Strengthening Educational Reforms through Social Accountability Activities

www.ScoalaMea.md
January 2014: Official launch of „Școala Mea”

Implementation period: December 2013 – December 2018
Școala Mea: Key results to date
Partnerships for implementation

- 60 schools engaged thus far; 40 more planned;
- 60 local coalitions mobilized and have undertaken SAcc exercises;
- Over 900 members of School Administration Boards obtained skills to apply SAcc tools and analyze school budgets;
- Thousands of stakeholders have been surveyed to assess satisfaction with education services;
Partnerships for Implementation

- Network of 5 regional partner CSOs carrying out work on the ground;
- Project Advisory Board strategically guiding the project;
- MoUs signed in 21 out of 35 districts/municipalities;
- MoU with the Ministry of Education;
- 12+ media partnerships and 200+ news items on the project;
Creating an education budget understanding

Over 7,000 citizens learned about their school budgets and performances from simplified info leaflets.

ANALIZA BUGETULUI 2014
Liceul „Vasile Alecsandri” din or. Ungheni

Cheltuieli totale: 4,4 milioane lei
(buget planificat pentru 2015: 6,1 milioane lei)

Cheltuieli per elev: 7 405,1 lei
Cheltuielile per elev au crescut de la 7039,9 lei în 2012 la 7405,1 lei în 2014. Cheltuielile per elev la liceu sunt mai mari decât media pe raionul Ungheni (6 272,6 lei), însă mai mici ca media pe ţară (9420 MDL).

Număr de elevi: 632

Număr de elevi care revin la un profesor: 13,4

Cheltuielile pentru salarizare reprezintă cea mai mare pondere în cheltuielile efectuate (vezi figura din stânga). Această pondere este mai mică comparativ cu nivelul pe raion (65,1%) şi pe ţară (69,2%).
Ponderea cheltuielilor pentru reparaţii este destul de înaltă şi a atins 11% în 2014, un nivel mai înalt decât media pe raion (8,1%) şi pe ţară (7,3%). Pentru 2015 se preconizează o pondere a cheltuielilor pentru reparaţii de 19,75%.
Liceul dispune de 47 calculatoare, în timp ce în mediu pe ţară la o instituţie educaţională au revenit doar 16 calculatoare.

CUM AU FOST CHELTUIŢI
BANII ŞCOLII ÎN 2014

<table>
<thead>
<tr>
<th>Cheltuieli</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salarizii</td>
<td>62,93%</td>
</tr>
<tr>
<td>Intreţinerea şcolii</td>
<td>23,26%</td>
</tr>
<tr>
<td>Carti/mem.</td>
<td>0,27%</td>
</tr>
<tr>
<td>Calculatoare</td>
<td>0,34%</td>
</tr>
<tr>
<td>Echipament</td>
<td>0,23%</td>
</tr>
<tr>
<td>Reparaţii capi.</td>
<td>11,45%</td>
</tr>
<tr>
<td>Investiţii capi.</td>
<td>0%</td>
</tr>
<tr>
<td>Alimentarea elevilor</td>
<td>0%</td>
</tr>
<tr>
<td>Alte cheltuieli</td>
<td>1,51%</td>
</tr>
</tbody>
</table>

Despre alte cheltuieli:

La liceul „Gheroghe Asachi” se asteaptă o tendinţă de reducere a notei obţinute de elevi la examenele de bacalaureat.

Rata de promovabilitate la examenele de Bac a fost de 89% în 2014, practic neschimbată faţă de nivelul din 2013, însă în scădere faţă de nivelurile din 2011 şi 2012, când au fost înregistrate rate de promovabilitate de 100%.

Media la BAC: 2014: 6,9
2013: 7,5
2012: 8,1

Acest indicator este mai mare atât faţă de media pe raion (11,7), cât şi faţă de media pe ţară (11). În acelaşi timp, numărul profesorilor s-a majorat de la 39 pedagogi în 2011, la 47 în 2015.
Feedback through Report cards

Over 15,000 stakeholder report cards completed to pinpoint main areas in need of improvement in target schools
Public hearings lead to results

- School budgets discussed in 40 public hearings in 2014 and 2015 with over 5,000 attendees;
- School management hears first-hand about student and parents concerns & suggestions;
- Issues raised to the attention of public authorities who have responded with:
  - Allocations for school equipment;
  - Assistance with student transportation;
  - Increased school financial autonomy;
ScoalaMea.md – one stop shop for Sacc in Education

- Profiles of all 1,300 schools with budget and performance information;

- Advanced filter according to a set of criteria:
  - Location;
  - Number of students;
  - Performance (grades);
  - Budget spending;

- Over 20,000 unique users since project launch
Challenges and Adaptation

1. Improving SAcc tools sequencing
2. Adapting to changes in government
3. Reformulating SAcc Report Cards
4. Maximizing learning and information generation
5. Sustaining SAcc efforts in all participating schools
Challenge 1: Improving SAce tools sequencing

Lessons learned and Adaptation:

Year 1: Report Cards were filled in after public hearings, thus their findings were not used in Public Hearings;

Year 2 & 3: Report Cards filled in before Public Hearings, enabling the findings to enrich the discussions
Lessons learned and Adaptation:

- In a moment of transition, the absence of a formal project agreement caused the project to lag;

- To prevent this from reoccurring an MoU was signed with the MoE in 2015;

Challenge 2: Adapting to changes in government
Challenge 2: Adapting to changes in government

**MoE responsibilities**
- Delegate contact person;
- Provide annual data;
- Disseminate good practices of the project;
- Participate in events and present the state of education reform;

**Expert-Grup responsibilities**
- Keep the MoE informed on project progress;
- Consult with MoE on the design of the SAcc tools;
- Train School Administration Boards according to the Education Code;
- Include MoE in project activities;
Challenge 3: Reformulating SAcc Report Cards

Lessons learned:

- Student and parent feedback that language was complicated;
- Insufficient number of objective questions initially, rendering the survey too “unscientific”;
- The name “Report Cards” diminished candidness;
- Paper-based surveys made it cumbersome to process and added lag time to the findings;
Challenge 3: Reformulating SAcc Report Cards (cont’d)

Adaptation:

- Language was simplified;
- After surveying 5-12 grades in the first year, next year we changed the respondents to 7-12 grades;
- Balanced use of objective and subjective survey questions;
- Year 3: Each regional partner was asked to specify whether they would work with online vs printed report cards, as demanded;
- Name change (for public use) from “Report Card” to “Participation Survey”
Challenge 4:
Maximizing Learning and Information Generation

Lessons learned:
- Need to convene Regional Partners for more regular information exchange sessions;
- Need to find more useful ways to frame insights and lessons learned;

Adaptation:
- Defined a draft structure for case stories (key messages, audience, purpose);
- Organized a training session;
Challenge 5: Sustaining SAcc efforts in participating schools

Lesson learned:

- Project did not envision keeping track of schools engaged in previous years;

- There was no incentive system for the schools to sustain their use of SAcc tools and methods;
Challenge 5: Sustaining SAcc efforts in participating schools (cont’d)

Adaptability:

- Invited partner CSOs to survey the previous year schools and learn about their experiences;
- ScoalaMea.md as a visibility platform;
- Newsletter updates;
- Package with updated SAcc tools sent provided yearly;
- Certificates for schools at project completion;
You’re invited to follow project news!

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Thank you!

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