

# Country Context Report for the Republic of Moldova

(November 2007 – January 2008)

*Literature review/mapping*

- **EXTENT OF STAKEHOLDER PARTICIPATION IN SCHOOLS IN YOUR COUNTRY**

- 1. School and community**

A methodological guide for the professional development of the didactic staff from the pre-university education (*Rodica Solovei, Rodica Esanu, Chisinau 2007*), published within the World Bank Project: “Quality Education in rural schools from Moldova” and refers to:

1. The interaction between school and community, theoretical framework
2. The institutional project of the school – a basis for establishing the school-community partnership
3. The project as a way of making worth the interaction between the school and the community
  - 3.1 Financing project
  - 3.2 Community action project
  - 3.3 Research project within the community: case study
- 4 Didactic training technologies for pupils
- 5 Interaction between the school and the family: theoretical and applicative aspects

The authors mention the fact that even if the school role is extremely important for the pupils training, it is also a fact that the school is only a part, a component of the whole process of education. In order to support and offer high opportunities for children, the school needs help from the family, community and society as a whole.

The school – community relationship is especially oriented towards accomplishing some specific objectives:

- a) Preventing and combating the school abolishment and failure’
- b) Improving the didactic – material basis;
- c) Improving the structure of the territorial relational system;
- d) Ensuring some supplementary formal and informal offers of training or alternative ones;
- e) Making worth the positive economic, cultural, politic, demographic religious and other influences offered by the referential social environment.

## 2. Education for the community development

Optional Pre-university course (*Viorica Goras-Postica, Lia Scifos, Nina Uzicov*, Chisinau 2005). The book presents the concept of a new optional subject that is structured in two parts: Theoretical support and practical activities for pupils. In the theoretical part gives an overview of the stakeholders' participation in the community development from 2000.

In the transition period, the school tries to re-gain the statute of a referential institution from the community. Beside teaching and training the young generation, it insufficiently involves in the community life.

Now it's the moment when school has to take the role and responsibility of an essential and main institution in the process of training the future society population and promoting the community values, promoting some initiatives of community development and dynamism by creating partnerships and cooperation.

The school's role is to prepare the youth for the community life, to form personalities, to train people that will appreciate the world they live in.

It is necessary for the school to be an initiator of some community educational programs with the goal of increasing the quality of life and promoting values like: responsibility, cooperation, participation, transparency and communication.

The development of a curriculum that could have a strong connection with the community may take two directions:

1. Pupils activate in the community, having benefits, like some facilities or some available resources. They can take some courses in the museum, in the library or in some local public authorities offices;
2. Pupils study by providing services, by organizing some activities for the community:
  - Charity programs – taking care of old people, ensuring the necessary support for people with special needs, orphans etc.
  - Ecology programs;
  - Acting like volunteers in different institutions (library, hospital, police, NGOs etc.).

### Contents:

1. Subject curriculum
  - 1.1 Presentation
  - 1.2 Framework objectives
  - 1.3 Referential objectives, learning activities and evaluation suggestions
  - 1.4 Recommended contents
  - 1.5 Methodological suggestions for the courses development
  - 1.6 Guidelines for courses organization and development

2. The informational materials for the teaching-learning-evaluating process within the “Education for the community development” object
  - 2.1 The concept of “community”
  - 2.2 Seven steps for solving a community problem
  - 2.3 Man and society
  - 2.4 Community actors
  - 2.5 School and community
  - 2.6 Democratic participation of pupils in the school life
  - 2.7 Ways of community mobilization
  - 2.8 Community partnership
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  - 2.10 Taking decisions
  - 2.11 Peoples participation in taking community decisions
  - 2.12 Civic action plan for the community support
  - 2.13 Project writing
  - 2.14 Four steps of the project management
  - 2.15 Advices and recommendations for those that are looking for financing sources
  - 2.16 School-community relationship. Analyses of some advanced experiences
  - 2.17 Bibliographical references
3. The practical activity of pupils
  - 3.1 Towards a prosperous community
  - 3.2 Community partners
  - 3.3 Let’s grow and develop along with the community
  - 3.4 From the general human values to the personal and community ones

- **MAPPING EXISTING INITIATIVES SEEKING TO IMPROVE STAKEHOLDER PARTICIPATION IN SCHOOLS IN YOUR COUNTRY**

**1.** The first publication that supports the inclusive education in the Republic of Moldova is “**Inclusiv Eu (Me Too)**”. The informative bulletin is published in collaboration with the Educational Center Pro Didactica within an implemented project with the support of the Hilfswerk from Austria. This publication has the role of disseminating information on sustaining and promoting the inclusion of children with special educational needs in the general educational system from Moldova. It is a recent initiative that will continue during 2007-2008.

**According to the information provided by the NGO, Day Center “Speranta (Hope)”, these are the initiatives regarding the inclusive education for the 2007 year:**

... The number of children with disabilities that were successfully enrolled in schools and kindergartens has increased, reaching 120 this year. Each child has a case-manager who monitors the case evolution. For 30 of the children, whether the transportation services are ensured or they receive a financial aid.

20 children have personal assistants during the courses. Almost all the children benefit from different supporting services (psychological or psycho-pedagogical rehabilitation, social services etc.). These services are meant to facilitate the multilateral development of children with disabilities. 2-3 years ago, these successful results were only beautiful dreams. The strong collaboration of the Day Center “Speranta (Hope)” with some other institutions has contributed to the appearance of some schools with positive, successful practices for inclusion, among them being the kindergarten-school Nr. 120, the Gymnasium “Pro Succes”, the kindergarten-school Nr. 152.

... Other schools have adhered to the process of “inclusive education”. Thus, there are children with special educational needs that are successfully enrolled in 25 educational institutions. In 13 of them, there are already some architectural adaptations for these children (special furniture etc.).

... The didactic staff with a work experience of 3, 4, and 5 years or more with these children has attended a training program: “Pedagogical, psychological and social guidelines of the inclusive education” – with a total number of 54 hours (May-December 2007). After this training, the participants will be given some support for those teachers that are at the beginning of the inclusive education implementation.

... 70 teachers from the Republic of Moldova have attended the theoretical-practical seminar: “Inclusive education – from theoretical aspects to the practical ones”. The didactic staff that participated to the above mentioned training program monitored the seminar.

... A working group was constituted: The council of experts for promoting inclusion. The creation of this group is a huge performance. In general, all these beautiful things were possible due to the existing strong partnerships between the Day Center “Speranta” and the representatives of the Ministry of Education and Youth, Ministry of Social Family and Child Protection, General Department of Education, Youth and Sport.

... The Day Center “Speranta” has contributed to the creation of the “inclusive education”. The participation of its experts in the process of establishing this document represents a huge increase of the center’s potential in the domain of scholar and social integration of children with special educational needs.

... The collaboration of the Day Center “Speranta” with the Ministry of Education and Youth has many directions. A special role in this matter had their collaboration within the EFA-FTI program, financed by the World Bank. Thus, a pilot-center of rehabilitation and integration of children with disabilities and of preschool age was created in Straseni.

The final result of this program was the creation of a methodological support for inclusive education of children with disabilities.

## **2. The situation of children with disabilities from Chisinau**

The research was made between February and April 2007 by the Day Center “Speranta” within the project “The complex view over the educational inclusion from Moldova”, financed by the Development Agency from Austria.

The quantitative data reflected in the research are the following:

- the total number of children with disabilities from Chisinau (1752)
- the number of children with disabilities from Chisinau according to the level of case severity and according to the age (0-6 years old, 11 months, 29 days: level 1-233; level 2-252; level 3-43. 7-15 years old, 11 months, 29 days: level 1-403; level 2-626; level 3-125)
- the number of children with disabilities from Chisinau that benefit from some educational services at home (for 2006-2007: 273 children – general educational system and 42 children – pre-university special institutions).

“The complex view over the educational inclusion from Moldova” is a project that created a pedagogical and a social model of educational inclusion from Moldova.

Recently, some progress for increasing the level of educational inclusion has been made: a Council of experts has been created for promoting educational inclusion, many new educational institutions have accepted children with disabilities, a new educational concept is being elaborated at the moment. There does not exist a data base in Chisinau that would give the exact figures regarding the number of these children and, thus, these figures are incomplete. So, the idée of this project had also the scope of making this research.

## **3. Educational Unit Development**

A functional model of quality endowment (*Vitalie Popa*, Chisinau, Pro Didactica Collection, 2006) gives an overview of the results after some major projects implemented by the Educational Center. Based on these projects, an improvement scholar model was created, that is based on the most recent researches of this domain, on the practical collaborative experience with the educational institutions from Moldova. It also takes into consideration the peculiar conditions that characterize the national educational system.

The main scope of these projects is to analyze the relation between the activities of the educational institutions from Moldova that are related to the auto-evaluation and reflection cultures and the increase of performances in schools.

Based on the fact that there is a need for some necessary conditions in order to improve the performances in our schools, some major essential characteristics were drafted:

1. The community participation in the process of taking decisions
2. The equilibrium between the educational process and the community necessities
3. The continuous learning ensured by all the community actors
4. The dialogue in which different educational institutions are involved

**Contents:**

1. Principles of developing the educational institution
  - a. Participative culture of taking decisions
  - b. Equilibrium between the educational policy and the community needs and requirements
  - c. Continuous learning
  - d. Dialogue for disseminating the successful practices
2. Problems regarding the development of the educational institution
  - a. High level of trust in fixed models
  - b. Lack of initiative
  - c. Lack of attention to the local needs
  - d. Wrong understanding of one's own role
  - e. Focus on maintenance instead of development
  - f. Lack of strategic perspective
  - g. Insufficient collaboration with other organizations and insufficient involvement in long-term partnerships
3. The process of developing the educational institution
  - a. Reflection and auto-evaluation stage
  - b. Planning stage
  - c. Implementation stage
4. Perspectives: creating conditions for developing the educational institutions in Moldova

**4. Interactive teaching focused on pupils** published by the Ministry of Education and Youth within the Project "Quality education in the rural schools from Moldova" (*Tatiana Cartaleanu, Adrian Ghicov*, Chisinau 2007). It is a very original methodological guide that refers to the interactive relationship between teachers and students. It focuses mostly on the participative framework and strategies that actively involves the main scholar stakeholders.

The main topics are:

1. Interaction means reciprocal training
  - 1.1 Worry for some challenging questions
  - 1.2 How do you draft/plan?

2. Didactic communication supposes transmitting, receptioning and actively producing the information
  - 2.1 Monitor the community during the courses
  - 2.2 How could you evaluate the situation in the class?
  - 2.3 How do you exercise the active listening?
3. The didactic activity is an continuous process of creation
  - 3.1 Addressing to the class, you can observe each pupil
  - 3.2 How could the frontal training become interactive

**5. Education for Equal Chances and Gender Equity** (*Loretta Handrabura, Viorica Goras-Postica, Chisinau 2007*), Teaching support materials. The paper was elaborated based on the analysis of the pre-university curriculum and textbooks. The analysis shows some lacks in respecting and promoting the principle of gender equity and of equal chances.

The theoretical support includes:

- Education for Equal Chances and Gender Equity in the Republic of Moldova: de iure and de facto
- Cultural inheritance in the domain of gender education
- Mass media and gender education
- Education for Equal Chances and Gender Equity, reflected in the written and teaching curriculum

Practical content in focused on the activities that refer to the:

- Gender identity
- Gender socialization
- Gender values and models
- Public-private
- Education for Equal Chances and Gender Equity in and through education
- Political participation

Education for Equal Chances and Gender Equity has recently become one of the major goal even if the main socialization institutions (family, school at all levels, mass-media etc.) continuously offers tribute values and principles of the patriarchic culture. Being a new concept that is mostly unknown in our society, the principle of gender equity and equal chances is neglected in many domains. For successfully applying this goal in the society, it is very important to efficiently promote its integration in the educational process and, thus, assuring implementation of some gender educational policies.

**6. I'm Learning to Be.** Collective authors. coordinator *Violeta Dumitrascu.*

A guide for psychologists, school tutors and teachers has aimed to offer a professional support and optimization of the activity of all the people (psychologists, class-masters, teachers, volunteers) involved in working with children from disintegrated families.

The guide is an informational and practical support for all those who work with children and young people, remained by themselves, but can be also used in activities with children who have any type of difficulties.

Starting with 2007 the project continues due to the contribution of the *Services for Development* Fund of Lichtenstein which has chosen to further support activities aiming at making easy social integration of children in hardship in our country, especially for youngsters from disintegrated families.

Chapter i. i'm learning my rights and my needs

Chapter ii. i'm learning to know myself

Chapter iii. i'm learning to communicate with others

Chapter iv. i'm learning to build up relationships with others

Chapter v. i'm learning to take a decision

Chapter vi. i'm learning to be active and responsible in community

Chapter vii. i'm learning to face risks: substance dependence, school failure, child abuse

Chapter viii. i'm learning to build up my future

## **7. Education for Tolerance** (Team of authors, Chisinau 2005)

The Educational Center Pro Didactica has elaborated a training program for teachers: "Education for Tolerance", in which some modules are proposed in order to be applied in scholar practice. This program is meant to facilitate the teachers and pupils' integration in the educational system.

The specific actions refer to the diagnosis of teacher behavior and attitudes from the perspective of tolerance; training in the tolerance spirit and peace culture; offering some educative tolerance techniques etc.

Contents:

- Signification of tolerance and intolerance
- Social tolerance in the community
- Identity, inter-ethnic and linguistic tolerance
- Inter-personal tolerance in schools
- Tolerance/Intolerance in families
- Conflict solving from the perspective of identifying some tolerant relations
- Gender tolerance
- Inter-confessional tolerance
- Tolerance for children with disabilities

- Tolerance and political culture
- Diversity and tolerance for refugees
- Tolerance and change
- Bibliographic support for teachers

- **LEGAL, REGULATORY, POLICY, FINANCIAL OBSTACLES/INCENTIVES TO IMPROVING STAKEHOLDER PARTICIPATION IN YOUR COUNTRY**

**1. The referential framework of the national curriculum** (*Vladimir Gutu, Chisinau 2007*), published by the Ministry of Education and Youth within the Project: "Quality education in the rural schools from Moldova".

The paper presents a historical overview of the national curricular reform from Moldova in stages. It diachronically analyzes the basic curricular documents. A very important chapter refers to the involvement of different central, local and institutional stakeholders in the curricular management and evaluation.

Of course, the efficiency of the Curriculum Reform from Moldova was affected in the analyzed context. However, its results and its positive impact became important arguments in favor of the general education Reform Project (1997-2003), co-financed by the World Bank and by the RM Government. This curriculum is unique for all the school types (minority schools, special schools etc.).

Local (regional) curriculum management

The modernization of the curricular management at the central level and the tendencies towards decentralization of the curricular measures impose the restructuring of the regional/municipal Education, Youth and Sport Head Offices in order to more efficiently accomplish the educational policies and ensure a qualified local education.

The new structure of the local Educational Head Offices will have the following functions from the perspective of the curricular management:

- Promoting and ensuring the accomplishment of the local educational policies;
- Implementing the local curriculum;
- Modernizing the implementation of the local curriculum;
- Preparing and promoting our own policies about the local curriculum implementation;
- Ensuring continuous training of didactic staff regarding the curricular problems;
- Ensuring the continuity in promoting the curricular policies between central structures and the subordinate educational institutions.

For ensuring the continuity of between the managerial and regional structures and the efficient realization the local curricular management, it is necessary to include in the educational management staff a number of unities that would cover all the objects from the educational schedule.

## Institutional curriculum management

The key-idea of the scholar curriculum modernization is that the innovation issue has to be included into the educational institutions. The pupil and the didactic staff have to become the main actors in promoting and producing the curricular changes.

This perspective will have to be focused on:

- Identifying the real needs of teachers and pupils;
- Using their own resources and responsibilities;
- Searching the most efficient community relationships;
- Creating some efficient and continuous training conditions at the institutional level;
- Developing the curriculum based on the school decisions;
- Developing team skills and proud skills in the institution in which it activates;
- Promoting trust in oneself by ensuring a qualified education.

The demographic negative tendencies in the Republic of Moldova, like catastrophic decrease in the number of pupil in rural areas and insufficient didactic staff in rural schools impose searching of new institutionalizing ways of pupils.

Some countries examples that met the same situations could be useful for Moldova:

- Preserving small schools only at the primary educational level;
- Preserving the gymnasiums only in case there are at least 100 pupils;
- Creating common schools (gymnasiums, lyceums) for some regions;

Teachers and pupils assure themselves the transportation.

The advantages of this model:

- A more efficient financing;
- More adequate training conditions;
- A more skilled didactic staff;
- A more efficient management.

**2. Capitalizing the rural valences in the curriculum** (team of authors), Chisinau 2007 published by the Ministry of Education and Youth within the Project "Quality education in the rural schools from Moldova".

The main issues that are analyzed in this methodological guide are the following:

1. The axiological profile of the lyceum curriculum: present situation and needs
  - 1.1 Education and its value in human being development
  - 1.2 Axiological education dimensions in lyceum
  - 1.3 Complex, universal and multi-object character of the axiological education contents
2. Rural valences in drafting the lyceum axiological profile

- 2.1 Rural problems from the perspective of educational changes
- 2.2 Rural educational and training valences
- 3. Theoretical and practical problems of the lyceum curriculum regarding the capitalization of the rural valences
  - 3.1 The lyceum curriculum analysis from the perspective of rural valences capitalization
  - 3.2 Motivational aspects of the rural valences capitalization
  - 3.3 Integration methods of the rural peculiarities in the lyceum curriculum
- 4. Didactic capitalization strategies of the rural valences
  - 1.1 Didactic strategies between classicism and modernism, between change and continuity
  - 1.2 Methodological suggestions regarding the didactic activities drafting
    - 1.2.1 Brief description of the researching instruments of values
    - 1.2.2 Ecological education (methodological suggestions)
    - 1.2.3 Drafting suggestions of the long-term didactic activities

Here the focus is on the rural stakeholders, especially issues related to: school openness to the community; ensuring basic repairs to schools, having as motives: open-door days, parents clubs, cultural community centers; presenting the community in figures and facts (pornographies, brochures etc.); celebrating local traditions; wall papers presenting the school and community activities; collaboration between the school and the community publications; school radio programs; school and community theatre; basic school repairs. [p. 24]

**3. Document of the World Bank. Moldova. Education Policy Note: Analysis in Support of Improvements in Quality, Equity and Efficiency in the Education Sector.** Human Development Sector Unit. Europe and Central Asia Region

The table of contents includes: executive summary; Introduction; context; education reform; access; equity in access; learning outcomes; labor market outcomes; costs and efficiency; financing and governance; conclusions.

This policy note aims to provide analytical underpinning for the on-going process of educational reform in Moldova. It suggests that education could play an important supporting role in facilitating the escape from the unsustainable migration-dependent growth process in which the Moldovan economy finds itself. The acquisition of more education is still a route to higher earnings and lower unemployment for young people, at home or abroad. More dynamically, changes in the quality and quantity of education could transform the factor endowment of the economy, shifting its comparative advantage away from products and services based on natural resources and cheap, relatively unskilled labor towards skilled-based products and services.

As far as access to education is concerned, Moldova is lagging behind many of its neighbors. There are also inequities in access to education addressed by the plans that are quite ambitious. The emphasis should be on exploring the possibility of redistributing subsidies to promote equity in access.

Recent learning outcomes suggest that there are still quality problems at the lower secondary level, but the results of the TIMSS 2003 grade 4 tests suggests that there is hope for improvements arising from the *reforms in the curriculum, text books, teacher training and assessment* that are already in train.

As for labor market outcomes, returns to education reflect the distorted current circumstances of the Moldovan economy and society – poverty at home and migration to highly paid but under-specified jobs abroad – which are a misleading set of signals for education policy makers. There is a need for institutional arrangements to encourage employers to play a bigger role in financing and providing training, such as tax incentives, or a levy/grant scheme.

The aim of increasing efficiency is endorsed by both the EGPRS and the EFA Action Plan. There is a crisis in public finance of education partly due to the methodology of allocating budgets to schools. The most promising route to overcoming the crisis is decentralization of authority to autonomous schools, in which school directors have flexibility in the use of budgets.

**4. “The inclusion of children with special educational needs in the pre-university education from Moldova”** A concept Project, created by the Institute of Educational Sciences and the Day Center “Speranta”, (*Panus V., Cucer A., Pavlenko L., Chicu V*, Chisinau, February 2007)

It was published in the informative bulletin “Inclusiv Eu”, Nr. 2, 2007. It is going to be approved by the Ministry of Education and Youth as a regulatory act for all the Moldovan schools.

**General objectives:**

- Developing institutional capacities (of all the types of resources: informational, material, financial, human, time) for the educational system in order to satisfy the educational needs of children in an environment that is based on tolerance towards diversity;
- Creating equal chances and real opportunities in order to ensure the necessary educational conditions for children with special educational needs;
- Ensuring psycho-pedagogical readiness of the didactic staff for the inclusive education within the initial and continuous professional training and development;
- Informing the society and promoting integration of children with special educational needs as having equal rights;
- Increasing the educational potential of the general educational institutions and of the special ones, improving the network on these institutions for the social and scholar integration of children with special educational needs.

**Basic concept directions:**

- Improving the legislative framework in accordance to the international legislative acts in order to create the legislative basis for integrating children with special educational needs and their families in the general educational process;
  - Getting the civil society ready to accept equality in rights and choices for children with special educational needs;
  - Elaborating social, pedagogic and economic models of integrating children with special educational needs in the community life, educational methodology and technologies, some necessary, relevant and adequate instruments for Moldova;
  - Accepting a new evaluation methodology for children with special educational needs;
  - Elaborating qualified standards for the general institutions as inclusive ones;
  - Developing the inclusive institutions network (the special education institution is becoming in a resource-institution for the general institutions, that become inclusive ones);
  - Ensuring a qualified didactic staff that will consequently ensure a multifunctional assistance;
  - Improving the primary evaluation models and mechanisms for children with special educational needs;
  - Monitoring the already integrated children with special educational needs and their families.
- **ANY KEY ISSUES OR FACTORS WHICH MAY AFFECT LEVEL OF STAKEHOLDER PARTICIPATION IN YOUR COUNTRY, E.G. SCHOOL TYPE.**

### **1. Education for the community development**

Optional Pre-university course (*Viorica Goras-Postica, Lia Scifos, Nina Uzicov, Chisinau 2005*)

#### What are the most frequent difficulties in establishing the partnerships?

The experience of many schools/communities from Moldova shows that, when establishing some partnerships with the community actors, a series of frequent difficulties appear:

2. The families, giving some objective and subjective reasons, are hard enough to be attracted in order to solve some pupils/school/community problems.
3. Collaboration with the local authorities is only formal.
4. Economic agents' involvement is insignificant.
5. Cooperation with the community NGOs is limited.

Recently in the Republic of Moldova, the relationship between the school and the community was quite problematic. There were some public debates on this matter and, thus, a very small number of publications appeared. However, in other countries, this issue has become a common matter.

At the moment, the school role in the Republic of Moldova is to elaborate the concept and to develop the community education/education in the community spirit/education for the community. This point of view regarding the development of local human resources focuses especially on the

education of all the community members by ensuring a learning process (formal and informal) that will last during the whole life. Experts from this domain say that this kind of orientation is decisive, because the educational level, the success of the society and of the individuals, separately, are in direct correlation. By practicing education for the community we can improve the quality of life of each of us, in particular, and of the entire region, in general.

The role of the school in the community life is also determined by the parents attitude towards school and teachers. Unfortunately, nowadays, we face a problematic situation caused by the cultural inheritance from the old regime, in which the basic school responsibilities belonged to the state. Also, common people were not feeling the direct responsibility for the school fate. Parents were not sensing the negative consequences of the education based only on the school-pupil bilateral relation. This was due to the fact that they were not being completely involved in the school life. This situation could be solved by implementing the education principles for the community, consequently, promoting the contrary situation. Thus, parents take the responsibility of their child's education by being favored to do so by other community actors. Nowadays, the child's education must not be only the responsibility of the school or of the society. The collaboration between parents and school is very important. The school tends to become the community school – an active subject of the educational process, a real quality promoter, a basic regional institution.

- **ANY INFORMATION ON THE ROLE OF SCHOOL PRINCIPALS IN PARTICIPATION IN YOUR COUNTRY**

**1. Scholar institutional management** (*Sergiu Baciu, Chisinau 2007*)\_published by the Ministry of Education and Youth within the Project: "Quality education in the rural schools from Moldova".

The guide analyzes the educational management from the perspective of the quality management. The quality of education is represented both by the formal one, through the scholar institutions and by the informal one, through other cultural institutions, including mass-media. The mass-media also involves in the informal education that in accomplished in families and in other community social and cultural relations.

This guide also involves the principals of the Theoretical Lyceum "Mircea Eliade" from Chisinau, who participated to the research along with the representatives of the Center of Curricular Development and Pedagogical Training of the Academy of Economic Studies from Moldova.

Contents:

1. Quality management
  - 1.1 Defining quality
  - 1.2 Quality in the pre-university educational institutions
  - 1.3 Product of the pre-university educational institution

- 1.4 Clients of the pre-university educational institution
- 1.5 Presenting the concept of quality management
- 1.6 Quality management principles
- 2. Planning the development of the educational institution
  - 2.1 Basic notions
  - 2.2 The process of planning the development of the educational institution
  - 2.3 The pre-university educational institution's mission and scopes
  - 2.4 The analysis of the existent situation
  - 2.5 Establishing the pre-university educational institution's strategies
  - 2.6 Elaborating and implementing the operational plans
- 3. Process management
  - 3.1 The process types and components
  - 3.2 The process improvement
  - 3.3 Process "re-engineering"
- 4. Quality evaluation
  - 4.1 Evaluation system analysis
  - 4.2 The inflow-diagram of the evaluation process

**2. Organizing the educational process**, published by the Ministry of Education and Youth within the Project "Quality education in the rural schools from Moldova" (*Viorica Andritschi*, Chisinau 2007).

The guide is a practical support that is meant for consolidating the professional competences in the process of organizing the educational process. The contents of this guide take into consideration the training necessities of the didactic staff discussed at several professional training courses and in different specialty books.

The contents are based on the point of view that the efficient organization of the educational process must include planning, continuously improving its quality.

- 1. Planning – essential process for ensuring qualified education in lyceums
  - 1.1 Calendar planning
  - 1.2 Lesson planning and development
    - 1.2.1 Drawing up the lesson project
    - 1.2.2 Lesson project implementation
    - 1.2.3 Lesson auto evaluation
- 2. Strategies of ensuring and improving the education quality in lyceums
  - 2.1 Organizing the activity at the master's desk
  - 2.2 Pedagogical partnership – a strategy of ensuring the quality of the educational process in lyceums

## 2.3 Pedagogical research – a strategy of continuously improving the quality of the educational process

*The most important conclusions:*

- Detailed planning of the educational process is an essential condition for a high-quality education;
- The process of planning requires a lot of conceptual competences: action, communicative, evaluative, psycho-pedagogical, managerial – that have to be continuously developed;
- Professional competences of the didactic staff are successfully and continuously developed if there is a clear strategy of professional development;
- Teachers involvement in different pedagogical partnerships is an optimization factor for assuring a high-quality education;
- In order to successfully solve the possible problems in the educational process and to create some new successful pedagogical relations, there is a need for some pedagogical researching activities: researching projects, methodical papers, curricular planning models, participation to some scientific sessions, scientific specialty publications etc.

**3. Curriculum on the school decision**, published by the Ministry of Education and Youth within the Project: "Quality education in the rural schools from Moldova" (*Valentina Chicu*, Chisinau 2007).

The curricular education gives to the educational systems the opportunity to answer to the questions related to the continuous acceleration of all the human life domains: scientific, technical, cultural, social, politic, and economic. The curriculum offers the opportunity to develop, taking into consideration the recent changes and the new reality. School becomes the place that generates the educational policies from the practical point of view. This stage is also characterized by the fact that quality is ensured both centrally and locally, passing from the stage of elaborating the curriculum to the one of its implementation. The local initiative is being encouraged and, thus, the curriculum is being adapted to the local and individual needs and requirements. In this way, there is a tendency of democratization and decentralization of the education and they are possible today, firstly, thanks to the Curriculum on the School Decision.

The methodological guide is a theoretical-applicative support for the didactic staff, for the educational institutions managers and for the trainers. The materials can be used as sources of documentation and as models of elaborating and applying the Curriculum on the School Decision.

1. Curriculum on the school decision from the perspective of a qualified education
2. Curriculum on the school decision in the context of the national curriculum
3. Forms of the curriculum on the school decision
4. Curriculum offer of the educational institution
5. Curriculum offer planning

6. Elaborating the curriculum programs for the optional courses
7. Evaluation of the curriculum on the school decision
8. implementation of the curriculum on the school decision: managerial and didactic aspects

The educational institution's decision regarding the optional curriculum will be elaborated in a team after the consultations and debates among the didactic staff of the school and after the negotiations with the local authorities that have knowledge about the socio-economic situation of the city, district, region, have a clear vision of the further region development and can make some estimates regarding the labor market needs, economic agents' possibilities and necessities. Thus, the local authorities, as a result, will be able to ensure the most efficient and optimal youth integration in the adult society.

The resulting curricular project of the educational institution has to be realistic, coordinated and approved by the hierarchic superior institutions and has to become familiar to the beneficiaries through the curricular offer.

Complying with the participative principle in planning the curricular offer of the educational institution will lead to the increase of the role, responsibility and engagements among the decision factors, teachers, parents and pupils over the educational process results. [p. 27]

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### ***SURVEY LOGISTICS***

- Is it necessary/desirable to seek permission from relevant ministries to carry out interviews with school directors in your country?

It is not necessary for us to have this permission because we have a long-term cooperation agreement with the Ministry of Education and Youth. If these interviews do not distort the educational institutions’ daily activities, than our access in these institutions is free.

- If so, have you done that?
- Are any other formal procedures necessary?

No.

- If so, have you completed them?
- Have you access to a national list of all those public schools in your country which cover at least 1<sup>st</sup> -8<sup>th</sup> grades?

- Yes.

- If so, what data does this list include (name of principal, address and phone, urban/rural, school type?)

Beside the ones that are mentioned above, we have also their e-mails and faxes.

- If not, will you be able to get it? Will you need help?

The thematic of this research is very large. Both quality and inclusion are basic aspects, and, in our opinion, they include almost all the educational system's issues. Also, in our country, not all the school principals prove to be professionally competent, some of them are named to be in this position only due to the fact that they are a member of a specific political party. Thus, it would be better to include in the surveyed sample some other persons from the managerial team, like vice-directors or others.

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