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**FINLAND AND ISRAEL: A COMPARATIVE ANALYSIS OF
STRATEGIC EDUCATIONAL POLICY**

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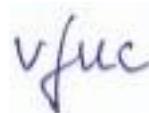
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CONCEPTUAL RESEARCH MILESTONES

Relevance and importance of the topic. Strategic educational policies play a pivotal role in the development of contemporary states, ensuring the resilience of citizens and human communities, and the consolidation and effective functioning of democratic states. In light of the aforementioned, it is evident that the education system plays a pivotal role in the development of contemporary states. This is reflected in the fact that, in the majority of countries across the globe, including Israel and the Republic of Moldova, education is regarded as a strategic priority. The role of the state in the development and promotion of public policies, in particular strategic educational policy, is of great consequence. This is because the rulers have an image of individual identity, which today's young people are required to produce on a daily basis through their future behaviour. From this thesis, the overarching objectives of the education system in each country can be derived.

The comparative analysis of the goals of the educational system, the inevitable competition over value systems and standards in the design of society and the local economy have been the subject of much debate at the local and international levels. The subject of international comparisons of educational attainment is one that is politically and socially contentious, and which also provokes significant public discussion in the countries in which it is conducted, particularly in those which are members of the Organisation for Economic Co-operation and Development (OECD). The scope and intensity of the discussion is amplified in countries with lower positions in the international league table of attainment. Each of the countries participating in the tests provides a rationale, to varying degrees of success, for the interconnection between educational, political, and economic ideologies and educational flows within the country. Those in positions of authority within state institutions are seeking to identify models that will enhance the perception of education as a crucial element in the formation of societal and economic structures, as well as in the realisation of political theories and ideologies.

The Israeli government has been engaged in an ongoing effort to enhance student performance for several years, yet the results have been largely unsatisfactory. Israel is frequently juxtaposed with countries that have historically demonstrated remarkable proficiency in international assessments, such as Finland. The empirical material accumulated about the work of Finnish educational institutions suggested that a "fair" comparison could be made with the strategic educational policies of this country. The geopolitical and socio-economic struggles of the two countries are comparable, with the exception of matters pertaining to security. The social texture, economic needs and challenges, educational flows and coping with minority groups produce a similar picture of the two countries, thus allowing for comparison and learning.

For decades, Finland has been renowned for the excellence of its education system. The reforms implemented in Finland in the wake of the educational-economic crisis have propelled the system towards a comprehensive process of innovation, a shift in the perception of education and a paradigm adapted to the socio-economic structure. This has had a significant impact on the outcomes in international comparisons. The status of education is a prominent item on the public agenda, with a focus on innovation in assessment and examination methods, the updating and adaptation of learning content to meet the needs of the 21st century, and a commitment to continuous examination of teacher training and their status within the system. These factors afford Finland a distinct advantage over other countries, which can learn from its example. It is important

to note that the successful implementation of strategic educational policies and models in other countries is observed and examined in order to study the research variables. It is crucial to examine the strengths and weaknesses of both countries in order to review the Israeli system from an organisational and an ideological standpoint, with a view to proposing systematic and especially interdisciplinary improvement processes.

Description of the situation in the field of strategic educational policy research in contemporary developed countries, Finland and Israel, the Republic of Moldova. In recent decades, public policies, part of which are strategic educational strategic policies have been discussed manifold. The end product of public policy analysis is counselling. Counselling actually underpins certain public policy decisions. "It can take various forms in public policy" [57, 1 p.]. Barbara J. Nelson notes, "Public policy is defined not by governmental place or function, but by four intellectual imperatives: an interest in the whole pattern of political systems and their processes, a belief that the consequences of governmental actions matter, a striving to produce useful and theoretically and empirically sound knowledge, and a conviction that democracy matters"[9, p.482].

A survey of several sources in the literature reveals that there are few definitions of public policy. Lawrence Mead has captured the breadth and significance of the field, noting that public policy "is an approach to the study of politics that analyses the process of government in the light of major public issues" [37]. Most definitions emphasize a holistic view of the policymaking process, a belief that the whole is more important than the sum of its parts, that individuals, institutions, interactions, and ideology are all important, even if there are notable differences in the relative importance of each part.

James Anderson defined policy formulation as a "sequential pattern of activities in which a number of analytically distinct, but not necessarily temporally distinct, categories can be observed. These categories include: problem identification and agenda setting, policy formulation, policy adoption, policy implementation and policy evaluation" [4, p. 5; p. 35]. In the evolution of the *strategic educational policy* formula, we distinguish different stages: of understanding, of application, of impact on social life. The scholar Anderson R. in his paper: "*Implications of the Information and Knowledge Society for Education*", informs us about the presence of an ideological dilemma, justifying his thesis through a content-based, comparative analysis of educational policies in different countries, assessed as a result of common educational approaches in the local culture and worldview of decision-makers. The scholar argues that these approaches drove the lines education policy [5, p. 5-22].

Supporting and building on Anderson R.'s conclusion, Berger P.L. highlights two main approaches to educational policy: *meritocratic and constructivist* [12, p. 2-18]. Meritocracy, develops a socio-political practice whereby representatives of the public administration and other socio-cultural institutions are appointed to positions on the basis of their abilities. The principle of meritocracy ensures social equity: those who are able and willing to succeed in various fields of socially useful activity should have the opportunity to develop the required skills.

The constructivist approach emphasizes the timing of knowledge building and skill development. Ansgar A., Michael Young in his paper, "The Rise of the Meritocracy: A Philosophical Critique", notes that constructivism in education is a theory that explains how knowledge is acquired [7]. Antoniovoa T. & Mashal Y. have philosophically extended the features

of this approach, noting three fundamental views characteristic of constructivism in defining – learning [8, p. 423-438]. In recent years, the constructivist approach to education has been placed at the basis of the reform of teaching modes. The results of public discussions have been used in macro policy making for various reforms of the educational system. Fullan M. argues that the formulation of educational policy is a tool for the implementation of political decisions, activated by conveying messages that produce the thoughts and social qualities of the public [24, p. 65-75]. Hay C. emphasizes the axiological aspect of strategic educational policy, which expresses the values and norms that society has formulated about how their leaders view the next generation of citizens [29, p. 193-218].

The teaching of knowledge and its acquisition is a key theme that unites the perspectives of education science specialists, public policy analysts, and authors of educational reform programmes. The most effective education systems consistently attract the most qualified individuals into the teaching profession, which ultimately results in enhanced learner outcomes. Such measures include the rigorous screening of prospective trainees, the implementation of efficacious selection procedures commensurate with the chosen candidates, and the provision of competitive remuneration packages for novice educators. In their study, Aiello P. et al. As noted in the study, "A Study on the Perceptions and Efficacy towards Inclusive Practices of Teacher Trainees," systems that take these steps typically increase the prestige of the profession and the ability to attract even better candidates [3].

Kumapulainen T. in the paper: '*Opettajat Suomessa 2013 (Teachers in Finland 2013)*' emphasizes that alternative assessment measures intellectually and cognitively, makes it possible to assess emotional, social and interpersonal aspects of each student's profile [35]. Hill L. notes that several additional countries are still using the strategy of assessment and examination by means of achievement tests, but are also embarking on changing the current paradigm [30]. The object of the research, highlighted in this paper, was also addressed by the scholar Frank A. in his paper "Finland and Israel - Two Conflicting Paradigms" [23].

The analysis of theoretical sources includes ideas about selected messages from academic articles, studies and books by leading researchers from Israel, Finland, U.S.A. and some Far Eastern countries known for their improved education systems such as Singapore and China. From Israeli researchers, the articles, books and monographs of Abu-Asbah [1], Belikoff [10], Ben David [11], Elboim-Dror [15], Blass [13; 14], Golan-Agnon [25], Keshti, Ariel & Shalsky [32] and Kfir [33]. From Finnish researchers, Aho, Pitkanen & Sahlberg [2], Flood [22], Halinen & Jarvinen [27], Hancock [28], Holm & Londem [31]. Among the experts, whose works are mentioned in the paper are Teichler [56], Sahlberg [44;45;46;47;48] and Opletka [39].

Scholars Yogev A., Livna P. & Feniger J. [58] have presented the Singapore experience as one of Asia's greatest success stories, having gone from a developing country to a modern and vigorous economy in less than half a century. Singapore achieved this leap by touting the state and education as the key to a thriving economy.

The Israeli geopolitical researcher Yuval D. in his paper "*Past Reforms in the Israeli Education System*" explains that the influence of development on the educational field ranges from complete influence to the level of declaration of intent. In all cases, the school system in general and teachers in particular actively participate in implementation [59, p.36-41]. Smootha S. notes

that Israel's social complexity and diverse human structure is reflected in its educational system [49, p. 185-199].

Various aspects of the educational process in the Republic of Moldova were analysed by researchers and practitioners: Andritch V., Cojocaru T. [6], Gutu V., Cojocaru V. [26], Paslaru V. [40], Rosca L. [20], Rosca S. [43], Sprincean S. [50;51;52;53;54;55], etc.

The aim of the investigation: comparative analysis of strategic educational policies in Finland and Israel, the most developed countries in the world, in order to re-dimension the cognitive, formative, constructive potential of education, at individual and social level; at national and international level; to capitalize on the interconnections of education, economy and employment policy.

The aim of education research, both in terms of the system and the process, is operationalised through the following objectives:

1. An examination of the theoretical, methodological, ideological and political aspects of the status of education in the context of national priorities.

2. A description of the structural arrangements of educational services and their regulatory mechanisms in both countries is provided.

3. It is necessary to identify and define the components of educational policy, including the leadership strategy, management style, level of autonomy and decentralisation versus centralisation, in both countries.

4. A critical examination of the status of the teaching profession and its social and political implications. A comparative analysis of the process of continuous teacher training and its integration into the profession.

5. It is essential to conduct in-depth research on the specific characteristics of the curriculum that are best suited to meet the 21st century requirements, for solutions and innovative paradigm integration in educational policies.

6. Analyzing the existing solutions and models, in additional countries, including the Republic of Moldova, to challenge the political system in Israel with recommendations to improve the educational policy in the institutions of government ministries and local authorities.

Research hypothesis. A direct correlation is evident between the reciprocal effects of the research variables, including educational policy lines expressed through the status of education in Israel and Finland, management policy, curriculum paradigm, and managerial autonomy in decision-making and the implementation of public policies. The efficacy of the Finnish educational system is guaranteed by the administration of the process and the periodic modification of the curriculum to align with the demands of the 21st-century labour market. Israel will be able to overcome its current difficulties, solve the problem of national security and ensure the resilience of all citizens, including representatives of ethno-cultural minorities, if it assimilates and implements the recommendations emerging from the comparative analysis of the most effective education systems in the contemporary world.

A significant scientific issue has been successfully addressed. In numerous developed countries across the globe, education is identified as a pivotal strategic priority. From the stage of policy formulation to their implementation, including the development of strategic educational policies, there is a path traversed by governments that recognise the importance of changing attitudes towards the key actors in social, political and educational processes. By drawing on the

experiences of Finland and Singapore, countries that have overcome internal crises and achieved remarkable economic development as a result of changes and reforms to their education systems, it is possible to suggest that Israel, the Republic of Moldova and other developing countries could successfully follow this path, enriching successful educational models with their own specific features.

Research methodology. The method applied from the initiation of the research to the formulation of the conclusions is comparative analysis. This is promoted by comparative policy studies. "The systematic comparison between countries, with the intention of identifying and possibly explaining the differences or similarities between them, with respect to the phenomenon being analysed. The priority is not the derivation of information about these countries, but often theory building and testing, with countries playing the role of cases. Such an approach is a major component of political science research" [36, p.279].

Quantitative and qualitative methods, longitudinal data analysis, path dependence was applied. Qualitative methods partially confirm the meaning of E. Durkheim that systematic comparative analysis is one of the basic means for establishing socio-scientific generalizations in macro-political research. However, comparisons in political science face the dilemma: at the level of the political system as a whole, or of states, there are relatively few cases to observe, while each case presents an astonishing complexity [42, p.648-664]. Qualitative methods in macro-political research are situated between conventional case study (many variables, but only one case) and conventional quantitative research (many cases, relatively few variables). The comparison was carried out with reference to four selected strategic variables entrusted to the primary decision nodes in the formulation of educational policy in each country. The characteristics of the compared variables are: status of education in each country, methods of examination and assessment of learners, strategy of selection of learning content adjusted to the requirements of the 21st century, status and practice of teacher training. The analysis of these variables allowed us to define their impact on the development of human capital, which plays an important role in achieving significant economic success, in solving all the problems in the segment of employment of citizens in the labour force, in ensuring the resilience of the democratic state, of different social groups, of each individual.

The researcher used a quantitative research method, which is based on collecting data from as wide a cross-section as possible, many observations about numerical data, opinions, budgets, organizational structures and standards, quantitative responses to survey results recorded in the stored information databases. After data collection, the researcher applied statistical tools to analyse the data. The research hypothesis was tested, and after the data were systematized using statistical tools, conclusions were drawn, action models and recommendations were formulated. These actions are reflected in graphs, tables, data comparisons and results recorded over several years. The content of strategic educational policy has been scaled to present reliable data from national institutions with valid and reliable licenses such as government offices, organizations such as the World Bank, UNESCO and OECD, and information from authorities such as the Central Statistical Offices of Israel, Finland and each country, including the Republic of Moldova. The theoretical literature review includes ideas and messages from academic articles, research and books by leading scholars from Israel, Finland, the United States and some of the Far Eastern countries known for improved education systems such as Singapore and China. Hill L. [30, p. 1-

29], Flawith R.W. [21, p. 263-282], Qingxin K.W. & Blyth M. [41, p. 1276-1299] and others are among the experts whose work has been referenced in the thesis. Considerable attention is given to educational sources of information from educational institutions in Israel and Finland. The researcher used methods of data comparison, analysis and synthesis to produce graphs and charts and to analyse statistical sources. The second chapter presents a status analysis that examines all the research aims and objectives necessary to confirm or disprove the research hypotheses.

In addition, to find the influencing factors in the international comparison, the researcher completed the comparative finding map. For this purpose, statistical tools such as Anova, T-test were used. Data analysis highlighted the relevant variables for new research projects, where the situation should be changed and improved in order to promote the educational system in Israel. The comparison also highlights the factors that need to be changed or internalized of strategic concepts. The research presents **a novel and scientifically original contribution** to the field by updating the theoretical discussions about the status of education and its position in the domestic and foreign policy of contemporary democratic states. Furthermore, it represents an interdisciplinary scientific research endeavour, analysing the interdependencies between the quality of education, the sustainable development of national economies and the degree of employment. The analysis of educational models in Finland and Singapore enables the researcher to propose a model for the Israeli educational system that will lead to success and performance. With regard to the Republic of Moldova, the theoretical value of the paper is concentrated in the content analysis of the concepts of public policy and strategic educational policy.

The comparison and learning process in Finland, as described in this study, will open an innovative and creative horizon for the State of Israel to capitalize on the status of education, including structural changes, updating and relevance of curriculum and training, to develop the status and repositioning of teachers. the field of education in Israel. Solving this issue will open a different approach and a significant direction for Israel, by integrating an international component and a new approach to address all levels of the population

The systemic, multidimensional approach to public policy, to strategic educational policy, allowed the author to observe that most definitions emphasize a holistic perspective of the policy-making process, a belief that the whole is more important than the sum of its parts, that individuals, institutions, interactions and ideology are all important, even if there are notable differences in the relative importance of each part. The author is convinced that educational policy as the object of scientific research entails: ‘... *addressing how the distribution of power and decision-making affect educational outcomes.*’ The pragmatic approach that the researcher applies to the evaluation of education as a system and a process provides a theoretical-methodological foundation in finding solutions for improving the status of education in Israel, the Republic of Moldova, other underdeveloped countries The **applied value of** the paper lies in the elaboration of a feasible study through a systemic, interdisciplinary analysis of strategic educational policies. Highlighting the stages of developing public policies: the declarative and the implementation level, the author draws the attention of the decision maker that public policies determine arrangements, practices, norms and framework for realization of educational ideas and perceptions of the leaders of political and educational power institutions. The analysis of selected models in the process of assimilation of good practices of educational systems in Singapore, Canada, USA and Moldova allowed the author

to capitalize on the principles of the essential strategic educational strategic policies that ensured the success of the educational system in each country.

Over the years, misguided educational policy management trends have led the State of Israel from a leading place in education (1970-1980) to last place in the world rankings (of OECD countries, 2019-2020) in exploiting Israeli students' skills. This explains the low productivity of Israeli workers in many fields and a multi-professional workforce unrelated to the future labor market situation. The scholarly results of the study include numerical data on students, learning outcomes, economic concepts (national output, local output, percentage employed, percentage unemployed), comparisons between models to develop educational arrangements and a critical review of educational policy in each country.

The comparison and learning process in Finland, as described in this study, opens an innovative and creative horizon for the state of Israel to capitalize on the status of education, including structural changes, updating and relevance of curriculum and training, to develop the status and repositioning of teachers in the field of education in Israel. Solving the problems facing the educational system in Israel today will open a different approach and a significant direction, by changing the attitude towards the integration of all social groups: majority and minority in the social, economic process, in the implementation of political programs for the sustainable development of society, ensuring the resilience of the state and each citizen.

The results of the investigation provide an important support for updating and proper assessment of the position of education in the domestic and foreign policy priorities of contemporary democratic states. The shifting of educational paradigms based on assimilation of the requirements of the labour market in the knowledge society of the 21st century will lead to the change of macro and micro perceptions of how to manage the educational system, starting with the importance of changing the perception of the status of education in society, evaluation. methods, status and development of teachers in Israel, with the intention of international cooperation with the Finnish education system, peer learning and organizational transparency.

The results of the investigation of the highlighted variables, the study of each successful practice has a major significance for the managers of the educational process, for the teachers, for the learners, for all the actors of the educational process in the Republic of Moldova. In this sense, the work is recommended as a valuable support for institutions concerned with the continuing professional development of teachers and managers in the field, both for Israel and the Republic of Moldova.

Approval of results. The conclusions of the research were presented in the chapter "The education system in Finland: impact on the sustainable development of society" of the collective monograph "The interconnections of social integration and the strengthening of the national security system", in 8 articles published in scientific journals from the Republic of Moldova, Romania, Israel, in 9 articles published in the collections, edited on the basis of international scientific-practical conferences in Moldova.

The structure and volume of the thesis comprises: introduction, three chapters, conclusions and recommendations, bibliography with 285 sources, 6 tables, 25 figures and 15 annexes. The volume of the thesis is 150 basic text pages.

Keywords: quality in education, public policy, strategic educational policy, benchmarking, educational system, educational process, educational service, teacher development, strategic cooperation, curriculum.

THESIS CONTENT

The Introduction includes all the subjects required by regulation. These are: the relevance and significance of the topic addressed; an overview of the current state of research in the field and an identification of the issues under investigation; the purpose and objectives of the research; a working hypothesis; a description of the theoretical and methodological support; an evaluation of the novelty and scientific originality of the investigation; an assessment of the potential applicative value of the work; and a discussion of the results.

In the first chapter, entitled "Theoretical-Methodological Incursions in the Field of Strategic Educational Policies", a number of definitions of public policies are presented. These definitions emphasise a holistic perspective of the policy formulation process, and espouse the view that the whole is of greater importance than the sum of its parts. They also acknowledge the significance of individuals, institutions, interactions and ideology, despite acknowledging notable differences in the relative importance of each part. The systemic approach to strategic educational policies calls into question the adoption of a code of theories that seeks to highlight the socio-economic successes of a country or a field of social life. In the case of Israel and Finland, the political theory accepted in some countries in the Far East and Eastern Europe places the needs of the state above those of the individual, and in particular above the freedoms of thought and of the individual. In light of the aforementioned considerations, it becomes evident that a comprehensive examination of the theoretical foundations underlying the political process, the decision-making process, the system, and the educational process is imperative.

In the first sub-chapter entitled "Educational Strategic Policies: Theoretical-Methodological Incursions", the author updates the statement to reflect the views of the researcher Barbara J. Nelson. The term 'public policy' is not defined by the geographical location or the specific government function in question. Rather, it is defined by four intellectual imperatives. Firstly, there is an interest in the overall pattern of political systems and their processes. Secondly, there is a belief that the consequences of government actions are important. Thirdly, there is a struggle to produce knowledge that is both theoretically and empirically sound and useful. Finally, there is a belief that democracy is important [9].

As with all public policies, strategic educational policies exist at multiple levels, from the formulation of declarations to their implementation. The author examines the declarative and implementation levels, highlighting that the most significant challenges emerge during the implementation of strategic educational policies. In order to mitigate the failure of the implementation of a strategic educational policy, it is essential to undertake a comprehensive analysis of the existing situation. In order to construct a strategic educational policy, it is first necessary to analyse the current situation. This can be done by examining three key components: the problem itself, the factors that have caused it and the reasons why it is important to address it.

This theme has been identified by experts in the field of education sciences, public policy analysts and the authors of educational system reform programmes. It concerns the processes of teaching, transmitting knowledge and acquiring it. The most effective education systems consistently attract the most qualified individuals to the teaching profession, which in turn leads to improved student outcomes. In all the education systems examined, a robust correlation was identified between the capacity to attract suitable candidates to the profession and the level of professional status. The national five-year plan demonstrated the necessity for a comprehensive

transformation in the way human resources in teaching are managed. The article *"Incentives and Rewards for Teachers"* [16] presents an argument regarding the necessity of reform within the educational system in Israel, which is subjected to a critical analysis.

In the second sub-chapter "Analysis of the strategic educational policy in Israel and Finland" the author presents an analysis of the research variables in the two educational systems, highlighting the particularities of each system. The Israeli education system encompasses both formal and informal educational pathways. Formal education encompasses the primary stages of learning, including preschool, primary, secondary (high school and post-secondary), and post-secondary education. The term "informal education" encompasses activities and initiatives undertaken within society and among young people in the domain of adult education. The responsibilities of the Ministry of Education are defined in the education laws, and the Minister of Education oversees their implementation. Regulations and instructions are published in internal directives (general director's circulars).

Israel's strategic education policy is designed to foster the acquisition of knowledge and skills, expand the population of learners at all levels of education, reduce student dropout rates, and enhance the overall level of educational attainment within the population. The Israeli education system is currently confronted with a multitude of complex challenges, which have given rise to the formulation of a multi-year plan spearheaded by the executive division for strategy and planning in the government ministry responsible for organisational vision. This plan has been developed in collaboration with the entire administrative body of the ministry. In the strategic documents, significant emphasis is placed on the principle of ensuring equal opportunities in education for all population groups.

The Finnish education system is internationally renowned for its commitment to excellence and equity. The Finnish education system offers all students equal opportunities and has consistently performed well in international education rankings. A civil policy is one that promotes the values of gender equality, social opportunities, personal freedom, administrative transparency and trust at all levels. An analysis of the Finnish education system reveals that it is characterised by a set of unique values, namely trust, equality and quality.

The Finnish education system is regarded as distinctive in that it has evolved from a position of mediocrity to attain a high level of educational performance over a period of three decades. At the present time, Finland provides an illustrative model of educational excellence. The country has developed an education system that produces well-educated students, with minimal variation in performance across different regions. Vocational education is designed to enhance the competencies of the workforce and align them with the demands of the labour market. The Ministry of Education in Finland has a Department of Vocational Education, which is responsible for the implementation of government policy and the development of programmes designed to enhance and optimise vocational education.

In the second chapter, entitled "Comparative Approaches to Strategic Educational Policies", the findings of the analysis of the extant situation in which the variables of the research were examined are presented. This is done in order to highlight the political, economic and social dimensions of strategic educational policies. In order to prove or disprove the working hypothesis, the author conducted statistical research based on a quantitative analysis of the variables in a regression model. This involved the use of statistical tools such as ANOVA and T-test. The

statistical analysis revealed a number of relevant variables that require change and improvement in order to promote educational arrangements in Israel. From the diversity of indices, the author focused the comparative analysis of the two countries (Finland and Israel) on the socio-economic contexts.

In the first sub-chapter, entitled "**Comparative analysis of the dimensions: political, economic, social of strategic educational policies**", the author presents an analysis of the private expenditure of Finnish households on educational services. This includes a detailed examination of the financial resources allocated to support learners' needs, which the author refers to as a "basket" of expenditure. Some of the expenses are directly related to students, whereas others are for the benefit of the entire household, including both students and non-students. The Finnish government adheres to a consistent policy approach that seeks to uphold the legal requirement of universal compulsory education for all citizens. Additionally, non-formal education is provided free of charge and is financed by local authorities, who receive funding from the government budget. Therefore, the family is not required to consider the implications for their budget, and the only costs incurred will be minimal. As indicated by the economic and statistical website <https://www.ceicdata.com/>, private expenditure represents 0.4% of global education spending over the past 20 years, including tertiary education and studies in higher education institutions. In 2021, 72% of all high school students in Finland (ISCED 3) were engaged in vocational education and training, compared to 42% in OECD countries. The relatively high proportion in Finland can be attributed to the significant number of students enrolled in adult education programmes. Vocational education encompasses training for employment, and as a consequence, the student population is naturally younger.

For an extended period, national expenditure on education in Israel has been among the highest in the Organisation for Economic Co-operation and Development (OECD) countries. As demonstrated by the international comparison conducted by the Central Bureau of Statistics, the proportion of expenditure on educational institutions in Israel in 2019 was 7.2% of GDP, in comparison to 5.6% in OECD countries. In 2019, the proportion of public expenditure on education in Israel, excluding preschool education, was 81%, compared to the OECD average of 83%. It is notable that private spending on education in Israel is considerably higher than in other Western and OECD countries. In 2020, national expenditure on education reached 103 billion shekels at current prices, representing 8.1% of the gross domestic product.

A summary of the role and status of the education system in socio-economic contexts reveals a significant and fundamental discrepancy at the governmental level and in the strategic perception of the interaction between education and the economy. In Finland, the labour relations system demonstrates a commitment to national development, responsiveness to societal and local economic needs, and is reflected in the design of education and training policies for students in the country's economic sector. Concurrently, Israel is confronted with a multifaceted predicament, largely attributable to the shortcomings of its policy apparatus. These shortcomings manifest in the perpetuation of social disparities between the centre and periphery, the exclusion of communities and minorities, and a failure to invest in human capital. Furthermore, the country's policy landscape has resulted in the curtailment or even the complete elimination of professional education for students and adults alike.

The second sub-chapter, entitled "Qualitative and Quantitative Approaches of the Educational Staff in the two Systems: Finnish and Israeli", examines the methods of evaluation and examination employed at each stage of the educational process, thereby providing insight into the perception of learners within a specific educational system. The assessment and review methods employed facilitate the discovery process, thereby promoting student achievement and improving teaching processes. This is achieved by providing evidence-based data and setting concrete goals for improvement.

As outlined in the Finnish government report, the Finnish evaluation and assessment policy permits students to develop their own perceptions and encourages creativity, rather than placing students in a competitive race for numerical-quantitative achievements. An annual test is used to assess learning outcomes in school, with a particular focus on mathematics, the mother tongue, and literature. Additional disciplines, such as art and multiculturalism, are included in accordance with the objectives set out by the Ministry.

The evaluation process and examination methods employed by Israel have undergone minor alterations over time, yet they remain anchored in product output. This approach has been endorsed by the policy since its inception. The advent of the "Covid-19" crisis has created a unique set of circumstances within the education system, which could be described as a "pressure bubble" or an opportunity. The process is underway which will result in a fundamental change to the methods of evaluation and examination. In the Israeli system, two distinct approaches are employed with regard to the assessment of achievements: the qualitative approach, which views assessment as a means of facilitating learning, and is therefore known as 'formative assessment', and the quantitative approach, which views assessment as a means of evaluating learning, and is therefore known as 'summative assessment'. The two approaches set different goals for assessment, which in turn influence and direct the culture of learning and teaching in the classroom. The objective of assessment within the qualitative approach is to provide comprehensive feedback that facilitates learning and teaching. The objective of assessment through the second approach is to provide a numerical grade that summarises or reports the achievements of the learner for the purposes of grading, certification, and so forth.

A comparative analysis of the strategic educational policies of the two countries reveals a fundamental difference in the appreciation of the role attributed to the educational system in each country. The discrepancy in the evaluation of the status of education is examined in the researcher's article. "Educational Policy in Finland" [17]. The policy on learner assessment and examination methods in Finland places significant emphasis on the linkage between systems, curriculum synchronisation and the cultural dimension of learner development. There is a particular focus on the development of independent thinking in social and individual contexts.

The State of Israel is characterised by a commitment to achieving tangible outcomes in a prompt manner, with a focus on the attainment of clearly defined and quantifiable objectives. The concept of performance measurement is deeply embedded in Israeli culture. This cultural perception is pervasive across organisational cultures, manifesting in work and management systems. This social approach exerts pressure on the education system to meet explicit targets, validated by numerical grades, and requires officials (kindergarten teachers, teachers, principals, supervisors and university lecturers) to assert themselves constantly.

In the third chapter, entitled "**Good Practices and Innovative Paradigms in the Field of Education**", a number of educational models that have been implemented in a number of prominent countries were analysed. These include Singapore, Canada and the USA, which have implemented successful strategic educational policies. The initial, multiple-justified thesis is that the 21st century requires highly qualified skills and specialists, who must be trained and oriented towards employment in the labour field of the knowledge-based society. It has been highlighted by those with expertise in the field of education that the education system must undergo a shift in emphasis in the 21st century. Rather than focusing on learning defined, repetition-based material, the system should in still general skills in students that will serve them throughout their lives. The situation in the Republic of Moldova's educational system is presented, noting the ongoing reforms, restructuring, and changes to the management system. While positive changes are observed, challenges faced by specialists and other actors in the educational process are also highlighted.

The results of the survey, based on a quantitative study of selected variables, are presented in Appendix 1. In total, 158 active actors in the Israeli educational system were interviewed.

The first sub-chapter, entitled "**Strategic Educational Policies: Good Practices and Solutions**", presents an analysis of the educational process as it is practised in Singapore, Canada, the USA and the Republic of Moldova. The following are subjected to evaluation: the status of education, the policy of teacher training, and professional development. The Canadian model places a particular emphasis on equity, with the result that it is regarded as one of the most equitable education systems in the world. The Canadian system is predicated on the notion that education is a conduit for economic and social outcomes. The American education system is one of the most complex in the world, with significant variations across different states and even within cities. As in Israel, there are cities in the United States that are successfully providing quality education to their students, as opposed to those that are failing at this task. The latter category includes both schools that are failing to provide an adequate education and those that are damaging the future of the communities they serve. Furthermore, it addresses a diverse population with varying economic and social backgrounds. The United States has two distinct education systems: public and private. The United States does not have a national education system. However, the government allocates resources and provides guidance to federal programs in both the public and private sectors. The public education system accepts children between the ages of 5 and 16. However, the government does not impose a uniform curriculum; rather, it oversees school programs. All public schools teach the same basic subjects, including arithmetic, science, reading, writing, social studies, history, and geography. In many other schools, physical education, music, art, and additional languages are taught as part of an extended curriculum.

This study presents the didactic process at the national level based on a content analysis of official documents, including the Education Code of the Republic of Moldova, the reference framework of the National Curriculum, recommendations from the European Parliament and the Council of the European Union, the Association Agreement between the Republic of Moldova and the EU, the electronic pages of public institutions, statistical data, and studies, reports, policy notes, and evaluations carried out by other public and private institutions.

In June 2020, the Parliament of the Republic of Moldova approved the national development strategy for the period up to 2030, entitled "Moldova 2030". The objective of this

strategic programme is to markedly enhance the quality of life in Moldova, to curtail the emigration of young people, to augment the economic and commercial appeal of the country, to establish occupational infrastructures throughout Moldova (not merely in the capital) and opportunities for individual development for young professionals.

A principal objective of the Moldova 2030 programme is to enhance the standing of the educational system. The assessment and examination policy in Moldova bears resemblance to that observed in Israel. The rating scale is based on a numerical distribution, with the highest marks (class A) indicating the highest level of achievement and the lowest marks (class D) indicating a lack of proficiency. The central public authorities of Moldova are aware that the Moldovan society is gradually becoming a knowledge-based society, and that its economy will require the input of qualified specialists.

In sub-chapter two, entitled "Innovative Paradigms in the Context of Strategic Educational Policies", the findings of the empirical research into measurements and opinions within the field are presented. This is done in order to present the combined and cross-sectional aspects of the interface points of the system that require updating and innovation, as well as opinions and policies. Accordingly, a survey questionnaire was devised for the quantitative study, in which 158 individuals occupying key roles within the educational system were invited to share their insights on the pivotal issues and subject variables under investigation. The questionnaire, comprising 34 questions (see Appendix No. 1 in thesis), allows for the consolidation of responses, thereby facilitating the identification of the following key results. The findings of some statements associated with four important factors on the basis of which the paradigm of education in Israel is established are presented. These factors are reviewed, analysed and compared in relation to Finland, and in the first subchapter, with three countries: (1) the status of teachers and education in Israel; (2) student assessment and examination methods; (3) curriculum and student preparation to meet the demands of the 21st century; (4) the teacher training process. The survey questionnaire was subjected to statistical analysis, with differentiations and correlations between variables identified to ascertain the most pertinent factors. Addressing these factors could potentially transform the educational landscape in Israel, enhancing the efficacy of the educational system in a manner similar to the developments observed in Finland.

In light of the findings of the literature review, the comparative analysis conducted between Israel and Finland on the research variables, the examination of existing models of successful educational systems in other countries, and the statistical analysis of 158 workers in the Israeli educational system, the researcher puts forth the following innovative paradigms, based on the examined variables:

- **Assessment of achievement will be carried out throughout the learning process, called formative assessment,** by providing detailed feedback to progress and improve students.
- A new step, known as assessment for the learning process, **will be integrated, which will be adopted, including several critical steps where teachers and learners are partners.**
- **Learners will be active participants** during learning and thus improve their comprehension performance of the learned material.
- **Curriculum innovation and the preparation of learners for the 21st century** – the researcher suggests content innovation based on three main principles: (1) updated and relevant literacy in the fields of knowledge and content; (2) personal cognitive skills; skills,

and socio-emotional domains; (3) emphasis on education and social, community, and individual values.

- **Updated and relevant literacy in knowledge areas** and content study subjects will include innovation in the arts; humanities and social sciences and foreign language emphasis; emphasis on STEM subjects (science, technology and mathematics); health and well-being subjects (physical education, health education, religion and ethics); subjects aimed at the labour market, as well as education and guidance in careers and business management. Interdisciplinary learning: As part of the innovation, it is proposed that fields of study are based on 21st century integrative learning skills rather than isolated knowledge areas.
- **Development: the significant ability** to develop critical, independent and creative thinking, as well as analytical and problem-solving skills.

The author's suggested improvements to the conditions of study, teaching and the quality of education were implemented at the Municipal College of Tira, a learning and enrichment centre that benefits the city's residents. The college is managed by the Directorate for Adult Education, part of the Community Directorate of the municipality, with the assistance of the Ministry of Social Equality and Ramla - St. Joseph School.

CONCLUSIONS & RECOMMENDATIONS

General conclusions

According to the elaboration of the thesis, there are some conclusions:

1. In the 21st century, there are significant shifts occurring in the way people and communities live. There is a global discourse in contemporary science, political theory and educational sciences about the necessity to reform the education system and to redesign it on the basis of the curriculum, with the objective of developing and strengthening the competences that are relevant to our historical times. Some scholars, specialising in various fields of contemporary science, posit that education policy and systems should train the competencies essential for successful integration into the society and economy of the 21st century. These processes have resulted in a shift in the approach to education, with it being elevated to a position of national and regional priority, as evidenced by the public policies of democratic states. We may see it in my article "Education Policy in Finland" [76, pp. 594-595] presenting the importance of change-leading processes both in the educational policy of the political establishment in Finland and in policy changes in other countries. The legislation and policy directly affect human capital abilities in the 21st century.
2. The concept of strategic reform in education has become a prominent feature of academic and philosophical discourse in various countries. However, the notion of increased investment in education, particularly from a budgetary perspective, has not always yielded the desired outcomes. This is according to the author of the thesis, who presents their findings in the article. The article 'The status of the teacher in Finland' [74] highlights the significant challenges associated with strategic reform or change in the educational system, particularly within an institution. The success or failure of a reform initiative is contingent upon the existence of a "mutual interface" between the intrinsic characteristics of the reform itself and the educational environment in which it is implemented. The success of reforms is contingent upon the reciprocal relationships between educational institutions and the local public administration responsible for public policy-making. It is imperative that education be guided by a clear and consistent policy. A policy that ensures equitable funding and encompasses an organisational culture that prioritises excellence and achievement, along with investment in human capital, teacher support and political support to facilitate the desired process changes.
3. The comparative analysis of strategic education policies in the two countries was conducted on the basis of the research variables, which are also referred to as criteria. The initial criterion addresses the status of education within the country in question. A content analysis of the sources that form the theoretical basis of the research enabled the author to conclude that some countries prioritise education at the domestic and foreign policy levels. Other researchers, and the author of the thesis posit that there is a cause-and-effect relationship between investment in education and national socio-economic output, extending beyond mere financial considerations to encompass governmental and social attitudes towards the development of human capital within the country. Such a strategic decision compels policymakers to alter the public agenda and work towards the enhancement of the overall education system. These findings were also reflected in the article "Equal Opportunities in the Educational Sphere of Israel" [73, p. 75-76] in which

- she noted the circumstantial connections education creates within the economic system and influences the human capital quality in the country and all the political system.
4. The second criterion, which is presented as a research variable, is an investigation into the impact of teaching quality and human capital on the leadership of educational systems and institutions. The most effective educational systems consistently attract individuals with a vocation for teaching, and governmental arrangements result in optimal student achievement at all levels of education, from kindergarten to higher education. These countries are taking significant measures to ensure the quality of their teaching workforce. They are implementing rigorous screening processes for prospective trainees, developing effective methods for identifying suitable candidates, and offering competitive remuneration packages to attract and retain young teachers. The author of the thesis builds upon the ideas of other scholars, and posits that the quality of any educational system is contingent upon the quality of its teaching staff. It can be concluded from the experience of countries whose training processes have been thoroughly reviewed (South Korea, Singapore, Hong Kong, USA, UK and Canada) that a multidimensional process takes place by combining national systems (education, economy, employment) in favour of using the skills of candidates to "win" the best. The research results were included as interim findings in the monograph written by the researcher and Professor Ludmila Rosca [68], presenting the advantages of the political-educational and national policies that led Finland over the years.
 5. Following the conclusion regarding the second criterion examined - the teaching quality in pre-academic institutions, it may be concluded that in some countries, such as the United Kingdom, which "market" high-quality teaching by using marketing and recruitment tactics from the business sector. In addition to this approach, there is a regulation to filter inappropriate candidates, but the candidate supply is relatively large. This finding was concluded from my article "Incentive and Rewards for Teachers, The Case of the Israeli Education System" [72]. This conclusion indicates that the best education systems operate on two main axes. First, they develop effective mechanisms for selecting and training teachers. Second, they ensure filtering and appropriate salary from the recruitment stage. These two axes have a clear and proven effect on the quality of people entering teaching.
 6. The research results revealed a fundamental-systemic difference between the two worldviews reflected in the strategic educational policies of Finland and Israel. The changes in educational policy lines and the status of education as a whole are expressed by perceptual gaps in the system structures (Figures 2.3; 2.7), the national approach to system financing (Tables 2.1; 2.2) and their implications both on the private expenditure side. For education and on the economic side, particularly employment. Generalizing the results obtained, the author concludes: the perception gaps refer to the attitudes of decision-makers and leaders of economic-financial and educational institutions, elected representatives and leaders of the educational system and their status in the socio-cultural tapestry of each country. This difference, the author emphasizes, is expressed in the approach to the mutual relations between the economic and employment systems (Figures 2.2, 2.4, 2.6, 2.8) and the role of the education system. The gaps are determined by the structure of the system, historical roots and demographic structure of the society. Generalizing the research results,

the author points out that the Israeli system is highly centralized, characterized by perceptual centralization that conveys a lack of trust in the employees of the educational system. All the doctrinal areas of the Israeli educational world (Figure 2.7) are concentrated in the hands of the "pedagogical secretariat", which directs curriculum development, leaving no room for independent thought or action for teachers (kindergarten - high school). In contrast, the Finnish system (Figure 2.3) is open, authority is devolved, and the 'field' cooperates in developing and approving decisions about the pedagogy needed, including, teacher evaluation processes. The Finnish system also updates programs every four years in order to maintain a fluid link with its economic, employment system (a theme that needs to be clarified in the Israeli system).

7. The investigation of the second variable enabled the author to substantiate the conclusion. The Finnish educational system has devised a series of examination formats based on a progressive and integrated "ladder of difficulties" that begins at the elementary school level and continues to evolve. This approach enables the system to orient pupils towards humanistic and morally responsible socialisation, while equipping them with the requisite knowledge and skills for their future lives. Consequently, the authority of educational institutions is vested at the local level in those who are most familiar with their target audience. Educational personnel are permitted pedagogical autonomy, but are required to adhere to quality supervision standards that are constructive in nature rather than critical. In contrast, the approach espoused in the educational policies of Israel is one of quantitative examination of results, as inferred by the author. These deficiencies in the approach are reflected in the outcomes of international assessments, which have consistently demonstrated significant disparities compared to Finland (Figure 2.10). It is crucial to acknowledge that the country's underperformance is largely attributed to demographic discrepancies. A disturbing finding regarding the education policy in Israel is noted in the article "Education Policy in Finland" [76], and was a concluding finding to the third research objective. This social article examined, among other things, the government's policy towards minority groups, and showed that both the state and society failed to formulate effective strategies for promoting and supporting minority groups, especially in Arab society (Figure 2.9). This has resulted in significant knowledge and skill gaps, which adversely affect the labor productivity system and the wider economy.
8. The discrepancy between the two systems is exemplified by the discrepancies observed when comparing data on the third variable, namely the updating of the curriculum and the preparation of learners to meet the demands of the 21st century. The author's analysis of accessible sources revealed that Finland's educational approach aligns with the OECD Education 2030 Project [269] and closely resembles its companion strategy in terms of its core components, namely literacy in knowledge domains, thinking and socio-emotional skills, and values education at the social and individual levels. The Finnish government directs the curricula according to these content factors (Figure 2.12), from which the general policy of revitalising or renewing content (Subject Committees, Figure 2.13) and the required teaching methods are derived. The aforementioned summary of the characteristics of the Finnish education system (Annex 13) leads to the conclusion that the state promotes educational innovation, organisational transparency, equality and pluralism

in curriculum approach, and the need to prepare learners for the 21st century. In contrast, while the State of Israel has adopted the principles of the OECD Department of Education (Figure 2.13), it has not implemented any significant changes in line with these principles. The system remains centralized (Figure 2.14), the means of examination remain as they were, and there is no fundamental or intentional discussion about changing or updating the curriculum. The adapted strategy remains largely unchanged from its 1980s iteration, with only minor "cosmetic" alterations (Figure 2.14).

9. In considering the fourth variable, namely teacher status and the training process, the author identifies a practical distinction emerging from the discrepancies between the preceding three variables. In Finnish society, the status of teachers is highly esteemed, and the teacher education policy attracts high-quality human capital by enabling meticulous teacher selection. In contrast, the status of teachers in Israel is at an unprecedented low (February 2022). The prevailing attitude towards teaching staff is one of embarrassment and scandal, which suggests that the optimal system would be transient. The researcher's article "Incentives and Rewards for Teachers. The Case of Israeli Education" [72] presents a problematic reality of attracting candidates who do not suit teaching, which results in minimal training requirements (for filling positions). Therefore, the Israeli education system remains trapped in a vicious circle, with no tangible effort or willingness to break this unbearable situation. The conclusion from the fourth research objective is that significant reform is required in the teaching candidate recruitment process, strict filtering and sorting, and a proper employment model that will attract quality candidates (like the models in Finland and Singapore).
10. Models and solutions, proposed in the third chapter, which also describes successful models for several countries that have been able to develop and promote an innovative education policy, with a starting point: the crisis of the education system at national level, such as Israel today. The countries chosen: Singapore, Canada and the United States, which are recognized as the authors of positive practices of educational reform, were chosen following a strategic crisis in their educational systems, similar to Israel, with similar characteristics in terms of the four variables analysed. Singapore is known today as a leading country in its education system, with excellent results on all parameters examined in all international tests. The country has changed its strategic education policy whereby it has updated all the indicators corresponding to the examined research variables (Teach Less, Learn More program). Canada, mainly in the province of Ontario, but also in others, has developed an educational management model that provides an adequate response in the research variables, with an emphasis on full equality, transparency and an organizational culture of openness systemic and successful. It has developed a stable and progressive educational system (as shown in Figure 3.1). From the article "Equal Opportunities in Israel's Educational Sphere" [73] we conclude that the USA, which has a heterogeneous and multicultural population, experienced a massive crisis in the public education system in the 1990s. At the beginning of the 2000s, it underwent a perceptual turn, mainly an educational-political policy change, aimed at three main directions to develop innovative system (Figure 3.2). The reform directions desired for Israel may be concluded from the article and the comparison between Israel and the USA. A table in

Appendix 15 summarizes the four countries' useful solutions and the desired insights for the Israeli system.

11. In order to reinforce an integrative programme based on interdisciplinary solutions, the author conducted a quantitative study utilising a survey questionnaire as a research instrument, which yielded a more comprehensive and nuanced understanding of the circumstances in the field. The results of the survey offer a compelling basis for either corroborating or refuting the findings of the comparative study. The 158 participants in the survey (principals, coordinators, inspectors and teachers) identified disparities in funding, resource allocation and investment in the Israeli system (Figure 3.4). The relative disadvantage of the Israeli system was then compared with the means of assessment and testing between Israel and Finland (Figure 3.5). The regression model yielded the following conclusion: factors linking the quality of teaching systems and how they are tested, the quality and updating of curriculum content, the quality and professionalism of teaching staff, and other factors linking government policy (funding/investment)/gap reduction and equality policy, will lead to change. It is imperative that policy be articulated in a manner that "leverages" the status of education among policymakers. Allocating funding and investment in a strategic manner will ultimately result in enhanced policy.
12. Israel and Finland have maintained political and diplomatic relations since 1950. The bilateral relationship is characterised by a multifaceted engagement across a range of domains, including trade, economics, security, education and culture. A notable aspect of diplomatic relations is the establishment of an educational system and a process of mutual learning, primarily in Israel, due to the recognition of the Finnish system's excellence in management. A considerable number of delegations from the educational system (the researcher was a member of one such delegation) were dispatched to examine the Finnish system and assess the potential for integrating the distinctive features of the Finnish national paradigm into the local Israeli system. The aforementioned system of relations has resulted in the reinforcement of political ties and a mutual contribution to the economic development of both countries. As a member of the national delegation (of Israel), I was very impressed by the educational establishment in Finland, and its ability to lead political-social-educational trends and processes for the local system. I have presented the analysis and the professional tours' findings at conferences held in Israel and in the article "Education Policy in Finland" [76].

According to our conclusions of the thesis, we can formulate several recommendations:

1. It is recommended to include a structural reform led by the Israeli Ministry of Education, with the Israeli Ministries of Economy and Finance regarding implementing a political-educational policy program in an interdisciplinary approach aimed to improve the educational-economic policy in Israel. This plan will be implemented with a strategic approach by the government ministries and an applied approach by the local authorities. The researcher recommends the following steps:
 - 1.1 The Ministry of Education in Israel – delineating a clear policy in prioritizing study and training programs for professions with an occupational future that reduces unemployment risk, allocating large resources and budgets to the vocational training

system, thereby making it more attractive to relevant students and facilitating professional transitions from irrelevant professions for the mature population.

- 1.2 The Ministries of Economy and Finance in Israel – changing the budgeting model of higher education institutions. Adopting a policy that prioritizes study fields with technological-occupational interest and increasing budgets and scholarships enrich innovative study programs.

The objective is to re-establish and increase the number of institutions in vocational education in Israel, with a view to adapting them to the professions and, in particular, to the skills required in the 21st century. This procedure will form part of the necessary process of updating and refreshing the curriculum. It is of the utmost importance to emphasise the reopening of vocational training routes, particularly in terms of the involvement of schools and the fundamental principle of equal education for all.

2. It is recommended that the Ministry of Education in Israel adjust evaluation and examination methods in educational and training institutions to innovative and advanced teaching methods, and create a culture of constant dialogue between students and teachers. Academic abilities adapted to the 21st century economy and employment will be based on these methods. The regulations will be enacted within a political-educational policy of the entire educational establishment (including higher education). For this purpose, the researcher suggests the following stages:

- 2.1 The achievements will be evaluated throughout the learning process and called formative assessment. The evaluation will be accompanied by detailed feedback to promote learning and improve teaching.

- 2.2 A learning evaluation process is recommended including (1) planning teaching and learning processes; (2) setting achievement goals to be evaluated; (3) designing tasks and setting evaluation criteria, (4) performing with constructive feedback; (5) identifying strengths alongside difficulties and failures, and replanning the required steps.

- 2.3 It is recommended to realize the evaluation's perceived essence through: maintaining the connection between teaching, learning, and evaluation processes (throughout the school, kindergarten - university); assessment will refer to the learner's understanding both in content and in thinking and learning skills; assessment will be part of an ongoing dialogue between teachers and learners; Assessment will include significant and challenging tasks in many learning environments.

3. It is recommended to promote an innovative strategy regarding preparing learners for the 21st century challenges and adopt innovative approaches to combine education and economy like in the surveyed countries such as Finland and Singapore. Other stakeholder involvement like the Ministry of Economy and Employment (in Israel), the manufacturing sector, and the service sector in the decision-making processes of the training programs will prepare the human capital in Israel for the economy and employment challenges, and for promoting social-economic moves. Therefore, the researcher recommends a relevant content policy that includes:

- 3.1 Up-to-date and relevant literacy in the areas of knowledge and content knowledge: subjects will include innovations in the arts, humanities and social sciences, with an

emphasis on foreign languages; Emphasis on STEM subjects (technology, science and math); Subjects in the areas of health and well-being (physical education, health education, religion and ethics); Subjects directed toward the labour market. Interdisciplinary learning: in the context of innovativeness, it is proposed that the fields of study improve learners' skills, adapted to the demands of the 21st century, emphasizing integrative knowledge.

- 3.2 Personal cognitive skills and social-emotional domain: (1) Meaningful skills that develop critical, independent and creative thinking, analytical and problem-solving skills; (2) Emphasis on different types of thinking. The implementation of social and emotional skills contributes to an individual's ability to shape their personality and cope with uncertainty and frequent change.
- 3.3 These skills include self-efficacy, development of self-awareness, decision making ability and interpersonal skills such as: empathy and cooperation; (3) It is recommended to combine academic innovation to develop valuable skills such as: curiosity, initiative, determination and perseverance, both societal such as: tolerance of others, socio-cultural awareness and ethics; Project-oriented learning Research programs. An alternative basis for the pedagogical process, which is more appropriate for future challenges, is problem-based learning and student achievement.
4. The researcher recommends making changes in teacher professional status in Israel. these changes will include recruitment, selection and training processes, and accompanying teachers in their first years in the system. The reconceptualization of "Teacher Development" will be integrated into the multi-annual training process throughout the years of work. This policy will be possible through a budget commitment of the joint economic system of the Ministry of Economy, Industry and the Ministry of Education. The plan implementation sections and the budgeting will be according to the following recommendations:
 - 4.1 The Ministry of Finance in Israel - determining an economic-social feasibility equation concerning compensating teaching candidates. The ministry must also draw up a compensation package that will include an up-to-date salary chart, budget for the mentoring process, and budget for the educational system's physical resources. The budgeting plan will include a teacher training process up to the master's degree before entering the workforce, like in the Finnish model. In addition, there will be a longer procedure for a teaching certificate and a teaching license will be budgeted (as in the American, Singaporean, and Canadian models).
 - 4.2 The Ministry of Education in Israel - The ministry must prepare a renewed core program regarding the teacher training content in Israel. Updating the training processes, pedagogical and didactic tools is required at every teacher training stage. The ministry must prepare human capital suitable for redesigning the teaching staff, especially tools that back up and integrate the teaching process with advanced technology, and naturally connect the educational process and the economy and employment needs. Such a professionalizing policy of the educational process will produce human capital that is adapted to the 21st century challenges.

5. The researcher recommends a political change in implementing the educational policy and recommends the Israeli government fundamentally change the policy of operating the whole education system. The researcher recommends that a significant proportion of the leadership and operational authority currently exercised by central government in the field of education be transferred to local authorities. This recommendation is based on the observation that Israel is among the leading OECD countries in terms of the centralisation of its education system. The majority of educational decisions in Israel are made outside of the educational institutions themselves. To be more precise, 81% of them (CBS). Approximately 69% of decisions are made by the government, with a further 12% being made by districts and local authorities. The proportion of decisions made by principals and teaching staff is 19%, which equates to one in five. Israel is ranked fourth out of 35 countries in terms of the number of decisions made by the government and 20th in terms of the number of decisions made in educational institutions (kindergarten to high school).
6. Within developing the international economy and politics relations, be established in the Israeli Ministry of Education dedicated professional departments for establishing international relations. The purpose of this department will be to strengthen the system of international relations and to facilitate interaction with the educational systems of other countries. Its main occupation will include the establishment of international relations with neighbouring countries (Middle East) and distant countries (rest of the continents). The knowledge and experience gained in the relationship between the two countries can be leveraged to strengthen a high-quality diplomatic system that is aligned with the needs of Israel and Finland. Moreover, the concepts, analytical techniques and methods of synthesis employed will be of benefit to numerous countries seeking a comparable platform for the formulation of strategic educational policies.
7. For the ministry of education in Finland- Finland's education system is highly successful, but continuous improvement is essential. Here are key recommendations for the next level years: (a) Enhance Teacher Training: Invest in ongoing professional development and encourage innovative teaching methods, including the use of technology; (b) Integrate More Technology: Expand digital tools and online learning platforms to prepare students for a tech-driven future; (c) Adapt Curriculum for Future Skills: Focus on critical thinking, creativity, entrepreneurship, and sustainability; (d) Support Student Well-being: Strengthen mental health services and emotional education in schools. (e) Promote Personalized Learning: Tailor education to individual students' needs through adaptive learning technologies. These steps will help maintain Finland's leadership in education while adapting to modern challenges for the century of 21st.
8. To upgrade Finland's education policy structure, there are some strategic recommendations which include an innovation process according to 21st century challenges. first, Finland must get a flexible curriculum; Update the curriculum regularly to align with societal and technological advancements. The next level is a decentralized Decision-Making; Empower schools to adapt programs based on local needs. the third step, according to successful models in Singapore and U.S, is a "Lifelong Learning": Expand adult education and re-skilling opportunities to support continuous learning. These policy upgrades will help

Finland maintain its high educational standards while preparing students for the dynamic challenges of the future.

9. The educational system in Moldova can benefit from several strategies and programs based on the successful educational models of countries such as Finland, Singapore, Canada, and the USA reviewed in this research. The first recommendation is to have a constant improvement of the teaching force, similar to what is expected in the Moldova 2030 plan [274]. It is recommended to ensure high-level training and teacher professional empowerment while enabling their professional status and motivation. In addition, establishing comprehensive and high-quality training programs for teachers, emphasizing the development of advanced and innovative teaching skills, and improving the salary and teacher working conditions, to attract and retain quality teaching staff. It is known that the Republic is committed to financial aid to improve infrastructure, hence the expectation that the future connection to the European Union will lead to adopting new technologies that can improve the learning experience and help students develop digital skills and technological thinking through STEM subjects.
10. It is also recommended like it is required for populations in Israel, to promote pluralist and multidisciplinary education, which will allow students to select their interest subjects and hence increase their learning motivation. Such a step will improve the connection between the education system and the labor market. The education system must be well connected to the labor market in Moldova and ensure that the students acquire skills that will prepare them for a professional future. This desired result can be achieved by collaborations between educational institutions and the local industry, and by ensuring that the students will receive the tools and skills required in the local and global labor market, which currently exists in a few countries. The reforms proposed to Moldova's education system will focus on creating equal opportunities, teacher training, integrating technology, adapting curricula to the labor market, and promoting foreign language learning. These steps can help Moldova build a modern education system adapted to the 21st century needs that will support economic and social development.

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ADNOTARE

la teza de doctor în științe politice: “Finlanda și Israel: o analiză comparativă a politicii educaționale strategice”, autor – Dasman El- Fahel , Specializarea 561.01 – Teoria și metodologia politologiei; instituții și procese politice. Chișinău, 2024.

Structura tezei: introducere, trei capitole, concluzii și recomandări, bibliografie cu 285 surse, 6 tabele, 24 figuri și 15 anexe; 150 pagini de text de bază.

Cuvinte cheie: calitatea în educație, politici publice, politica strategică educațională, analiza comparativă, sistem educațional, proces educațional, serviciu educațional, dezvoltarea personalului didactic, cooperare strategică, curriculum.

Domeniul de cercetare: Științe politice.

Scopul investigației: analiza comparativă a politicilor strategice educaționale din Finlanda și Israel, pentru a redimensiona potențialul cognitiv, formativ, constructiv al educației, la nivel individual și social; la nivel național și internațional; pentru a valorifica interconexiunile educației, economiei și politicii ocupării forței de muncă.

Obiectivele cercetării sunt: analiza aspectelor teoretico-metodologice, ideologice, politice a statutului educației în prioritățile naționale; descrierea aranjamentelor structurale ale serviciilor educaționale, a mecanismelor de reglementare a acestora în ambele țări; identificarea și definirea componentelor politicii educaționale în strategia de conducere, stilul de management, nivelul de autonomie și descentralizare versus centralizare în ambele țări; analiza statutului profesiei didactice cu implicațiile sale sociale, politice, economice de perspectivă; analiza comparativă a procesului de formare continuă a profesorilor, de integrare a acestora în profesie; cercetarea particularităților curriculum-ului care răspunde cerințelor secolului XXI.

Noutatea și originalitatea științifică a investigației rezidă în actualizarea discuțiilor teoretice despre statutul educației și poziția ei în politica internă și externă a statelor democratice contemporane; în realizarea unei cercetări științifice interdisciplinare; în analiza interdependențelor dintre calitatea educației, dezvoltarea durabilă a economiilor naționale și gradul angajării în câmpul muncii. Analiza modelelor educaționale din Finlanda, Singapore permite cercetătoarei să ofere traseul sistemului educațional din Israel către succes, către performanță. Pentru Republica Moldova valoarea teoretică a lucrării este concentrată în analiza de conținut a conceptelor: politici publice, politici strategice educaționale.

Ipoteza de lucru. Există o corelație directă care însoțește efectele reciproce între variabilele cercetării, inclusiv liniile de politică educațională exprimate prin statutul educației în Israel și Finlanda, politica de management, paradigma despre curriculum și autonomia managerială în luarea deciziilor și implementarea politicilor publice. Eficiența funcționării mecanismului educațional din Finlanda este asigurată de gestiunea procesului și de adaptarea periodică a curriculum-ului la solicitările pieții muncii din secolul XXI. Israel va reuși să depășească dificultățile cu care se confruntă în prezent, va soluționa problema securității naționale și va asigura reziliența tuturor cetățenilor, inclusiv a reprezentanților minorităților etno-culturale, dacă va asimila și va implementa recomandările ce reies din analiza comparativă a celor mai eficiente sisteme educaționale din lumea contemporană.

Problema științifică importantă soluționată. În mai multe țări dezvoltate ale lumii contemporane, educația este declarată ca prioritate strategică. De la nivelul declarativ până la cel aplicativ al politicilor publice, parte componentă a căroră sunt politicile strategice educaționale, este o cale, pe care o parcurg guvernării conștienți de importanța schimbării atitudinii față de actorii principali ai procesului social, politic, educațional. Asimilarea experienței Finlandei, Singapore, țări care au depășit crizele interne și au înregistrat rezultate remarcabile în dezvoltarea economică, grație schimbărilor, reformelor sistemului educațional, va permite Israelului, Republicii Moldova și altor state să parcurgă cu succes acest traseu, îmbogățind modelele educaționale de succes cu propriile particularități.

Implementarea rezultatelor științifice. Concluziile investigației au fost expuse în capitolul: „Sistemul educațional din Finlanda: impact asupra dezvoltării durabile a societății” din monografia colectivă: „Interconexiunile integrării sociale și consolidarea sistemului național de securitate”; în 8 articole publicate în reviste științifice din Republica Moldova, România, Israel; în 9 articole publicate în culegerile, editate în baza conferințelor științifico-practice internaționale desfășurate din Moldova.

ANNOTATION

“Finland and Israel: Comparative Analysis of Strategic Educational Policy”, PhD thesis in political science, author Dasman Al Fahel, specialisation: 561.01 – Political theory and methodology, political institutions and processes, Chisinau, 2024

Structure of the thesis: introduction, three chapters, conclusions and recommendations, bibliography with 285 sources, 6 tables, 24 figures and 15 Annexes; 150 pages of core text.

Keywords: quality in education, public policies, strategic educational policy, comparative analysis, educational system, educational process, educational service, teaching staff development, strategic cooperation, curriculum.

Research field: Political science.

The purpose of the research: the comparative analysis of the strategic educational policies in Finland and Israel, in order to resize the cognitive, formative, constructive potential of education, at the individual and social level; at national and international level; to capitalize on the interconnections between education, the economy and employment policy.

The research objectives are as follows:

1. An analysis of the theoretical-methodological, ideological and political aspects of the status of education in national priorities.
2. A description of the structural arrangements of educational services, of their regulatory mechanisms in both countries. The research will also address the question of whether there is a case for greater decentralisation versus centralisation in both countries. It will analyse the status of the teaching profession with a view to understanding the social, political and economic implications of this status. It will also undertake a comparative analysis of the process of continuous training of teachers and their integration into the profession. Finally, it will research the particularities of the curriculum that meets the requirements of the 21st century.

The novelty and scientific originality of the study can be found in its updating of theoretical discussions about the status of education and its position in the internal and external politics of contemporary democratic states. Furthermore, it represents an interdisciplinary scientific research project which analyses the interdependencies between the quality of education, the sustainable development of national economies and the degree of employment in the labour field. The analysis of educational models in Finland and Singapore enables the researcher to propose a trajectory for the Israeli educational system that will lead to success and performance. With regard to the Republic of Moldova, the theoretical value of the work is concentrated in the content analysis of the concepts of public policy and strategic educational policy.

The following working hypothesis is proposed for consideration: A direct correlation is evident between the reciprocal effects of the research variables, including educational policy lines expressed through the status of education in Israel and Finland, management policy, curriculum paradigm, and managerial autonomy in decision-making and public policy implementation. The efficacy of the Finnish educational system is guaranteed by the administration of the process and the periodic adaptation of the curriculum to the demands of the 21st-century labour market. Israel will be able to surmount the challenges it currently faces, address the issue of national security and guarantee the resilience of all citizens, including those from ethno-cultural minorities, if it incorporates and implements the recommendations that emerge from the comparative analysis of the most effective contemporary systems of education.

A significant scientific issue has been resolved. In numerous developed countries across the globe, education is identified as a pivotal strategic priority. From the declarative level to the applicative level of public policies, which include strategic educational policies, those in positions of authority recognise the importance of changing attitudes towards the main actors involved in social, political and educational processes. By studying the experience of Finland and Singapore, two countries that have overcome internal crises and achieved remarkable economic growth as a result of changes and reforms to their educational systems, it is possible to suggest that Israel, the Republic of Moldova and other states could successfully follow a similar route, combining successful educational models with their own particular characteristics.

The practical application of scientific findings. The findings of the investigation were presented in the aforementioned chapter. The collective monograph, entitled "Educational system in Finland: impact on the sustainable development of society", comprises the following articles: "Interconnections of social integration and strengthening of the national security system" is a topic that has been explored in eight articles published in scientific journals from the Republic of Moldova, Romania, and Israel, as well as in nine articles published in collections that were edited on the basis of international scientific-practical conferences held in Moldova.

АННОТАЦИЯ

диссертации на соискание ученой степени кандидата политических наук «**Финляндия и Израиль: сравнительный анализ стратегической образовательной политики**», автор – Дасман Аль Фахель, Специальность 561.01 – Теория и методология политологии; политические институты и процессы, Кишинёв, 2024

Структура диссертации: введение, три главы, выводы и рекомендации, библиография - 285 источниками, 6 таблиц, 24 рисунка и 15 приложений; 150 страниц основного текста.

Ключевые слова: качество образования, государственная политика, стратегическая образовательная политика, сравнительный анализ, образовательная система, образовательный процесс, образовательные услуги, повышение квалификации профессоров, стратегическое сотрудничество, учебная программа.

Область исследования: Политические науки.

Цель исследования: сравнительный анализ образовательной стратегической политики Финляндии и Израиля, с целью изменения познавательного, конструктивного потенциала образования на индивидуальном и социальном уровне; на национальном и международном уровне; извлечь выгоду из взаимосвязей между образованием, экономикой и политикой.

Задачами исследования являются: анализ теоретико-методологических, идеологических, политических аспектов состояния образования в национальных приоритетах; описание структурных механизмов образовательных услуг, механизмов их регулирования в обеих странах; выявление и определение компонентов образовательной политики в стратегии лидерства, стиле управления, уровне автономии и децентрализации по сравнению с централизацией в обеих странах; анализ статуса профессии учителя с его социальными, политическими и экономическими последствиями; сравнительный анализ процесса непрерывной подготовки учителей, их интеграции в профессию; исследование особенностей учебной программы, отвечающей требованиям XXI века.

Новизна и научная оригинальность исследования заключаются в актуализации теоретических дискуссий о состоянии образования и его месте во внутренней и внешней политике современных демократических государств; в проведении междисциплинарных научных исследований; в анализе взаимозависимостей между качеством образования, устойчивым развитием национальных экономик и степенью занятости в сфере труда. Анализ образовательных моделей Финляндии, Сингапура позволяет исследователю представить путь системы образования Израиля к успеху, к результативности. Для Республики Молдова теоретическая ценность работы сосредоточена в контент-анализе понятий: государственная политика, стратегическая образовательная политика.

Рабочая гипотеза. Эффективность функционирования образовательного механизма в Финляндии обеспечивается за счет управления процессом и периодической адаптации учебной программы к требованиям рынка труда XXI века. Израилю удастся преодолеть трудности, с которыми он сталкивается сейчас, решить проблему национальной безопасности и обеспечить жизнестойкость всех граждан, включая представителей этнокультурных меньшинств, если он усвоит и осуществит рекомендации, вытекающие из сравнительного анализа наиболее эффективных систем образования.

Решена важная научная проблема. В ряде развитых стран современного мира образование объявлено стратегическим приоритетом. От декларативного уровня к прикладному уровню государственной политики, составной частью которой являются стратегические образовательные политики -это путь руководителей, осознающих важность изменения отношения к основным субъектам социального, политического и образовательного процесса. Усвоение опыта Финляндии, Сингапура, стран, преодолевших внутренние кризисы и добившихся замечательных результатов в экономическом развитии, благодаря изменениям и реформам системы образования, позволит Израилю, Республике Молдова и другим государствам успешно пройти этот путь, обогащая успешные образовательные модели со своими особенностями.

Внедрение научных результатов. Выводы исследования изложены в главе: «Система образования в Финляндии: влияние на устойчивое развитие общества» из коллективной монографии: «Взаимосвязь социальной интеграции и укрепления системы национальной безопасности»; в 8 статьях, опубликованных в научных журналах Республики Молдова, Румынии, Израиля; в 9 статьях, опубликованных в сборниках, изданных по итогам международных научно-практических конференций, проводимых в Молдове.

DASMAN EL-FAHEL

**FINLAND AND ISRAEL: A COMPARATIVE ANALYSIS
OF STRATEGIC EDUCATIONAL POLICY**

**Programme: 561.01- Theory, methodology of political science;
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