



The quantitative analysis on the results of the participatory cards

THE PURPOSE OF THE STUDY AND THE RESEARCH METHODOLOGY

The study "The quantitative analysis on the results of the participatory cards" is performed for the third year in the project "Școala Mea" and analyses aspects related to educational process. The collection of data, necessary for estimation, was done using participatory cards filled by respondents (pupils of 7-12 grades, their parents, teachers and school administration) of the 20 schools selected as a result of an open competition. The participatory cards are questionnaires that include questions related to the educational process. The questionnaires have 5 sections that refer to: (i) providing information about school activities, (ii) school budget, (iii) involvement in school activities, (iv) curriculum and (v) school environment. The students, parents and teachers were questioned in May-June 2016. The research was performed in 12 administrative-territorial units. Participatory cards were filled by 2511 students (59.6% from rural schools and 40.4% from urban schools), 1330 parents (89.7% of parents have children at rural schools and 10.3% of parents have children at urban schools) and 370 teachers (86.8% from rural schools and 13.2% from urban schools).

Table 1. The characteristics of persons who filled participatory cards

LOCALITY	EDUCATIONAL INSTITUTION	PARTICIPATORY CARDS			
		filled by students	filled by students	filled by teachers	filled by teachers
"Alexandru Ioan Cuza" Gymnasium	Roșu, Cahul district	42	28	14	
"Andrei Chivriga" Gymnasium	Valea Mare, Ungheni district	84	85	22	
"Constantin Negruzzi" Gymnasium	Târnova, Dondușeni district	103	102	20	
"Dimitrie Cantemir" Gymnasium	Cornești, Ungheni district	77	83	21	
"Eugen Coșeriu" Gymnasium	Catranâc, Fălești district	48	50	8	
"Eva Gudumac" Gymnasium	Tătărauca Veche, Soroca district	64	63	12	
Făleștii Noi Gymnasium	Făleștii Noi, Făleștii district	81	56	15	
"George Coșbuc" Gymnasium	Andrușul de Jos, Cahul district	43	44	13	
"Ion Creangă" Lyceum	Cahul	165	54	28	
"Ion Creangă" Lyceum	Puhoi, Ialoveni district	158	43	20	
Mănoilești Gymnasium	Mănoilești, Ungheni district	121	127	27	
"Mihai Eminescu" Lyceum	Anenii Noi	200	40	15	
"Mihai Eminescu" Lyceum	Sipoteni, Călărași district	237	234	42	
"Nicolae Botgros" Gymnasium	Bădicul Moldovenesc, Cahul district	42	19	15	
"Mihai Viteazul" Lyceum	Chișinău	650	43	6	
"Nestor Vornicescu" Lyceum	Lozova, Strășeni district	99	42	18	
Recea Lyceum	Recea, Râșcani district	109	70	23	
Roșietici Gymnasium	Roșietici, Florești district	57	65	14	
Schineni Gymnasium	Schineni, Soroca district	32	49	14	
Lyceumul teoretic "Silvian Lucaci"	Costești, Râșcani district	99	33	23	

Source: participatory cards

After receiving completed participatory cards, the responses from questionnaires were coded. We gave numerical values to responses. To identify the statistical connections between variables represented by the questions from participatory cards, we applied Ordered Probit model.

CONCLUSIONS AND RECOMMENDATIONS

The participatory cards are useful tools that allow to measure satisfaction with education. Due to the fact that participatory cards help to better understand problems related to educational process, this tool can help to improve communication between school administration, teachers, parents and students. Also participatory cards represent a source of information that can be used by policy makers to formulate educational policies. However, this questionnaire allows assessing the implementation of educational policies at the community level.

Overall, we can say that in analysed sample of schools there is some satisfaction with educational process. The majority of students are satisfied or partially satisfied with planning of teaching process. Also, majority of students, parents and teachers think that students obtain the relevant knowledge for future career needs.

There is a certain level of satisfaction related to opportunities for involvement in decision making process. More than 80% of surveyed students and parents are satisfied or somewhat satisfied with the conditions to influence school management, thus 89.8% of students and 88.5% of parents are actively involved or have some involvement in decision making. More than half of pupils and parents said that their proposals were made (partly or entirely). Although, only a third of pupils and parents responded that during previous year were asked about the priorities of school development. Also, students and parents are satisfied with received information about school, although it is more difficult to access financial data and, particularly, to information about use of additional funds. Among surveyed person the share of unsatisfied with access to information about use of additional funds is 20% of student and 15.3% of parents from urban areas, and 20.1% of students and 16.2% of parents from villages.

Respondents consider that there are some difficulties related to involvement in decision-making process, but solving of these problems is not a priority task. Less than half of the respondents consider that public information and collecting comments from students and parents are areas that should be improved urgently. On the other hand, more than half of the respondents argued that issues related to school infrastructure and student safety are most important and need to be solved as soon as possible. This situation can be explained by the fact that deficiencies related to the physical infrastructure of educational institutions are most visible to users of educational services. In fact, there are difficulties in all aspects of the educational process and respondents think that improvements are needed in all areas.

These conclusions can be used to recommend following policy measures:

- ✓ In order to improve transfer of information to students and parents would be useful to extend use of electronic applications (web, email, etc.). This approach can contribute to run efficient

joint meetings, due to the fact that participants are informed in advance. At the same time, in this way the students and the parents can be informed about solving of problems discussed at the public hearings. Also, it is important to consult the opinion of parents and students regarding the type of information they would like to obtain from the educational institution on regular basis;

- ✓ It is important to provide the information about the financial resources of the school. In this regard, it is necessary to make the information more comprehensible for the beneficiaries of the educational services and to offer verbal information about school budget (for example, school can delegate a person responsible for disseminating the budget information). To provide greater clarity is welcome to prepare and to make public a short note and that includes the summary version of the budget, with explanations on planned expenditures. Also, in addition to public hearings, school should offer free access for students, parents and teachers to all the administrative meetings concerning the school activity and budget;
- ✓ Parent's monetary contributions and procurement of goods and services from these sources should be confirmed by supporting documents and if it is possible to provide accounting records for the receipt and the spending of contributions;
- ✓ Another important aspect is related to students' health and safety. It is necessary to offer access to healthy food for students and teachers, and to ensure safe transportation of children by school vehicle.