

BIBLIOGRAFIE

1. ZAHARIA D.; GHEORGHE M.-A. *Manualul directorului de școală*. Pitești: Editura: Paralela 45, 2015.
2. IORGA, G.; SIBIȘTEANU, L. L.; ZAHARIA, D. *Ghidul practic al directorului unității de învățământ preuniversitar*. Pitești: Editura: Paralela 45, 2003.
3. COJOCARIU, V. M. *Introducere în managementul educației*. București: Editura Didactică și Pedagogică, R.A, 2004.

EDUCATION POLICY IN FINLAND

Sirota Julia, PhD Ort Braude College, Israel

Dasman Elfahel, PhD student Institute of International Relations of Moldova, Chișinău

CZU: 37.01(480)=111

Abstract

Sistemul educațional finlandez a rămas relativ imun, de la infrastructura globală a acestui domeniu, la unele mecanisme ale pieței capitaliste, producând modele educaționale bazate pe concurența dintre elevi, școli și țări, cu testări nesfârșite și acuzația obsesivă a profesorilor la performanța slabă a elevilor, ca în majoritatea statelor naționale în care guvernele sunt ghidate de rețeta economică neoliberală. În politica educațională finlandeză, majoritatea ipotezelor și paradigmelor sale contrazic sistemele altor state și oferă o bază pentru implementarea dezirabilă și benefică a aspectelor pozitive din experiența altor țări, pentru a-și îmbunătăți sistemele educaționale.

Cu toate acestea, este important să se creeze o armonie satisfăcătoare între două aspecte care se ocupă de multe cazuri dihotomice, ascunzând în același timp proliferarea practicilor educaționale adoptate de statul nordic în alte situații naționale [3].

Ar trebui să se înțeleagă că succesul modelului finlandez nu a „căzut din cerul albastru ca fulgerul într-o zi însorită”, ci a fost încorporat într-un proiect de țări largi și participante, după cum s-a menționat. Comenzile rapide și „soluțiile” pe termen scurt care caracterizează funcționarea actualei faze capitaliste, cu dorința lor înnăscută și obsesivă de concurență, nu produc consistența necesară pentru a stabili bazele dezvoltării unui sistem corect și eficient.

Prin urmare, succesul sistemului educațional din Finlanda provine dintr-un grup de factori sociali, culturali, politici, economici și morali care au modelat aceeași societate în ultimii șaptezeci de ani și un proiect conștient și deliberat al aceluiași corp social, în aceeași perioadă, pentru a crea o bază pentru construirea unei națiuni moderne, prospere, corecte și drepte. Puterea consensului național în jurul acestei sarcini s-a reflectat, printre altele, în regularitatea și consolidarea sistemului său gratuit de învățământ public de la începutul anilor 1970, indiferent de profilul ideologic al partidelor politice.

Key-words: politică, egalitate, inegalitate, educație, sectoare, oportunități.

Introduction

Finland's education system is considered a unique educational system. Over the course of three decades, she has progressed from mediocrity to high educational performance, and is now a model of educational excellence. Finland is also exceptional because it has been able to build an education system that its students are well educated in, and that its fair education manifests only a very little variance in the performance of students in schools in different parts of the country at a given time. This situation is rare in the world and has been achieved without extraordinary investment of financial resources and with less effort than other countries have invested in reforms. Finland shows that, with continuous and proven progress, it is possible to build an educational system that performs well with solutions that are not based on market-oriented educational policies .

One of the results of this success is that Finland can offer alternative solutions to chronic education problems in the United States, Canada and the UK, such as high dropout rates, early

teacher attrition, and failing special education. It can also offer solutions to defined demands for change that are emerging in other countries, such as how to interest students in learning, how to attract talented young people to teaching and how to formulate a holistic public sector policy. The Finnish approach to reducing early school dropouts, enhancing teacher professionalism, prudent accountability and student appreciation, and improving math, science, and literacy learning may serve as inspiration for other school systems seeking a path to success. Finland's international performance is also high in commerce, technology, sustainable development, good governance and growth. The education system has a close relationship with other sectors of society. In the public administration that includes other public sectors, such as health and employment, everyone seems to have a role in educational development and long-term educational changes. This is also true of income equality, as well as social mobility and trust in Finnish society [7]. **History Finland's education policy.**

The desire for change and the desire to emphasize education as a source of change and the success of the state has led to continuous improvement of the education system. Indeed, new legislation (1966) and a national curriculum (1970) were launched in the second half of the 1960s. The prevailing social policy of the time has reinforced the values of equality and social justice on all avenues of Finnish society. The economic spending that went with the welfare state ideal was understood as an investment designed to increase productivity, and not as a necessary social price that industrial society charges. The launch of the new comprehensive school system was planned for 1972.

According to the plan, a wave of reform was to begin in the northern areas of Finland and reach the southern urban areas by 1978. A premise that characterized the old structure was that no one could learn anything. In other words, the talent in society is not evenly divided in the sense of being able to study and acquire an education. Finland was influenced by the Coleman Report, which states that the basic tendencies and traits of a young person are determined at home, and that schooling has no real impact to build a more just society with higher education levels, it was of utmost importance that the new comprehensive school, the Prosculo, abandon these beliefs.

The main idea of the comprehensive school was to merge the middle schools with the civic and elementary schools into a comprehensive nine-year urban school. The merger meant blocking the students' paving after four years of primary education. All students, regardless of their family background, socio-economic background and interests, will be enrolled in the same nine-year elementary school run by local education authorities. It was a revolutionary step, though, as I mentioned earlier, the idea that it was based was nothing new. Criticism was also not late, critics of the new program argued that identical educational expectations should not be applied to children from very different socially and intellectually backgrounds. Opponents have stated that Finland's future as a developed industrial nation is in danger because the new method requires lowering educational attainment and adapting it to less talented students [9].

Despite opposing voices, the implementation began in the northern regions of the country, as planned, in 1972. The "National Curriculum for the Comprehensive School" led to content, organization and teaching across the state. While the comprehensive school structure was similar for all students, the "National Curriculum" provided schools with tailored teaching tools for groups of different abilities and types of learners. In foreign languages and mathematics, for

example, seventh to ninth graders were allowed to choose from three groups divided into levels of education: basic, middle, and advanced.

The basic level curriculum overlaps with the material taught earlier in civic schools, and the advanced-level curriculum overlaps with the material taught in the old academic middle schools. The logic behind this division of the different levels was that if learning foreign languages became mandatory for everyone, different learning paths for different students would now be needed. In 1979, the last local authority in the South moved to a new comprehensive system. In 1985, groupings were abolished according to ability in all subjects. From that point on, all students study according to a uniform curriculum.

The benefits of the reform can be summed up in three unique aspects of the Finnish education system, which are the founding fathers of an enviable education system in the world.

1. Convening a wide range of students whose life circumstances and aspirations are very different in those schools and classrooms required a new approach to teaching-learning. An equal opportunity principle states that all students are given a fair chance to succeed and enjoy learning. It was clear early on that teaching students with special needs could only succeed if learning difficulties and other deficiencies were identified fairly early and addressed immediately. Special education soon became an integral part of the school curriculum, and local authorities and schools employed specialists trained to support students with special needs [7].

2. Guidance and career counseling have entered the compulsory curriculum in all schools. The same assumption was that if all students remained in one school until the end of their compulsory education, they would need systematic counseling about the options available to them after completing their elementary school. Career counseling is designed to minimize the risk of students making inappropriate decisions about their future. Students could choose one of three options: continue to graduate school in general, enroll in a professional school, or find work. The two upper divisions (theoretical and professional) offered some internal options. Career counseling soon became a cornerstone in the middle and upper grades and became an important factor in analyzing recurring low grades and in dropping out in Finland. Career counseling also bridged the formal education and the world of work. According to the General Career Counseling Program, every student in the comprehensive school spends two weeks in the chosen workplace.

3. The new comprehensive school has required teachers who have so far worked in very different schools, especially middle schools and job-oriented civic schools, to start working in one school and with students of diverse abilities. Comprehensive school reform was not only about organizational change, but was a new educational philosophy for Finnish schools. This philosophy was based on the belief that students could learn if they had the right opportunities and support, which is educationally important to understand and learn about human diversity, and that schools should function. Like small-scale democracies, as John Dewey argued a few decades earlier. The new comprehensive schools therefore required teachers to use alternative teaching methods, build learning environments that would allow for tailored learning for different types of students, and consider teaching a prestigious profession.

All of these led to a more significant emphasis on comprehensive reform in teacher education in 1979: a new teacher training law, an emphasis on professional development and a focus on teacher-directed teacher training. Another tangible result of the birth of a comprehensive school was a rapid increase in the number of students who went on to upper

division. Parents expected their children to continue learning, and the young people themselves hoped to get further in their personal development. We will now consider the contribution of the high schools for improving human capital in Finland [8].

The change that took place in Finland's education policy

After the reform of the comprehensive school in the 1970s, educational change in Finland can be described in three stages [1].

1. Rethinking the theoretical and methodological foundations (1980s)

By the early 1980s, the structural reforms that led to the establishment of the Prosculo were over. Then, most of the effort focused on the concepts of knowledge and learning that were embedded into the philosophy of the Prosculo. This phase of educational change in Finland was characterized by an appeal to consensus beliefs, seeking innovation and increasing confidence in schools and their ability to find the best ways to raise the quality of student learning.

A deeper understanding of the knowledge and the learning process strengthened the school's moral foundation. From a recent assessment in Finland, which examines comprehensive schools in the country, rising teachers are paying close attention to the diversity of teaching and learning environments, and believe that using diverse teaching methods is important for both planning and classroom work. Progress can be indicated, at least moderately, in school teaching and learning [2].

2. Improvement and change based on self-regulation and networking (1990s)

It is customary to see the 1994 national curriculum reform as the main educational reform of Finland, along with the previous comprehensive school reform that took place in the 1970s. The key change tools were the local authorities and schools, which played an active role in designing the curriculum and implementing the resulting changes. The schools were encouraged to collaborate with other schools and also connect with parents, businesses and NGOs. This momentum of sharing and independence culminated in Project Aquarium, a national school improvement initiative that allowed all schools, administrators and teachers to build a network of collaborative work. The aim of the project was to transform schools into active learning communities. The project was a unique and independent network of school improvement that was open to all active educators. This way of working was not previously known in the Finnish Educational Administration, and elsewhere it was rare to find it.

"The Aquarium Project" offered schools a new context that would improve - a combination of traditional community work and Facebook-style social networking. This venture was very close to the Alberta School Improvement Initiative (AISI), a unique long-term and government-funded school and teacher development program launched in Alberta, Canada (al. Hargreaves 2009). Research shows that improvement Self-regulatory schooling has had a positive impact on the involvement of schools in Finland and Alberta, and it is especially important that most of the schools involved in such initiatives report that the teacher team has succeeded in improving school even though it was a period of economic slowdown and downsizing. The "Aquarium Project" and the "Alberta School Improvement Initiative" succeeded in stimulating local innovation and research activity among principals and teachers engaged in advanced university education. This phenomenon took place in different places where educational management was carried out by different methods. However, studies have shown that the school, and not the system or the general system, is the source of power and ability in early 1997, there were more than a thousand projects in 700 schools and 163 local authorities participating in the "aquarium

project". The project coincided with the new ideas of the 1990s, including decentralization, increased school autonomy and a reinforced school identity. The improvement strategy for this project focused on shared responsibility in schools, adapting teaching to the individual student, and collaborative efforts to improve learning quality[2]. In this sense, the "aquarium project" incorporated characteristics that overlap with neoliberal conceptions of education. Sometimes these characteristics were interpreted as evidence of increased competition between schools in the education system. Certainly, choosing a school does foster a competitive climate, but the school improvement network has harnessed the competition for a concerted effort to build better schools. The salient social aspect of the "aquarium project" was reflected in the sharing of ideas and problem solving, which prevented schools from seeing each other. In this sense, the project relies on previous values of equality of opportunity in education and social responsibility rather than on competitiveness and administrative accountability.

3. Increase structural and administrative efficiency (2000s to the present).

The second phase emerged from the liberalization of Finnish education policy, a period characterized by self-initiated and collaborative school networking between individuals. The third phase, which continues to this day, was born out of a need to increase public sector productivity, and it accelerated as a result of the initial PISA findings in December 2001, and later due to the 2008 economic slowdown. This phase focuses on trying to bring about structural and managerial change in search of maximum efficiency, without violating the delicate balance of a well-functioning education system.

Why Finland's education is so successful, I will describe in the next chapter of the results of the education system. However, many studies have been devoted to her understanding. The education system is successful because it is based on collaboration. The investment is in designing a system where collaboration is the central idea, from the classroom level to the whole system level. The system is designed for individual learning and creativity in school classrooms. The system is built on trust in the schools, trust in the leaders and trust in the teachers, which leads to professional responsibility. Important investment is done in teacher professionalism[1]. Not only is the initial training of the teachers good, the training is on going even after getting started. These systems understand the importance of the concept of equality in education and the role it plays. Equality in its simple sense in unequal systems: one can estimate what the student's achievements in school or in life will be based solely on observing the background he comes from. In contrast, most successful education systems work systematically and structured to increase equality.

What is Finland's education system based on? Two key values

Basic Value: Equality

Equality, which means equal rights and equal opportunities, is expressed in Finnish education in various aspects such as: free public education for all: from preschool to university degree. • The educational system is equitable and freely available to all. Preschools and schools provide free feeding, health, educational materials and shuttle services. The kindergarten teacher ratio, one for 3 till age 4, one for 7 students. In schools, one teacher for 12 students has an assistant teacher in classrooms over another 12. Addressing unique needs of students and diversity • Cultural: From an early age, the education system invites a nurturing and inclusive approach to responding to special needs and policies of integration, inclusion, multiculturalism, gender identity and equal opportunity. This policy explicitly prohibits filtering and exclusion for

interpersonal and cultural differences. Almost all children receive personal care according to their needs and abilities, and progress relatively evenly in the education system. The emphasis in Finnish education is on strengthening the weak and preventing educational gaps. Therefore, the Finnish education system runs classes called "special education", in which about half of Finnish students are already in elementary school, for students who have difficulties and also strong students, to prevent labelling. Each institution has special education teachers, graduate education counsellors who accompany students, social workers and psychologists [8].

Teaching and selecting teaching methods and learning materials. Assessment for learning and non-marking: Emphasis on self-esteem without competitiveness between students, teachers and schools. Assessment using grades is done only at the entrance to the high school. The purpose of the tests is to diagnose the state of the education system with the aim of improving it and not measuring grades and achievements. Learn from interest and to know and apply, and not to pass a test or to earn any grade.

Basic Value: Quality

This value, which includes diligent, effective, rigorous, transparent and excellent values, is reflected in the following aspects: Strict teacher training: Education and teaching subjects at universities are considered to be most sought after and meet high standards in terms of personalization and 10% of academic ability. Only accepted for teaching studies. The studies take five years and include a bachelor's and master's degree. Elementary teachers (from first grade to 6th) must have a master's degree in education. Professional teachers who teach in the three upper grades must have a master's degree in education as well as the profession they teach. Executives must have a college degree in education and teaching, teaching experience as well as a management degree. The Ministry of Education sets educational goals and provides teachers with innovative teaching methods, but teachers have complete freedom to teach in the classroom as they see fit. Educational countries designated by professionals • Not Political Bodies: To ensure a quality, stable and long-term educational policy, the Finnish education system is run by professional educators who staff the "National Council for Education" without the interests of the ruling parties. The Ministry of Education is relatively small and is primarily responsible for education policy, setting goals, core curriculum and teacher training. The bulk of educational, budgetary and pedagogical activities is the responsibility of local authorities and schools - with a small number of supervisory and less administrative mechanisms.

Examining the results of Finland's education system:

Finland's history as an educational power began in December of 2001: this is exactly when the OECD (Organisation for Economic Co-operation and Development) published the PISA Evaluation with the first results of student tests. These results were very surprising. In all three academic areas - mathematics, science and literacy - Finland was ranked in one of the highest places in the OECD countries, with the gaps in the past compared to students from Japan, Korea and Hong Kong. Finnish students seem to have been able to learn all the knowledge and skills they demonstrated in these tests, no private lessons, no after-school studies, and no large amounts of homework, unlike many of their peers in other countries. Especially small, the first reactions in the educational community after the results of the first PISA test were confusing. The world media wanted to know the secret of good education in Finland. In the year and a half after the results were published, several hundred foreign delegations visited Finland with the aim of learning how schools work and how teachers teach. Questions that guests asked about PISA's

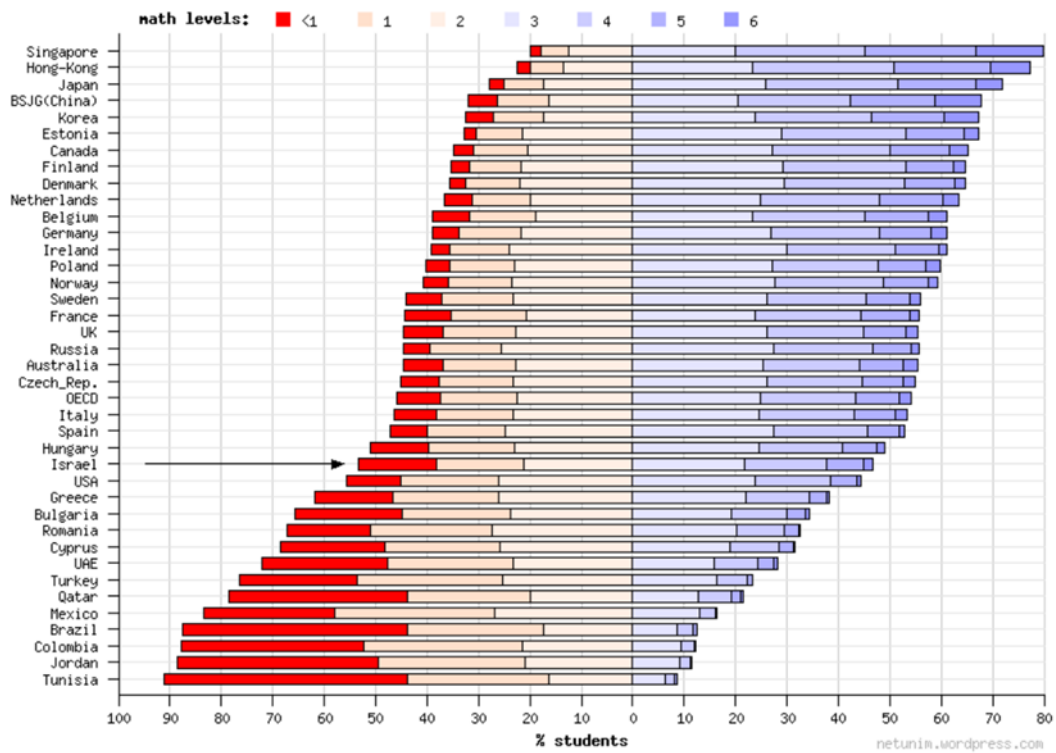
"Finnish miracle" were frequent, and the Finns themselves did not know how to give them reliable answers.

PISA research is an extraordinary study, looking "forward" to the future of students in educational systems - have they embedded the knowledge they have acquired throughout the years in the system? And do they know how to realize and apply it in everyday life in a way that is relevant and valuable? In other words, the study examines how mature the system is ready for life and is expected to contribute to the development of society and the economy as they integrate into the world of work.

Through the following cycles of PISA tests – in 2003, 2006 and 2009 - they further strengthened Finland's reputation, and the interest of the world media in Finnish education intensified. The power of Finnish education is in quality, equitable and fair learning.

PISA Research Results 2015 (Last Published, 2018 Still Processing).

Graph 1 – Results of Math Knowledge:



Finland can be seen in fifth place.

PISA tests have shown that education policies based on equal educational opportunities and the perception that teachers' involvement in educational change should be high have a positive impact on learning outcomes. Further analysis of PISA data showed that family-related and geographic location factors explain the variance in assessing student learning and even their career paths in the future. It is also evident that the variation in student performance, due to geographical and social factors, is increasing. In conjunction with the continuing PISA tests, the level of scepticism among teachers and researchers in Finland has risen regarding the limitations imposed by international student assessments on their definition of student performance.

Comparative parameters

The teachers

Teacher status

Each academic year, approximately 5,700 places are offered in teacher training programs in Finland. This chapter focuses on the training of elementary and professional teachers from kindergarten through the twelfth grade. The teaching profession is closely linked to the preservation of Finnish national culture and the building of an open and multicultural society. Indeed, one of the goals of school education is the transfer of heritage, aspirations and cultural values from one generation to the next. The Finnish media regularly reports on surveys documenting which subjects are preferred by high school graduates. Surprisingly, teaching is rated one of the most valued subjects before medicine, architecture and law, and is considered a work in national opinion studies. About 1,300 Finnish adults (aged 15 to 74) were asked whether the profession their partner influenced their decision to have a binding relationship with them [1]. The interviewees were asked to select five professions from a list of thirty professions, one of which they would like their partner to pursue. The answers were quite surprising. Finnish men chose the teacher as their most ideal mate, before a nurse, doctor, or architect. Finnish women only chose a doctor and a veterinarian before a teacher as an ideal favourite for a partner. In the entire survey, 35 per cent of the respondents rated the teaching profession in their five preferred occupations with an ideal spouse. The survey therefore shows that only doctors are more in demand than teachers in the vacancy market in Finland. This figure clearly indicates the high social and professional status that teachers have attained in Finland - both inside and outside schools [9].

Teacher's salary

There is a very noticeable difference between Finnish teachers and American teachers in terms of the first salary; in Finland teachers' salary depends on the age group they teach. The average salaries of middle school teachers who teach in the middle and upper secondary schools are about 7 per cent to 10 per cent higher than the salaries of teachers who teach in elementary schools. There is also a similar gap between the average salary in the middle school and the average salary in the high school. In contrast, in the United States, teacher salaries are more or less the same in all stages of education. While global statistics do not provide a complete picture, it seems that American teachers can expect to rise between 21% and 26% of their salary from the beginning of their careers to the middle (15 years of teaching in kindergarten through 12th grade). Finns will grow by about a third by the middle of their career, with the highest salaries in Finland being 58% (middle school teachers) to 77% (high school teachers) of starting salaries, respectively [10].

Country	Pre school	Primary school	Junior high school	High school
Finland	0.65	0.89	0.98	1.10
OECD	0.74	0.81	0.85	0.89
Israel (*actual salary)	0.9	0.92	0.99	0.88

USA	0.65	0.68	0.69	0.71
Italy	0.65	0.65	0.69	0.72
Germany		0.89	0.98	1.05
Denmark	0.73	0.87	0.88	1.00
New Zealand		0.85	0.87	0.93
Czech Republic	0.48	0.56	0.56	0.58
France	0.77	0.76	0.9	0.99

Table 2 – Ratio of the actual average salary of a full-time teacher to the average wage of workers in the economy (with tertiary education) at age 25-64 - 2014

Source: Section A Processing of Economics and Statistics, EAG 2016, T able D3.2c, web teacher training in Finland, the main subject is education, and consists of three areas:

- 1 Theory of Education
- 2 .Knowledge of pedagogical content
- 3 .Didactics and practice of the content field.

Research programs for teacher training in Finland culminate in a master's thesis. Primary school teacher candidates usually write a thesis in the field of education. The thesis usually deals with the area of the teacher's classroom or classroom practice, such as teaching or learning mathematics. Teaching students who focus on a particular content area choose a thesis that deals with their main field. The level of academic expectations in teacher training programs is similar across all existing programs, from primary school education to upper secondary teacher training.

Teacher training in Finland is tailored to the European Higher Education Area, which is currently being developed under the "Bologna Process". The universities of Finland today offer a two-phase curriculum: a three-year compulsory and two-year compulsory program, which is the minimum prerequisite for obtaining a teaching license, and two degrees are offered in interdisciplinary programs consisting of at least two subjects. Quantification of studies is done by order Credits within the European Mutual Recognition System in 46 European countries, which will serve as a "European-Higher Education" policy, are a student-centred system based on the student workload required to meet the program's objectives [1].

The broad-based teacher-training program ensures that the new teacher has both balanced knowledge and skills in theory and practice. It also means that future teachers develop in-depth professional insights on education from several perspectives, including educational psychology and sociology, curriculum theory, student assessment, special education, and didactics (pedagogical content knowledge) in the content areas of their choice. It is important to note that contemporary teacher education in Finland has been greatly influenced by the research and developments in this field that came from universities in the United States, Canada and the United Kingdom. To illustrate what teachers learn during their training program, Table 2. 3 summarizes the curriculum topics for teacher training for elementary schools with the required

credits, as determined by the Department of Teacher Education at the University of Jyväskylä. Offering a teacher training program has its own curriculum and that is coordinated with national education authorities. This method ensures cohesion while encouraging local initiative and optimizing the use of resources and opportunities unique to each university[8].

Teachers as researchers

Research-oriented teacher training means that the integration of educational theories with research methods and practice plays an important role in teacher training programs. The curricula are designed to create a continuum that is complete - from the foundations of educational thinking, to research methods in education and to more advanced areas of educational science. In this way, each student builds an understanding of the interdisciplinary systemic nature of educational practice. Finnish students also acquire research skills: they learn to design original research that deals with practical or theoretical aspects of education, carry it out and then present it[2]. A necessary component of the research-based teacher training is teaching experience in schools - a crucial aspect of the curriculum, there are two types of practical experience in teacher training programs in Finland. The main part of the experience is done in special institutions for teacher-supervised universities. These institutions work according to curricula similar to those of ordinary public schools. The secondary part of the hands-on experience is in the framework of teacher training workshops, which is part of the Faculty of Education, where students in small groups practice basic teaching skills as they teach their peers. Students also practice teaching in a network of schools. The purpose of the curriculum is to systematically integrate practical training with theoretical and methodological studies. Practical training is usually divided into three stages, which are spread over a five-year program: basic training, advanced training and final training. During each phase, students observe lessons taught by experienced teachers; Teaching lessons to teachers' teachers; And independently teach diverse groups of students when the assessment in this case comes from teacher teachers and lecturers of the teacher training department. Teacher training assessments in Finland have stated time and time again that the systemic nature of the teaching curriculum is its strength and is the main feature that distinguishes Finland's teacher training from that of many other countries. The Finnish Teacher Training Program represents a spiral sequence of theoretical knowledge, practical training and teaching research. The responsibilities of teacher training are integrated into the activities of university units. For example, at the University of Oulu, three faculties - science, humanities, and education - offer teaching courses to their students. The lecturers are experts on unique teaching methods for the profession. Their curriculum is coordinated with the Department of Teacher Education, which is responsible for all teacher training in the country.

Professional development after admission to work

Finland typically allocates \$30 million from the state budget each year for professional development of teachers and school administrators in the form of university courses and teacher training (compared with \$5 million allocated for student measurement and evaluation). The main purpose of this investment in human resource development is to ensure equitable access to further training, especially for teachers working in less established schools. Professional development providers are selected on a tender basis. It is the government that determines from the outset what issues the training will focus on, in accordance with national educational development needs. Local education authorities, which own teachers' schools and employers, invest in professional development for their educational staff on a similar scale each year [8].

The Ministry of Education, in collaboration with local authorities, plans to double public funding for professional development of teachers by 2016. Finnish Masters teachers may pursue doctoral studies to expand their regular professional development options. Elementary teachers can continue their studies at the Faculty of Education. The doctoral thesis will focus on the subject of educational sciences of their choice. Many elementary school teachers take this opportunity, often while working as school teachers. Doctoral studies in vocational teacher education whose previous degrees are in a different academic field involve more work. They must first complete advanced studies in the educational sciences in order to qualify for research in education.

BIBLIOGRAPHY

1. BERRY, J. & SAHLBERG, P. Accountability affects the use of small group learning in school mathematics, Nordic Studies. In *Mathematics Education*. 2009, 11(1), 5–31.
 2. HALBERSTADT, A, G.; DENHAM, S, A., & DUNSMORE, J. C. Affective social competence. *Social Development*. 2001, 10(1), 79-119.
 3. LEVACIC, R. “Financing Schools. Evolving Patterns of Autonomy and Control”, *Educational Management Administration and Leadership*. 2008, Vol. 36, No. 2, pp. 221–234.
 4. OECD Education at a Glance, OECD data base. PISA data source, various years, OECD publications. <http://www.oecd.org/pisa/> 2012
 5. OECD - Education at a Glance 2016 Authors: OECD Publication Date : September 15th 2016.
 6. OECD PISA 2012 Results: What Makes Schools Successful? *Resources, Policies and Practices* (Volume IV). PISA , OECD Publishing, 2013.
 7. SALLBERG, P. *Learning from Finland: Insights from a Successful Educational System*. Raanana, The Kibbutz Hameuchad, 2015.
 8. VOLIJORVI, J . Implications of the modular curriculum in the secondary school of Finland. In J. VAN DEN AKKER , W KUIPER & U. HAMEYER (Eds) *Curriculum landscape and trends*. Dordrecht: Kluwer, 2004, pp.101-114.
 9. VÄLIJÄRVI, J.; KUPARI, P.; AHONEN, A.; ARFFMAN, I.; HARJU-LUUKKAINEN, H.; LEINO, K., . . . VUORINEN, R. *Millä eväillä osaaminen uuteen nousuun?* PISA 2012 tutkimustuloksia. Opetus- ja kulttuuriministeriö, 2015.
- Kupari, P. & Välijärvi, J. (Eds) (2005) *Osaaminen kestäväällä pohjalla. PISA 2003 Suomessa* [Competences on solid ground. PISA 2003 in Finland] (Jyväskylä, Institute for Educational Research, University of Jyväskylä).

DEZVOLTAREA ORGANIZAȚIEI ȘCOLARE PRIN POLITICI ȘI STRATEGII DE MARKETING EDUCAȚIONAL

*Florea Dochîța, prof. inv. presc.
doctorandă, UPS „Ion Creangă” din Chișinău*

CZU:371.2:339.138

Abstract

There are several socio-human sciences that propose different, particular, tangential or empirical generalizations and establishing technological limitations or applying intuitive or speculative extrapolations, they can be used to carry out this complex process called education.

The educational system reform projects a type of a higher transformation, it engages deep, complex, dynamic and qualitative changes in the structure of the educational system. This leads to the necessity of a strategic solution in the educational marketing, as the educational system sends signals of a major problem at the level of its functional structure induced by the historical evolution of our society and schooling, the so-called "world education crisis".

Therefore, the responsibility to ensure a higher quality for education lies with each school, because they operate in a competitive market, so that only those schools that have a good capacity to adjust to the necessities of the socio-economical environment will survive on the market. Concerning the pre-university