Record-sheet for the analysis of the interview data

Interviewee: …………………………………Position of the interviewee: …………………

Years of Experience ………

Aspects of each factor covered	Status	Quality	Focus	Stage	Differentiation
Quantity of Teaching					
Teacher absenteeism (Q1a)					
Student absenteeism (Q1b)					
Dropout (Q1c)					
Long and short term planning (Q1d)					
Other aspects covered (please describe):					
Quality of Teaching					
Pedagogy (Q2a and Q3a aspect c)					
Standards of teaching (Q2b)					
Other aspects covered (please describe):					
Opportunity to learn					
Differentiation of teaching (Q3c)					
Textbooks (Q3d)					
Extracurricular activities (Q3e)					
Students with special needs (Q3f)					
Other aspects covered (please describe):					
Collaboration among teachers					
Teacher collaboration (Q4a)					
Networking (Q4b)					
Other aspects covered (please describe):					
Resources					
Educational resources (Q5a)					
Initial training (Q5c)					
In-service training (Q5d)					
Other aspects covered (please describe):					

Partnership					
Active participation of parents (Q5b)					
Providing information to parents (Q6b)					
Learning opportunities for parents (Q6c)					
Relations with wider community (Q6d)					
Using community resources for teaching (Q6e)					
Evaluation					
School Evaluation (Q7a)					
Evaluation of reforms (Q7b)					
Evaluation of the system (q7c)					

Notes:

1) For *Status* the coding is from 0 to 4.
Specifically the coding is:

- **0** in case there is no policy in regard to a specific aspect of a factor.
- **1** in case there is no clear policy
- **2** in case the policy is clear but schools are only encouraged to implement it
- **3** in case the policy is clear and schools are required to implement it
- **4** in case schools are not only required to implement the policy but also there is a control mechanism that ensures that the policy is implemented.

However, in the case of the factor concerned with "evaluation" the coding is:

- **0** in case there is no attempt to conduct any evaluation in regard to each aspect mentioned. (no evaluation)
- **1** in case there is no systematic (clear) attempt to evaluate schools/reforms/system (no systematic evaluation)
- **2** in case evaluation takes place but stakeholders are only encouraged to take into account the findings of the evaluation (encouraged to take them into account)
- **3** in case evaluation takes place and stakeholders must take into account the findings of the evaluation (required to take them into account)
- **4** in case the evaluation takes place and stakeholders are not only expected to take into account the evaluation results but there is also a mechanism to check if the results have been taken into account (hold accountable for using evaluation data)

2) For *Quality* the coding is from 0 to 1:
- **0** in case the policy is *not* in line with the assumptions of the dynamic model
- **1** in case the policy *is in line* with the assumptions of the dynamic model.

However, in the case of the factor concerned with "quality of teaching" we need a number from 0-12 to indicate how many teacher factors are covered (for the list of teacher factors see question2b).

3) For *Focus* the coding is from **0** to 1
   - 0 in case the policy is _too specific or too general_

   - **1** in case the policy is _neither_ too specific nor too general.

4) For *Stage* the coding is from 0 to 1:
-   **0** in case the policy was established too many years ago and has _never been reconsidered_
-   **1** in case the policy is _redefined and adapted_ to the special problems the schools are facing.

5) For *Differentiation* the coding is from 0 to 1:
   - **0** in case the policy is expected to be implemented in _the same way_ by all the   stakeholders that are addressed

   - **1** in case the special characteristics of some groups are taken into account and are therefore expected to implement the policy in a _different way_ than others.