Impact Evaluation Study in Grades 8 and 10 in School Year 2009/2010

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SUMMARY

The Project „Quality Education in Rural Areas of Moldova" implemented by the Ministry of Education of the Republic of Moldova with the financial support of the World Bank, has been implemented from August 2006 to 2010. The Project aimed at increasing the education quality in rural areas of the Republic of Moldova. It includes 4 components: improving teaching and learning in rural schools, increasing access and equity in rural schools, increasing efficiency in the use of resources, strengthening education planning and monitoring.

Under Component 1, an initial study was carried out in 2007 to assess students' performance in grades 8 and 10 in Romanian language and other mother tongues (Russian, Ukrainian, Bulgarian, and Gagauz languages), and mathematics. To assess students' performance over time, and to evaluate the impact of Component 1, an impact evaluation study was carried out at the end of the school year 2009/2010.

The impact evaluation study was conducted on the basis of a pedagogic testing and a representative national survey on the entire territory of the country, except for the territory from the left bank of the Nistru River. The target group of the research were students in grades 8 and 10, teachers, directors, and representatives of Raion Divisions for Education. Altogether, 5,412 students were tested, while 4,043 students[1], 486 teachers, 120 directors, and 22 representatives of Raion Divisions for Education answered the questionnaires. The study covered 105 education institutions from 22 raions of the country - 79 settlements.

The main findings of the study are as follows:

I. Comparative Results of the Testing

- Overall, the impact evaluation study highlighted positive changes in the students' performance at mathematics and mother tongue. Thus, there were recorded significant positive trends in Mathematics (the degree of solving increased twice in case of 8th grade students and by 1/3 in

[1] A part of students (where possible) were tested on two subjects: mother tongue and mathematics. Thus, only one questionnaire was used for these students.

case of 10th grade students), Romanian and Ukrainian languages test-papers (the increase varies between 4-10%). (See details in the Table below).

- In case of 10th grade students' results at Russian and Bulgarian languages, the progress was not essential in quantitative terms; the increase varied between 2-3%.
- The results of 8th grade students at Bulgarian language and of the both grades at Gagauz language were almost at the same level as in 2007.
- A significant decrease of the results (by 12%) was recorded only in the case of Russian language test for the students in the 8th grade.

Figure. Comparative results of the tests for 2007 and 2010 years at all tested subjects

Tested subject	Grade 8			Grade 10		
	2007	2010	2010/2007	2007	2010	2010/2007
Mathematics	23%	46%	23%	33%	45%	12%
Romanian Language and Literature	**48%**	**54%**	**6%**	**39%**	**49%**	**10%**
Russian Language and Literature	**56%**	**44%**	**-12%**	**63%**	**66%**	**3%**
Ukrainian Language and Literature	**39%**	**48%**	**9%**	**42%**	**46%**	**4%**
Bulgarian Language and Literature	**52%**	**52%**	**0%**	**59%**	**61%**	**2%**
Gagauz Language and Literature	**59%**	**58%**	**-1%**	**67%**	**66%**	**-1%**

- The lower or similar degree of performance in the impact evaluation study compared to the initial study can be partially explained by the testing period - May (the end of the school year), while the 2007 study was carried out in October - at the beginning of the school year. That was not the most suitable time both for students and teachers: we mean end-of-year tiredness, saturation with lessons, internal test-papers, waiting for the vacation, etc. These elements influenced the decrease of students' attention paid to the tests. Though, the inattentiveness also shows insufficient skills of working with a non-literary text and, respectively, of writing a text in line with certain parameters, as well as of observing the grammar rules. This notice is valid for the mother tongue subjects (Romanian, Russian, Ukrainian, Bulgarian, and Gagauz languages). On the other hand, we think that this factor was not a decisive one for the quality of results, given that the results of most tested subjects were better than those of the initial study.
- The test results vary by a series of students' socio-demographic characteristics, as follows:
  - *parents' education* - the relation is directly proportional: the higher education level parents have, the higher is the students' ability to solve the tests (the differences vary between 4-18%);
  - *area of residence* - overall, the students; performance is better in the schools from urban areas (by 6% on average in 2007 and by 8% in 2010) In case of the tests at Ukrainian, Bulgarian, and Gagauz languages, better results were registered on the rural areas (by 8% on average, both in 2007 and 2010);
  - *language of teaching* - the ability to solve the tests is higher in the schools where the language of teaching is Russian (both in rural and urban areas), by 11% on average. The respective difference accounted for 4% in 2007.
  - *type of school* - altogether, the test results are better in lyceums, in comparison with secondary and lower secondary schools (by 4% on average);
  - *gender* - the girls solve the tests much better than the boys (by 11% on average, both in 2007 and in 2010);

  - *parents' migrant status* - generally, the students whose parents are not working abroad have better scores (by 3% on average)
- The students' performance is also influenced by other factors related to the students' attitude and learning behavior:
  - *students' attitude towards the studied subject and quality of teaching provided by the teacher* - the students' results are better in case if the tested subject is considered to be important for the student, as well as if the lessons are interesting.
  - *use of information technologies* - the performance (of solving tests) is higher in case of the students that use the PC and the Internet for doing the homework;
  - *lesson attendance* - the higher the number of absences at the tested subjects, the lower the ability to solve the test. On average, the ability to solve the tests is by 6% lower in case of students, who mentioned 6 or more absences at the tested subject.
- On the basis of the comparative analysis with the initial testing, we see the preservation of the same tendencies related to the ability to solve the tests depending on the socio-demographic variables and on attitude/behavior.
- A direct relationship was also found between the ability to solve the test and the teachers' participation in training courses within the Project. Thus, the students from the forms whose teachers participated in the training courses on the use of teaching material in the educational process had better test results, by 10% on average.

II. Learning attitudes and behavior of surveyed students

Importance and level of students' satisfaction with school subjects

- Although the majority of students surveyed believe that the subjects are very important/important, on average, every second student is not satisfied with the way they are taught. The main causes of the low level of satisfaction with the subjects taught are confined to their complexity (30% on average). This implies difficulties in understanding the subject (especially mathematics), the complexity of homework (22% on average) and the fact that lessons are not interesting, but boring (26% on average). However, for physics and chemistry this is true because of insufficient equipment needed for laboratory lessons (35% on average).
- When the students do not understand the homework, the first source of information for the subject concerned is the teacher, the second are the colleagues. At the same time, it was noted that a significant number of students try to cope by themselves. We presume that this very group of students is experiencing difficulties in achieving the curriculum goals in various school subjects.

Level of students' access to computer and Internet

- 9 in 10 students have access to computer. Compared with the 2007 study, the percentage of students who have access to a computer at home increased about two times and amounts to 59% for the 8th graders, and 78% for 10th graders. The share of students who have access to a computer at home is higher in urban areas (with 25% on average), in the group of students whose parents have a high educational level (with 26% on average).
- During three years (from the baseline study), the students' behavior has changed in terms of using the computer to prepare the homework. Compared with the 2007 study, there was a significant decrease in the proportion of students who do not use the computer for homework

(from 38% to 23% for eighth graders, and from 29% to 8% for tenth graders) and an increase in the number of students who use computers up to one hour per day (from 26% to 46% for eighth graders and from 30% to 45% for of tenth graders). That is largely due to higher access to computer at home. The share of students who use computers to prepare homework for more than one hour is higher in urban areas (on average with 11% in 2010 versus 9% in 2007) and among students whose parents have a high level of education (on average with 12% in 2010).

- Similar trends are also confirmed for the use of the Internet to prepare the homework. In this regard, it should be noted that, on average, 95 percent of students who have access to a computer have access to Internet. The incidence of using Internet for education is higher for 10th graders (88% vs. 72% for 8th graders). Over time, it was noted that in 2010, two thirds of the 8th graders use the Internet to prepare the homework, compared to only one half in 2007. Accordingly, for the 10th graders, while in 2007 every fifth student did not use the Internet, in 2010 this ratio decreased to 1/10. The share of students who use the Internet regularly (at least once a week) to prepare the homework is higher in urban area with 17% on average in the group of students from the Russian-teaching schools (6% on average), in the group of students whose parents have a high educational level (15% on average).

Time spent by students for various activities

- Compared to the 2007 study, the research reveals a considerable decrease in time spent by students to prepare the homework. This decrease is higher for the 8th graders: 23% of students reported that in 2010 they spent less than one hour to prepare homework, compared with 9% in 2007. For the 10th graders, the share is 16% in 2010 compared to 5% in 2007. The share of students who use more than two hours daily to prepare homework is higher among girls, in urban areas, in the group of students whose parents have a high level of education.
- 80% of students spend more than one hour daily to help their parents, two thirds - to meet friends, over one half - for TV shows, every third student - for computer games. 41% of the eighth graders take extra lessons in various subjects. 50% of the tenth graders said that they take extra lessons.
- Virtually every second student was absent from lessons (except the holiday period) in April (reference month from the period of data collection from the field). Most absences were recorded for mathematics and Romanian language (on average, 20% of students surveyed reported 4 and more absences), followed by Russian language (16%) and Ukrainian language (13%). The profile of students who are more absent is as follows: boys, gymnasium students, rural students and those studying in Russian-language schools, students whose parents have a low level of education (the ratio is inversely proportional – the rate of absenteeism decreases as the level of parents' education increases), students from single parent families and students from families where both parents are working abroad.

Both in case of students in the eighth grade and those in the tenth grade the following trends for time use are noted:

- the share of students who use more than two hours per day to prepare homework is higher among girls (28% on average), in urban areas (6% on average), in the group of students whose parents have a high level of education (4% on average);

- the share of students who watch television more than two hours per day is higher in rural areas (6% on average), in the group of students whose parents have a low level of education (11% on average) and in the group students from single parent families (6% on average);
- the share of students who play more than two hours at the computer is higher among boys (15% on average), in towns (9% on average);
- the share of students who use more than two hours per day to help their parents is higher in rural areas (19% on average), in the group of students whose parents have a low level of education (18% on average);
- the share of students who use more than two hours per day for meetings, games with friends is higher among boys (9% on average), in the groups of students with education in Russian (8% on average), in urban areas (9% on average);
- the share of students who use more than one hour for extracurricular study groups is higher in urban areas (11% on average);
- the share of students who spend more than one hour reading books is higher among girls (20% on average), in Romanian-teaching schools (13% on average), in the group of students whose parents have a high level of education (9% on average), in the group of students with both parents at home (7% on average);
- the share of students who take extra lessons is higher among girls (9% on average), in urban areas (5% on average), among students whose parents have a high educational level (10% on average). Students take more frequently additional lessons in mathematics (47% on average) in English (29% on average), Russian (19% on average) and Ukrainian (17% on average) (for students who learn those languages as a mother tongue).

Students' perceptions about the knowledge evaluation mechanism

- Over 80% of eighth and tenth graders believe that teachers for different school subjects evaluate their level of knowledge correctly. About two thirds of students believe that while evaluating their knowledge, teachers are guided by objectivity and fairness and students' behavior, and every third – by the level of sympathy for the student and marks in other subjects.

Students' trends to continue their studies

- The results of the study show that about 12% of eighth graders wish to continue their studies at lyceum, 18% - at a vocational school, 16% - at college and 53% or every second - to achieve higher education. The share of students who wish to achieve higher education is higher in urban areas (70%), in Russian-teaching schools (61%), in the group of students whose parents have a high level of education (73%). The share of students who wish to continue studies at a vocational school is higher in rural areas (23%), in Romanian-teaching schools (21%), in the group of students whose parents have a low level of education (24%).
- The percentage of students who wish to achieve higher education is 83% in the tenth grades, which is much higher than in the eighth grades. However, compared with the 2007 study, the share of students who wish to achieve higher education decreased with 4% (87% in 2007). Only 7% of students stated that they wish to continue their studies at colleges and 3% at a vocational school. The share of students who wish to achieve higher education is higher in urban areas (88%), and in the group of students whose parents have a high level of education (90%).

III. Impact of the Project „Quality Education in Rural Areas of Moldova" on the development of learning environment in pre-university education institutions

Level of awareness and sources of information about the Project for teachers and school directors

- Officials of raion education divisions are best informed about the Project (96% stated they are informed to a great extent), followed by school directors (74%), while teachers are least informed. Thus, one in two teachers stated that she/he feels very little informed or not informed at all about the Project. The level of awareness among teachers varies by the type of education institution: 54% of teachers in lyceums think they are informed to a great extent, compared to just 35% in secondary schools and 23% in gymnasiums.
- Teachers listed various sources of information about the Project: 80% learned about it from school directors, 61% from media, 55% from co-workers and 45% have been directly involved in the Project implementation.

Teachers' perception of the project impact at school level

- Around 2/3 of teachers and more than 80% of school directors are rather satisfied or satisfied with the project impact on school level and think that it has contributed to the improvement of the quality of studies in their school. The percentage of teachers satisfied with the project impact is higher in rural areas (77%), in lyceums (76%), among teachers of Biology (82%), Chemistry (74%) and Physics (79%), as well as in schools with Romanian language of instruction.
- The study revealed a number of improvements in the quality of studies and of the learning environment which occurred over the last three years in the level of teachers' satisfaction, expressed by the *satisfaction index*[2]. Thus, the satisfaction index regarding the school inclusion of underprivileged children rose over the last three years from 0.51 to 0.61, level of students' knowledge – from 0.16 to 0.28, system of evaluating students' knowledge – from 0.16 to 0.41, teaching and learning methods – from 0.25 to 0.58, quality of teaching the main subjects – from 0.28 to 0.52. Serious improvements have been noticed in the satisfaction index regarding the schooling conditions (index rose from 0.07 to 0.4), access to training (an increase from 0.57 to 0.65), supply with teaching materials (from 0.06 to 0.29).
- On the other hand, even though the project contributed to supplying classrooms with teaching materials and equipment, the teachers' satisfaction index regarding this issue rose only from -0.26 to 0.06. This particular index remains rather low, which could be explained by the unsatisfactory level of supply of classrooms with teaching materials and equipment. The satisfaction index regarding the supply of classrooms is lower in urban areas (-0.03), in schools with Russian language of instruction (-0.03), among teachers of Russian language (-0.18) and of Gagauz language (-0.18). The satisfaction index regarding wages, albeit growing insignificantly

[2] The satisfaction index was computed using the following formula:
$I_{y\phi} = \frac{1,0 \times n_1 \times 0,5 \times n_2 + (-0,5) \times n_3 + (-1,0) \times n_4}{n_1 + n_2 + n_3 + n_4}$, where n1 stands for the number of persons extremely satisfied, n2 – number of persons rather satisfied, n3 – number of persons rather unsatisfied, n4 – number of persons not satisfied at all. The index value can vary between -1 and +1, where -1 stands for extremely unsatisfied, and +1 for extremely satisfied. Teachers' satisfaction with the quality of education has been measured three years ago in the framework of the same study.

over the last three years (from -0.29 to 0.12), still has a negative value, the most unsatisfied with their wages being the teachers from urban areas (-0.20).

- Every second teacher believes that students' interest for her/his subject, their learning success and the quality of their knowledge have increased over the last three years. This is largely the result of employing new methods of teaching and of evaluating students' knowledge, a better supply of classrooms with teaching materials and equipment, training activities attended by teachers, and a better access of students to teaching materials. At the same time, it is worth mentioning that 12% of teachers, especially those who did not benefit from the project supplies and training, think that learning success and quality of studies of their students have decreased over the last three years. In their opinion, this trend can be explained by the insufficient involvement of parents, complicated and puzzling textbooks, a lower level of knowledge acquired by students during previous educational cycles, insufficient supply of classrooms with teaching materials and equipment, lack of motivation on the part of students to pursue university studies, as well as complicated and confusing evaluation tests. This fact is a clear evidence of the project impact – teachers who benefited from the project services display a higher level of satisfaction with the quality of studies, as compared to those teachers who did not. Moreover, the project had a stronger impact in those institutions, where it supported both the supply of new materials and equipment, as well as training of teachers.

Level of awareness, utility and level of practical use by teachers of the teaching materials developed in the framework of the project[3]

- The vast majority of teachers know to a great extent the current curriculum for the subject they teach (92%), the curriculum implementation guidelines (71%), as well as the national curriculum reference framework (65%), but are aware to a lesser extent about the methodological guidelines (around 50%).
- Even though the vast majority of teachers regard the materials developed in the project framework as very useful or rather useful (the degree of utility has been assessed between 2.47 and 2.67, with 3 being the maximum possible value), the level of practical use of these materials remained rather modest. Thus, officials from raion education divisions assessed the level of practical use of the teaching materials with values ranging from 1.91 to 2.23 (3 being the maximum). The current curriculum for each subject and the curriculum implementation guidelines are better used in practice (2.18), while the Guidelines "Interactive student-focused teaching" (score 1.91) and "Continuing evaluation in the classroom" (score 1.91) are used to a lesser extent. The main reasons for such a limited practical use of the teaching materials are: many teachers do not have a personal copy thereof, the materials concerned are not better than the previous ones, and teachers did not receive enough training to use these materials in practice. On average, 2.9% of all interviewed teachers stated that they did not receive enough training to implement in practice the teaching materials, in particular 4.3% in secondary schools, 5.7% in gymnasiums, and 2.2% in lyceums.
- The level of awareness, utility and implementation of teaching materials is significantly higher (on average by 25%) in the case of teachers who teach in the tenth grade, as compared to those who teach in the eighth grade. Likewise, the level of awareness, utility and implementation of teaching materials is on average 10% higher in the case of teachers working in lyceums, as compared to teachers working in secondary schools and gymnasiums.

[3] The utility and level of practical use of the teaching materials have been measured on a scale from 0 to 3, where 0 stands for not useful at all/not used at all, and 3 – very useful/used to a great extent.

Supply of classrooms with teaching and learning materials and equipment

- 79.2% of the education institutions covered by this study have been granted in the framework of the Project "Quality education in rural areas of Moldova" with teaching materials and equipment for classrooms. In percentage terms, 80.8% of gymnasiums, 79.3% of lyceums and 75% of secondary schools received such grants. In over 80% of the schools who received teaching materials and equipment, Chemistry, Biology and Physics classrooms have been supplied. A greater percentage of rural schools benefited from supply of teaching materials and equipment (89.3%), compared to schools from urban areas (62.2%).
- As regards teachers, 48.2% of respondents stated that they received teaching materials and equipment from the Project and think that these grants are very important for the improvement of the quality of studies. The percentage of teachers who received teaching materials/equipment is higher in gymnasiums (51%) and lyceums (49%) compared to secondary schools (39%). The materials and equipment received in the Project framework are fully used by 74% of teachers, while 24% use them only partially.
- Although a good share of teachers covered by this study have been granted in the Project framework with teaching materials and equipment for their classrooms and consider this fact very important for the improvement of the quality of studies, the great majority of them (84%) stated that these materials/equipment are only partially sufficient or insufficient to equip classrooms in accordance with the current curriculum. About half of the teachers who received materials/equipment think that these materials/equipment are only partially consistent with the current curriculum (50%), with the learning needs of children (47%), and with the teaching needs (52%).

Teachers' opinions on the quality of the content of the curriculum, which was modernized in 2006

- Although the vast majority of teachers assess the current curriculum for the subjects they teach as having a high quality and consider that it contributes to the development of students' abilities and competence (83%), includes elements of functional practical knowledge (77%), matches the age peculiarities of students (75%) and their learning needs and interests (69%), one third of teachers made the following comments: the number of topics that are to be learned does not match the number of class hours committed, the curriculum for their subject is not sufficiently linked to the curricula for other subjects. One in two teachers mentioned that the curriculum does not sufficiently allow children and their parents to choose the learning objectives, contents and methods of evaluation, while more than 2/3 of teachers think that the curriculum does not meet the demands of the labor force market (for more details, see paragraph 2.8).
- Main problems encountered by teachers in implementing the curriculum are:

✓ insufficiency of teaching materials;
✓ complexity of topics and assignments;
✓ inconsistencies between the curriculum, textbooks and tests;
✓ highly theoretic nature of topics, which are not linked to everyday life.

- Teachers of Mathematics, Physics and Chemistry mentioned that there are few hours committed for solving problems and exercises, not enough time for wrapping up the learned material, the curriculum is focused on developing academic abilities rather than practical skills, there are few practical hours to explain the curriculum content, the evaluation tests are rather complicated, there are not sufficient laboratory hours, they do not have computers and educational software.

Teachers' opinions on the quality and efficiency of the students' knowledge evaluation mechanism

- More than 80% of teachers of various subjects consider that the criteria for evaluating students' knowledge are sufficiently objective, evaluation is in line with the curriculum, it helps students to ascertain their level of knowledge and opportunities for improvement as well as contributes to a correct evaluation by teachers of the students' level of knowledge. At the same time, one in three teachers of Physics and Mathematics shares the opinion that the evaluation tests are consistent to a little extent or are not consistent at all with the time committed for them and that, in fact they inform very little or do not inform at all parents on the successes and failures of their children.
- The main problems encountered by teachers in evaluating students' knowledge are: the evaluation methods do not allow a differentiated evaluation of students with different levels of development[4], standard evaluation criteria are missing, the tests do not always allow an objective evaluation of students' knowledge, there is too much evaluation done in writing, sometimes item requirements do not match the grading form variants, lack of relevant equipment for photocopying test sheets, there is too little verbal evaluation, inconsistencies between the methods employed during baccalaureate evaluation and test evaluation. In the case of Romanian, Russian, Bulgarian, Ukrainian and Gagauz languages there are too many hours committed for tests and not enough for teaching the material. As regards the Romanian language, the test sets approved some years ago are already outdated. In the case of Mathematics, Physics and Chemistry, it was mentioned that there is too little time committed for tests. For Biology, it was mentioned that the biological schemes included in the test sheets are often confusing; for Chemistry – the impossibility of conducting certain laboratory experiments due to the lack of equipment and reagents.

Monitoring system of the curriculum implementation in schools

- In 88% of schools included in the sample, there is a monitoring system of the current curriculum implementation, which includes monitoring indicators, monitoring supervisors, and joint sessions to discuss the monitoring results.
- About 80% of teachers stated that in the school year 2009/2010 they have been monitored as regards the curriculum implementation more than two times. Two thirds of teachers and officials from the raion education divisions appraised the efficiency of the monitoring system of the curriculum implementation as high or very high.

Parents' involvement in the educational process in the opinion of teachers and school directors

- Although the vast majority of teachers think that the involvement of parents in the educational process is important or very important and employ various forms of working with parents in this respect, only a third of them stated that they are pleased by the parents involvement in their children's education. The degree of satisfaction is higher among teachers from rural areas (37% compared to only 29% in urban areas), and those working in lyceums (36% compared to 28% in secondary schools and 27% in gymnasiums).

[4] Concerning this issue raised by teachers, it should be noted that the "Concept on evaluation of schooling results" provides that teachers are entitled to set own systems of evaluation and conduct a continuous evaluation of schooling results.

- Even though in 2/3 of the schools included in the sample there are established Parents and Teachers Associations, who contribute to school maintenance, fundraising for school needs, planning school activities etc., only 2/3 of the directors and half of the teachers stated that they are pleased with the activity of such associations. In their opinion, the associations should involve more actively in the educational process. The degree of satisfaction with the activity of Parents and Teachers Associations is higher among teachers from urban areas (56% compared to 44% in rural areas), and among those working in lyceums (53% compared to 36% in secondary schools and 37% in gymnasiums).

Further training of teachers

- More than 2/3 of teachers are permanently engaged in improving their professional competence by participating in various seminars and training activities and reading theoretical and practical literature in their area of expertise.
- Over the last five years, 76% of interviewed teachers, in particular those from lyceums (80% compared to 66% from gymnasiums and 59% from secondary schools) and from urban areas (82% compared to 71% from rural areas) have attended training activities. 80% of them stated that they attended trainings always or almost always based on their particular needs.
- 44% of teachers attended training activities in the Project framework, in particular teachers from lyceums (51% compared to 30% from gymnasiums and 20% from secondary schools) and from rural areas (48% compared to 40% from urban areas). Over 80% of them are very satisfied with the trainings attended. About ¾ of interviewed teachers have expressed their wish to get additional training. There are no significant differences as regards the wish to get additional training depending on residence or type of educational institution.

General conclusions and recommendations!

- Overall, the evaluation study confirmed the positive impact of the Project "Quality Education in Rural Areas of Moldova" on the cognitive performances of students at selected tested subjects. However, there is more to be done in order to improve students' abilities, such as writing in line with existing grammatical and orthographic rules, poor vocabulary, working with non-literary texts, apprehension of fundamental notions and skills in mathematics, practical applications etc.
- During the Project implementation the degree of teachers' satisfaction has increased with regard to a number of aspects which contribute to the improvement of the quality of studies at school level, such as schooling conditions, access to training, supply with teaching materials and equipment etc.
- In order to strengthen the achieved results, services and activities that were implemented should be maintained, taking into account the findings of this study, the difficulties and obstacles encountered by students at testing, as well as by teachers in the teaching process, as well as the recommendations made by the Project beneficiaries (teachers, school directors and officials from raion education divisions).
- It is important to carry on with this type of studies, both general or focused, more or less complex, in order to identify over time the difficulties encountered by the beneficiaries, as well as to evaluate progress and to adjust, as the case may be, the strategies for improving the quality of education. The utility of such studies lies in the fact that they reflect the real state of affairs, due to, among others, the anonymity of people interviewed in the process of data collection.