

## THE COORDINATION UNIT

To support and interlink the participating projects a coordination unit for the research program was established at Freie Universität Berlin.

Head of the coordination unit project is Prof. Dr. Felicitas Thiel (Freie Universität Berlin) in cooperation with Prof. Dr. Hans Anand Pant (Institute for Quality Development in Education – IQB).

### Project objectives:

By establishing networks and managing public relations, the coordination unit fulfills the following tasks:

- Initiating communication and cooperation between those conducting the projects and other actors in science, educational policy, and school practice
- Supporting the dissemination of research results at the scientific and non-scientific level
- Organizing opportunities for the professional development of the junior researchers participating in the projects
- Facilitating the transfer of research results into applications of educational policy, administration and practice

For further information please visit [www.stebis.de](http://www.stebis.de) where you can also register for our newsletter which is sent out regularly by the coordination unit.

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and Research

## CONTACT

**SteBis** – Coordination unit for the research program  
*Evidence-Based Governance in the German Educational System*

Freie Universität Berlin  
School Pedagogy/School Improvement Research  
Habelschwerdter Allee 45  
14195 Berlin

phone: +49 30 838-516 63  
email: [stebis@fu-berlin.de](mailto:stebis@fu-berlin.de)  
[www.stebis.de](http://www.stebis.de)

### Contact persons:

Dipl.-Päd. M.A. Barbara Muslic  
(scientific network and transfer into practice)  
Dipl.-Soz. M.A. Jasmin Tarkian  
(transfer into practice, public relations and event planning)

### Project Management:

Prof. Dr. Felicitas Thiel  
Prof. Dr. Hans Anand Pant

Freie Universität  Berlin

Focal Area of Research



## Evidence-Based Governance in the German Educational System

An overarching program to support  
empirical educational research sponsored  
by the Federal Ministry of Education and  
Research in Germany

[www.stebis.de](http://www.stebis.de)

## RESEARCH PROGRAM

Funded by the Federal Ministry of Education and Research, the overarching research program SteBis (Evidence-Based Governance in the German Educational System) draws together a multitude of scientists from universities and research institutes all over Germany, representing the educational and social sciences, as well as the fields of psychology and economics of education. In 16 projects, these scientists aim to understand what effects the recently implemented “New Governance” strategies and instruments in the German school system have in practice, which factors might be hindering the use of the new instruments, and how these measures and instruments can be further developed in order to ensure a sustainable quality of school education.

Research findings are presented in a scientific context as well as to governance actors across the educational system.

### Research Focus:

- Intended and non-intended effects of newly implemented governance instruments (e.g. school inspection, comparative studies, centralized final examinations and internal evaluation)
- Actions at the level of school management and usage of evaluation data by governance actors in school and schooling administration
- Feasible options for further development of quality assurance measures for the school system

### Scope:

As part of this overarching research program, the Federal Ministry of Education and Research funds research projects that examine governance in the German educational system (with a focus on schools) empirically.

Funding period: 2010 – 2014

## COLLABORATIVE PROJECTS

### School inspection: Its role as a mechanism for stimulating school development, and the conditions for its implementation at individual school level

Prof. Dr. Thomas Brüsemeister,  
Prof. Dr. Jochen Wissinger,  
Prof. Dr. Oliver Böhm-Kasper,  
Prof. Dr. Martin Heinrich,  
Dr. Matthias Rürup

*Justus Liebig University Giessen,  
Bielefeld University,  
Leibniz Universität Hannover,  
Helmut-Schmidt-University/University of the  
Federal Armed Forces Hamburg*

### Implementing test-based school reforms within the multilevel structure of the school system

Prof. Dr. Harm Kuper,  
Prof. Dr. Uwe Maier

*Freie Universität Berlin,  
University of Education Schwäbisch Gmünd*

### Evidence-based actions within the multilevel system of schools – requirements, processes, and effects

Prof. Dr. Olga Zlatkin-Troitschanskaia,  
Prof. Dr. Isabell van Ackeren

*Johannes Gutenberg University Mainz,  
University of Duisburg-Essen*

### Evaluation policies and practices in schools – organisational preconditions for developing evaluative potential (StABil)

Prof. Dr. Felicitas Thiel,  
Prof. Dr. Hans Anand Pant

*Freie Universität Berlin,  
Humboldt University of Berlin*

## SINGLE PROJECTS

### Centralized final examinations as a governance instrument in the school system: Effects on the employment market, causal mechanisms and heterogeneity of effects

Prof. Dr. Ludger Wößmann

*Ifo Institute for Economic Research at the  
University of Munich*

### External evaluation/school inspection and quality assurance in schools

Prof. Dr. Kathrin Dederling

*University of Vechta*

### School leaders' activities between more responsibility and more power (SHaRP)

Dr. Stefan Brauckmann

*German Institute for International Educational Research*

### Non-intended effects of the new governance in the school system – theoretical conceptualization and instrument development for empirical assessment

Prof. Dr. Johannes Bellmann

*University of Münster*

### Strategies of quality assurance for schools in adverse conditions

Prof. Dr. Isabell van Ackeren

*University of Duisburg-Essen*

### School improvement under conditions of multiple risks to education – case studies of two successful schools with culturally diverse students in deprived communities

Prof. Dr. Nicolle Pfaff

*University of Goettingen*