

NATIONAL EDUCATIONAL POLICY

A. QUANTITY OF TEACHING

1. Teacher absenteeism						
Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact	Differentiation according to the age/group of teachers	Period of establishment/ change of suggestion

2. Student absenteeism						
Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact	Differentiation according to the age/group of pupils	Period of establishment/ change of suggestion

3. Long term and short term planning of teachers

Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact	Differentiation according to the age/group of teachers	Period of establishment/ change of suggestion

4. Dropout						
Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Reduction of dropout	Differentiation according to the age/group of teachers	Period of establishment/ change of suggestion

5. Management of time at classroom and/or school level

Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact	Differentiation according to the age/group of pupils	Period of establishment/ change of suggestion

B. QUALITY OF TEACHING

1. Quality of instruction						
Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact	Differentiation according to the age/group of pupils	Period of establishment/ change of suggestion

C. PROVISION OF LEARNING OPPORTUNITIES

1. Curriculum (aims, content, methods, evaluation procedures)
Publication Year/Date
Renewal Years/dates (if exists).....
General aims <input type="checkbox"/> Aims for each subject <input type="checkbox"/> Aims for each chapter <input type="checkbox"/> For each lesson <input type="checkbox"/> Activities/ideas for each subject <input type="checkbox"/> Activities/ideas for each chapter <input type="checkbox"/> Activities/ideas for each lesson <input type="checkbox"/>
Suggestion of teaching methods/activities/ ideas <input type="checkbox"/> Provision of extra/supplementary material <input type="checkbox"/> Suggestion of evaluation procedures <input type="checkbox"/>
Aims differentiated in difficulty <input type="checkbox"/> Suggestion of optional activities <input type="checkbox"/> Suggestion of more demanded activities <input type="checkbox"/>

2. Textbooks (to teachers, parents and students)
All/some of the books are given for free
Given at the beginning/during the school year
Evaluation of books
Textbooks for specific groups of children, parents, teachers, Free for all/specific groups of children

3. Extra curricula activities (including festivals, excursions) - Clubs

Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact	Differentiation according to the age/group of pupils	Period of establishment/ change of suggestion

4. Students with special needs						
Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact	Differentiation according to the age/group of pupils	Period of establishment/ change of suggestion

D. COLLABORATION AMONG TEACHERS

1. Team Teaching						
Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact	Differentiation according to the age/group of teachers	Period of establishment/ change of suggestion

2. Exchange of Visits						
Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact Feedback	Differentiation according to the age/group of teachers	Period of establishment/ change of suggestion

3. Mentoring system for newly appointed teachers

Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Training Feedback Benefits for the participants	Differentiation according to the age/group of teachers	Period of establishment/ change of suggestion

4. Promoting networking between schools

Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact	Differentiation according to the schools	Period of establishment/ change of suggestion

E. RESOURCES AND SUPPORT

1. Teacher training (initial and in service)

Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact	Differentiation according to the age/group of teachers	Period of establishment/ change of suggestion

2. Teaching aids and resources						
Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact	Differentiation according to the age/group of teachers	Period of establishment/ change of suggestion

3. Library (including books for teachers and students)

Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact	Differentiation according to the type of the school	Period of establishment/ change of suggestion

4. School advisory bodies						
Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact	Differentiation according to the school	Period of establishment/ change of suggestion

5. Supportive staff to the school (e.g., clinical psychologists, researchers)

Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact	Differentiation according to the school	Period of establishment/ change of suggestion

F. PARTNERSHIP

1. Reporting assessment results to parents

Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact	Differentiation according to the age/group of pupils	Period of establishment/ change of suggestion

2. Organising learning activities for parents

Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact	Differentiation according to the age/group of parents	Period of establishment/ change of suggestion

3. Encouraging parents to visit schools (including active participation)

Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact Passive/active participation	Differentiation according to the age/group of parents	Period of establishment/ change of suggestion

4. Informing parents about school policy and curricular activities

Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact	Differentiation according to the age/group of parents	Period of establishment/ change of suggestion

5. Using facilities available in the school community for teaching

Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact	Differentiation according to the community	Period of establishment/ change of suggestion

6. Inviting community to participate in school activities					
Suggestion	Guideline (optional) or law (compulsory)	For primary/secondary education	Groups/persons that are involved	In line with the model/literature Impact	Period of establishment/change of suggestion

7. Use of expertise within the community to support teaching					
Suggestion	Guideline (optional) or law (compulsory)	For primary/ secondary education	Groups/persons that are involved	In line with the model/literature Impact	Period of establishment/ change of suggestion

8. Encouraging parents and the school community to provide resources for teaching					
Suggestion	Guideline (optional) or law (compulsory)	For primary/secondary education	Groups/persons that are involved	In line with the model/literature Impact	Period of establishment/change of suggestion

G. EVALUATION MECHANISMS

How frequently evaluation projects are undertaken;
Sources of data (e.g., views of different stakeholders, impact on learning) used in evaluating the national policy
<p style="text-align: center;">Focus of evaluation</p> <p>a) perceptions of different stakeholders about the appropriateness of the policy</p> <p>b) abilities of stakeholders to implement the policy</p> <p>c) impact of policy on student learning</p>
Period at which the evaluation data are collected: Is there a continuous evaluation system or a cross-sectional approach is used
Process that are used in order to control the validity of evaluation instruments