibilities within the increasing European educational network, to realize the moral dimension of leadership as an individual never ending learning process with consequences for many others, not only for the currently enrolled students but also for the future generations.

Out of this conviction school heads, professors, members of national and European educational institutions have developed within the past three years this online training programme for European school heads. We are sure, that this programme meets the as described above expectations. In the future, after the ESHA Conference in Rome in November 2006, this programme can be used in different ways, not only as an online programme.

Allow us now, ladies and gentlemen, to present ESLN

3. ESLN Course in European School Leadership

The European School Leadership Network is a project that aims to build a network based on a community of practice and learning, a network of European School Leaders who are both practitioners in schools and learners, who will take part in a specially designed course in European School Leadership. The project is supported by the European Commission under the Socrates Minerva Program for the promotion of Open and Distance Learning - Information and Communication Technologies in the Field of Education.

The course is being developed and supported by the project consortium, led by the European Schoolnet together with six other partners including several universities at the forefront of School Leadership development and training, the European School Heads Association (ESHA) and one national association (the Netherlands) for School leaders in Europe and a government agency for school development. The countries represented in the consortium are Belgium, Cyprus, Hungary, the Netherlands, Sweden the UK, France and Germany.

Among this team of experts involved in the course are the internationally renowned Professors John West Burnham - University of Manchester, the author of the modules and Professor Petros Pashiardis - University of Cyprus as the evaluator.

The course is open to all who are currently involved in School Management at the level of principal (head teacher) or deputy or assistant head teacher.

The course is available on-line and each module involves approximately 25 hours of study. It also involves the production of a case study, together with participation in working conferences. An on-line forum, where participants will develop their thinking on the modular themes together with their peers and visiting experts, will facilitate this study.

The case study will be published on-line and will be open to comment and review by other members of course and the course tutors. A certificate of completion signed by the members of the ESLN consortium will be given to all participants who fully complete all elements of the module they are following.

ESLN is an English spoken continuing education course where the main topics are focused on striving for more professionalism of school members in the European context. It is an on-line course in combination with a conference, where all course participants and the course leaders work together in an exemplary way. It also paves the way for new contacts and communication among participants. The participants will receive a certificate of participation at the end of the course.

The two day conference took place in conveniently located European Cities, Stavanger, Budapest and Fiuggi near Rome. It was led and accompanied by those who are responsible for these courses.

The conference consisted of short inspirational talks and small exemplary working phases where content and working methods were completely and clearly shown in relationship to each other. The conclusion is:

- A basic understanding of the topic matter of the course.
- an understanding of common interests and differences between the challenges and goals of different school systems in Europe, and
- contacts and relationship among participants.

All three points made the conference an absolutely essential element of the otherwise on-line working course.

The purpose of the course is to provide an opportunity for educational leaders across Europe to:

- Engage in high-level analysis, reflection and debate on the role and responsibilities of European school leadership
- Extend and develop their own understanding of the role of a European school leader
- Extend their practice as European school leaders
- Contribute to a Europe-wide debate on the nature and purpose of educational leadership

The course supports and facilitates an emerging network of school leaders interested in creating a community of practice, which adopts trans-national perspectives on educational leadership issues. The course consists of three modules: The topics of the European Leadership Network (ESLN) are:

Module1. The Moral Dimensions of Educational Leadership in Europe

Module2. Professional Development from a European perspective

Module3. The Leadership of Change in an Emerging Europe

In the following, I will give a summary of the modules written by John West-Burnham and discussed and developed within the team consortium.

3.1 Module1. The Moral Dimensions of Educational Leadership

This module will provide course participants with an opportunity to review some of the fundamental assumptions underpinning educational leadership in Europe. It will work from the premise that leadership is, fundamentally, a moral activity and that school leadership in Europe may have specific moral dimensions. In most education systems the ethical dimension is 'taken-for granted', it reflects a national hegemony. The course will seek to promote a debate to test what moral systems are appropriate to education in Europe in the 21st Century.

Education is about values - to educate a person is to seek to develop their full human potential. As well as academic success, all schools seek to develop social (and so moral) understanding and behaviour. For many years, this aspect of the work of educators could be "taken for granted" - ethical principles can be assumed. Today, morality in society is often a contested topic, there is no clear consensus.

Therefore, there are issues for educational leaders in understanding that their leadership will have a significant impact on the moral dimension of schooling; not just in what they 'preach' but also in what they practice.

This module is written on the assumption that education is primarily a moral activity and therefore, educational leadership has a moral dimension.

This module will explore the following questions:

1. What is Moral Leadership in Education?
2. What are the Distinctive Characteristics of Educational Leadership?
3. How are Ethical Systems, Personal Values and Moral Behaviour linked in School Leadership?
4. The Ethics of Educational Leadership – A Consensual View?
5. The Moral Dimension of School Leadership – Developing a European Perspective?

3.2 Module 2. Professional Development from a European Perspective

If we agree that education is primarily based on moral criteria and that educational leadership has a moral dimension than this is or should be the common and equal communality in all European Countries and for all European School heads and principals.

From this perspective, the second module provides the participants of the course with basic information about professional learning and development. Having experienced this, we can state with assurance and fact: in Europe the professional development of teachers and school leaders varies enormously across the educational systems of Europe. It is one of the areas where there is the greatest level of distinctiveness and variation.

This module provides the participants with a model of effective continuing professional development. This (CPD) has to meet a range of demanding criteria:

- It must be focused on the real needs of teachers, managers and leaders in schools.
- It should be cost effective.
- It has to be capable of implementation, i.e. it should be action-centred.
- Teachers should be able to manage the learning process on their own terms.
- There should be equity of access and consistency in application.

This module instructs the participant about the nature of professional work and demands that all European schools have in order to change to learning organizations. This means that they are concerned with the learning of every member of the school community.

3.3 Module 3. The Leadership of Change in an Emerging Europe

When we accept the moral dimension of Educational leadership and understand professional learning and development, it is incidental that we need change in many fields to develop leadership in education for a new European society.

In this third module West-Burnham offers a perspective to accept the necessity of change and to understand change as a process which assumes school heads as leaders of change. Change is fundamental to all life (Everything flows, nothing stays *Heraklitus*).

This module understands change as an inevitable process and not as an event. Our attitude to change depends very much on how we see the world. For some the world is logical, rational, predictable and controllable; for others the world is complex, organic and unpredictable.

Why is change necessary? The answer is clear and we all know it is impossible not to change. Even the hardest rock is subject to erosion. The history of our planet is a history of change and we all have changed during our lifetime.

Organizational change will normally be in response to a wide range of forces and challenges. The pressure for change in education is to recognize the changes in the society such as social and economic changes and the change in the world order.

Following the definition about shallow, deep and profound change (King and Anderson) we learn that there are three illusions in the management of change:

- the illusion of linearity
- the illusion of predictability
- the illusion of control

West-Burnham adds a fourth illusion – the illusion of rationalism.

So the imperative to change comes from many different political and social sources. Therefore, school leaders have to create a culture of change and to understand that opposed to the management of change we need leadership of change.

In the final analysis change is a learning process. The implementation of personalization has to model effective learning and we must recognise that organisations don't change – the people in them do.

Outlook

The results of this European Program, ESLN will be presented and discussed in Rome on the occasion of the Biannual ESHA Conference. The personal contacts and the on-line relationships between the participants built up during the conferences in Stavanger, Budapest and Fiuggi will hopefully persist. But this is not enough for such an innovative and significant program which is too precious to be laid ad acta after Rome. We can ascertain that ESLN is a highly successful pilot project. We now have to plan the future of this project:

- In addition to the on-line version it is necessary to make changes that allow for the use the materials as an on-line course, for self studies and/or institutes.
- We must reach all school heads in Europe.
- We should translate the course into other languages.
- We must find partners for funding to finance the translations and production of CD's as well as promote the courses as often as possible.
- We must interest European and national institutions to offer this course as a “training on the job program”.
- We should offer an official accreditation for the program.
- We should identify the program closely with ESHA and its members so that it will be part of the portfolio of services for our members.
- We should support further development and dissemination of the program.

To reach these aims, ESLN has to be linked to the national programs, such as the one we started here.