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FINLAND AND ISRAEL: A COMPARATIVE ANALYSIS OF STRATEGIC EDUCATIONAL POLICY

Specialisation: 561.01 – Political theory and methodology, political institutions and processes

Doctoral thesis in political science

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Doctor Hab. In Political Science

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Chișinău, 2024

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ADNOTARE

la teza de doctor în ştiinţe politice: "Finlanda și Israel: analiza comparată 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 şi 15 anexe; 150 pagini de text de bază.

Cuvinte cheie: calitatea în educaţe, politici publice, politica strategică educaţională, analiza comparativă, sistem educaţional, proces educaţional, serviciu educaţional, dezvoltarea personalului didactic, cooperare strategică, curriculum.

Domeniul de cercetare: Ştiinţe 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 national și international; 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 continua a profesorilor, de integrare a acestora în profesie; cercetarea particularităților curriculum-ul care răspunde cerințelor secolului XXI.

Noutatea și originalitatea ştiinţifică a investigației rezidă în actualizarea discuțiilor teoretice despre statutul educației și poziția ei în politica internă și externă a statelor democratice contemporane; in realizarea unei cercetări ştiiţifice 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 ştiinţifică 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 cărora sunt politicile strategice educaționale, este o cale, pe care o parcurg guvernanții 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 educational, va permite Israelului, Republicii Moldova și altor state să parcurgă cu succes acest traseu, îmbogățind modelele educaționale de succes cu propriile particularități.

Implementarea rezultatelor ştiinţifice. 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 Annex es; 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 investigation: 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 investigation 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**,

Специализация 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.

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LIST OF ACRONYMS

BOI – Bank of Israel

CBS – Central Bureau of Statistics in Israel

CHE – Council for Higher Education in Israel

ETF – European Traying Foundation

ETLA – Economic Research Institute of the Finnish Economy

IEA – International Association for the Evaluation of Educational Achievement

INTASC – Interstate New Teachers Assessment and Support Consortium in Finland

MECC – Ministry of Education and Culture in Moldova

MOE – Ministry of Education in Israel

MOF – Ministry of Finance in Israel

NCEE – National Centre on Education and the Economy in Finland

NIE – National Institute of Education

OECD – Organisation for Economic Co-operation and Development

OSF – Official Statistics of Finland

PISA – Programme for International Students Assessment

TDA – Teaching and Development Agency for Schools (in UK).

TLLM – Teach Less, Learn More

UNESCO – United Nations Educational Scientific and Cultural Organization

VET - The finish Vocational Education and Training model

WIPO – World Intellectual Property Organization

INTRODUCTION

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" [238, p.1]. 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"[25, 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" [146]. 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" [14, 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 [15, p. 5-22].

Supporting and building on Anderson R.'s conclusion, Berger P.L. highlights two main approaches to educational policy: *meritocratic and constructivist* [31, 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 [17]. Antoniovoa T. & Mashal Y. have philosophically extended the features of this approach, noting three fundamental views characteristic of constructivism in defining – learning [18]. 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 [89, 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 [105, 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 [8].

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 [126]. 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 [134]. 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" [110, p.16].

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 [27], Ben David [28], Elboim-Dror [67], Blass [36;37], Golan-Agnon [93], Keshti, Ariel & Shalsky [119] and Kfir [120]. From Finnish researchers, Aho, Pitkanen & Sahlberg [7], Flood [84], Halinen & Jarvinen [97], Hancock [99], Holm & Londem [114]. Among the experts, whose works are mentioned in the paper are Teichler [222], Sahlberg [186;187;188;189;190] and Opletka [162].

Scholars Yogev A., Livna P. & Feniger J. [242] 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 [245, p.36-41]. Smooha S. notes that Israel's social complexity and diverse human structure is reflected in its educational system [200, p. 185-199].

Various aspects of the educational process in the Republic of Moldova were analysed by researchers and practitioners: Andritchi V., Cojocaru T., Gutu V., Cojocaru V., Pîslaru V., Rosca L., Rosca S., Sprincean S., 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" [139, p. 279-300].

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 [175, 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. Kim K. [126, p. 41-64], Hill L. [110, p. 1-29], Flawith R.W. [83, p. 263-282], Qingxin K.W. & Blyth M. [173, 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 appendices. The volume of the thesis is 159 basic text pages.

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

The **Introduction** includes all the topics required by the regulations: the topicality and importance of the topic addressed; description of the situation in the field of research and identification of the problems under investigation; the aim and objectives of the thesis; the theoretical-methodological support; the novelty and scientific originality of the work; the important scientific problem solved; the novelty and scientific originality of the investigation; the applied value of the work; the approval of the results and the summary of the chapters of the thesis.

Summary of chapters. The first chapter, entitled: **Theoretical-methodological excursions in the field of strategic educational policies,** contains the results of an important discussion for the definition and assimilation of the terms used, on each topic the author expresses her own opinion/suggestion based on her personal understanding and experience (more than three decades working in the Israeli educational system). The results of the application of comparative analysis are presented, the accumulated empirical data are systematized and generalized, and graphs and charts are elaborated. The systemic approach to strategic educational policies raises questions concerning the adoption of a code of theories that aims to highlight the socio-economic successes of a country, of a field of social life. With reference to Israel and Finland, the political theory accepted in some countries of the Far East and Eastern Europe seeks to put the needs of the state as the top priority beyond freedom of thought and freedom of the individual. In this context, a review of the theoretical foundations of the political process, the decision-making process, the educational system and process is called for.

The second chapter**: Comparative Approaches to Strategic Educational Policies** includes the analysis of the existing situation in which the research variables have been examined, and the political, economic, social dimensions of strategic educational policies have been considered. In order to prove or disprove the working hypothesis, the author conducted statistical research based on a quantitative analysis of variables in a regression model. Statistical tools such as ANOVA and t-test were used for this purpose. The statistical analysis surfaced relevant variables that require change and improvement to promote educational arrangements in Israel. From the diversity of indices, the author focuses the comparative analysis of the two countries (Finland and Israel) on the socio-economic contexts: (1) comprehensive education budget, composition, expenditure structure, investment/spending policy (2) expenditure as a share of output - evolution over the years - economic index - GDP (3) percentage employed (4) labour market productivity and factors of income to the state treasury from exports. Summarizing the role and status of the education system in socio-economic contexts, we find that there is a substantial and fundamental difference in the governmental and strategic perception of the interaction between education and economy in the two countries.

In the third chapter: **Good Practices and Innovative Paradigms in Education,** various educational models practiced in prominent countries such as Singapore, Canada, USA that have implemented successful strategic educational policies have been diagnosed and studied. The initial thesis, justified manifold is: the 21st century calls for highly qualified skills and specialists, who need to be trained and oriented for employment in the labour force of the knowledge-based society. Education specialists have emphasized that in the 21st century, the education system needs to shift the emphasis from learning defined, repetition-based materials and focus on instilling general skills that will serve students throughout their lives.

The situation in the educational system of the Republic of Moldova, which is in the process of reform, restructuring, change of the management system, is also presented. Positive changes are noted, but also the problems faced by specialists, actors in the educational process.

The generalized results of the survey, the questionnaire, were presented, based on the requirements of a quantitative study on the selected variables (Annex 1). A total of 158 active actors of the educational system in Israel were interviewed.

In the **General conclusions and recommendations** section, the final results of the conceptual-theoretical and analytical-applicative research are presented, recommendations are made with reference to the essential changes of the strategic educational policy in Israel, which refer to the researched variables and the possibilities of the country to overcome the domestic problems and become a successful country in international tests. Some of the researcher's recommendations were implemented in several institutions, the results of the changes are promising.

I. THEORETICAL-METHODOLOGICAL INCURSIONS IN THE FIELD OF STRATEGIC EDUCATIONAL POLICIES

The object of investigation focuses on the educational system and strategic policies in Finland, a country that serves as a model for quality and performance in education. It also examines the significant impact of education on the sustainable development of society and the resilience of the state, the community, and each citizen, and in the case of Israel, a democratic, polyethnic state, has a right to educational services, equal treatment, equal opportunities and the right to education. Given the numerous challenges facing the Israeli educational system, which has yielded only modest results despite colossal efforts and high financial costs, we have sought to trace the historical development of Finland's success, update the theoretical theses/conclusions of scholars who have analysed education as a system and process multidimensionally, describe the experience accumulated by the two countries, identify moments when insufficient attention was given in Israel, and suggest recommendations for improving the current situation. Each strategic educational policy is subjected to a detailed analysis of its essential characteristics. It is approached in a systematic manner and evaluated according to a number of criteria, including its impact on the sustainable development of society and on the resolution of significant issues in other realms of social life.

I.1 Strategic educational strategic policies: theoretical and methodological incursions

The theoretical basis of the current research is formed as a result of the selection of monographic studies and scientific articles in which the political process is studied from a multidimensional perspective. The application of an interdisciplinary approach to the analysis of the various components of the political process has enabled us to identify that the core of the political process is constituted by public policies, with educational policies, which are strategic in their objectives, forming part of this category [244, p.5]. Historians of the development of political science in the USA have observed that political science has defined government as a potentially beneficial, man-made instrument, either as a means of opposition to the demos – that is to say, governments – or as a positive force for progress [25, p.482].

It is noted in the literature that there is a paucity of definitions of public policy. In his analysis, Lawrence Mead outlines the comprehensive scope and pivotal importance of the field, defining public policy as "an approach to the study of politics that analyses the process of government in the light of major public issues."

James Anderson offers a comprehensive definition of policy, defining it as "an action for a specific purpose by an actor and/or group of actors in relation to a specific problem." The policy process is distinguished by a variety of approaches. One approach characterises the process of

policy making as a series of activities designed to identify solutions. Some definitions delineate individual problem-solving processes at the organizational level. 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 stages are: problem identification, agenda setting, policy formulation, policy adoption, and policy evaluation [15, p.5].

The first definition of the public decision-making process was offered by John Dewey, who divided it into five steps. These steps range from the initial feeling of puzzlement to the defining of the problem, the formulation of alternative solutions, the analysis of their implications, and the experimentation with the preferred solution. Harold Lasswell has described the process of formulating policy as a creative decision-making process comprising the following stages: recommending, prescribing, invoking, implementing and finalising. In their work, Gary Brewer and Peter deLeon argue that "policies represent the most significant decisions made by a society, actions that are supported by a considerable degree of approval and/or fear of backlash." The formulation of policies represents a system-wide process, occurring in six distinct stages: initiation, appraisal, selection, implementation, evaluation and finalisation.

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." Lawrence Mead has emphasized that public policy is an approach to the study of politics that analyses the process of government in the light of major public problems" [14. p. 35].

The majority of definitions place an emphasis on a holistic view of the policy-making process. This perspective holds that the entirety of the process is of greater consequence than the mere sum of its individual components. It acknowledges the significance of individuals, institutions, interactions, and ideologies, despite acknowledging notable differences in the relative importance of each part. The term 'public policy' is not defined by the governmental place or function in question, but rather by four intellectual imperatives. These are: 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 [25, p. 482].

As with all public policies, strategic education policies are comprised of a series of levels, from declarations to implementation.

At the declarative level, one finds rhetoric, speeches, agendas and announcements. Such manifestations may be observed when specific terms are recurrently employed, as they represent

a particular international orientation to which a given state adheres. This is particularly evident when attempting to secure financial resources. The terms most frequently used in global education policies are women's education, the involvement of every citizen in community life, and the building of civil society. In both developed and less developed countries, such as the Republic of Moldova, strategic education policies define a range of key terms, including those related to equality, human rights, children's rights, school inclusion, the right to free speech, and the right to education.

The implementation level encompasses the changes that have arisen from the testing of strategic educational policies in different countries around the world, which have brought about significant developments. It is essential to evaluate the adaptation of effectively implemented public policies in accordance with the particular circumstances and characteristics of the educational context. In some cases, local conditions render a policy impracticable. The level at which the majority of policies ultimately fail is the level of implementation. The efficacy of any policy, including a country's education policy, is contingent upon the frameworks that facilitate its implementation.

In the Republic of Moldova, the content of the educational policy covers the organization of the education system, the functioning of institutions at all levels, the financing of education, evaluation, management, curriculum, selection, training, further training and promotion of teaching staff. In concrete cases, in order to ensure connection and continuity between higher education cycles in terms of the qualifications framework, several basic dimensions have been identified: educational and institutional policies, qualifications and purposes, curricula, training contents, training process, internships.

Education policy as an object of scientific research involves "... addressing how the distribution of power and decision-making affect educational outcomes". Political action in education is a process of asking questions, presenting problems, offering explanations and suggesting solutions. Education policy can be imagined in the sense of action by political groups or personalities. Educational policy is a set of principles, procedures and action processes laid down in statutes, administrative code and institutional regulations that determine the state and direction of education of the population. Education is a strategic goal of all nations, and educational policy reflects the direction of development of society as a whole.

Thus, to reduce the failure of implementing a strategic educational policy it is necessary to analyse the existing situation. The current situation from which to build a strategic educational policy can be analysed on three components: the problem, the factors that have generated it and the factors that have made it necessary to justify the importance of solving it. The problem situation

can be defined and exemplified by statistical data, current information, the names of other sources referring to the problem. The question to be answered by this approach is: What is the problem situation? The factors that give rise to a particular problem may be economic, social, political, etc. Justifying the importance of solving the problem involves identifying the impact that the expected results in the given area will have on other social sectors.

These statements are the basis of the initiation of the scientific investigation of strategic educational policies in Finland and Israel, the comparative analysis of which, assimilating the experience of other developed democratic states, will enable central and local public authorities in Israel and the Republic of Moldova to identify problems, develop and adopt public policies, including educational ones, through the implementation of which they will change the situation, meeting the needs of citizens.

In academic literature we find various theoretical approaches to the problems faced by the education system, empowered by its mission to contribute to the development of a sustainable, resilient, inclusive society. Currently, we observe that the theory of liberalism is influential in the organization and management of democratic societies, the origin of which is traced back to the 17th century, in the political philosophy of John Locke (1632-1704), which is individualistic, based on the principles of liberty and equality. Liberalism advocates principles such as constitutional government and separation of authorities, mainly focused on developing the quality of citizens [123, p.41-64]. Michaeli Nero. in the paper "Education for Utopia - An Educational Ideology of Social Correction", writes that John Locke promoted the idea of natural rights, in which every person has the right to life, liberty and property. According to Locke, the origin of these rights does not lie in a governmental order or in the goodwill of a power-holder, but in the very nature of man [148, p. 185-196]. Therefore, although the government has the power to defend these rights, it has no justification for using its power otherwise.

The systemic approach to strategic educational policies raises questions about the adoption of a code of theories that seeks to emphasize the socio-economic successes of a country, of a field of social life. With reference to Israel and Finland, the political theory accepted in some countries in the Far East and Eastern Europe seeks to place the needs of the state as the top priority over and above the freedom of thought and freedom of the individual. In this context, on the one hand, it calls for a revision of the theoretical foundations of the political process, the decision-making process, the educational system and process. On the other hand, there is also a national civil approach. Berger P.L. notes that the nationality approach, developed due to the universalist-liberal perception, assumes that every citizen living by law in a country is part of the nation. The national partnership is based on a unifying political framework, which is why it is also called political

nationality and will be expressed in directing behaviour and education through the adoption of common educational policies [32, p. 88-114].

Such an approach is found in the work of scholars in the United States, Canada and France. Berry John in his paper: "Psychology of Acculturation: Understanding Individuals Moving between Cultures" emphasizes that the concept of political nationality is based mainly on the acceptance of standard norms and rules of coexistence, i.e. things that depend on human will. It has an open, voluntary and pluralistic nature, in which the individual can choose the country, which he wants to join [34, p. 232- 253].

In the evolution of the strategic educational policy formula, we distinguish different stages: of understanding, of implementation, of impact on social life. The scholar Anderson Ronald. in his paper: "Implications of the Information and Knowledge Society for Education", informs us about the presence of an ideological dilemma, justifying his thesis by a content, comparative analysis of educational policies in different countries, assessed as a result of common educational approaches in local culture and worldview of decision makers. The scholar argues that these approaches have driven educational policy lines [15, p. 5-22].

Berger P.L., supporting and developing the conclusion of Anderson R. emphasizes two main approaches to educational policy: meritocratic and constructivist [31, p.1-19]. Proponents of the meritocratic approach, assert that it is a socio-political practice whereby representatives of public administration (central or local authorities, heads of state institutions, socio-cultural institutions, etc. 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. In the history of mankind, other criteria for selecting candidates for public office can be identified, but the conditions of the development of contemporary states, regardless of their regime, make it necessary to adopt the meritocracy criterion. The term was proposed by Michel Dunlop Young in his book "The Rise of the Meritocracy", published in 1958. Young M. used the term in a derogatory manner, but over the years it has acquired a positive meaning [243, p. 1-28].

The constructivist approach emphasizes that all mental activity is based on the construction of knowledge and skills. Ansgar Amil., Michael Young's in his paper, "The Rise of the Meritocracy: A Philosophical Critique", emphasizes that constructivism in education is a theory that explains how knowledge is acquired [17, p. 368-382]. In this regard, it emphasizes the role of learners in the learning process, the constructivist approach encourages active learning. Learning is a process, which makes the actors responsible for the consciously assimilated knowledge. Construction of knowledge is the guiding principle in this approach, understanding it allows us to

actualize the theories of pragmatist theories of education, which emphasize the usefulness of the knowledge acquired by a person.

The methodological foundation of constructivism allows us to see that students' learning abilities develop in parallel with their cognitive ability, and each stage builds on its previous stage through interactions with their environment in an active process of actualizing their thinking, emotions and social skills. Antoniovoa T. & Mashal Y. in the study "Comparative, Research in Education: Mode of Governance or a Historical Journey?" have philosophically extended the features of this approach, arguing that there are three fundamental views characteristic of constructivism in defining - learning: (1) knowledge does not exist in isolation from knowers; (2) learning is a constructive, continuous process; (3) learning is a social activity [18, p. 423-438]. Bransford J., Darling-Hamond L. & Lepage P. emphasized the idea that learners do not passively receive knowledge from teachers or textbooks, but construct their own knowledge [42, p. 1-39].

In recent years, the constructivist approach to education has been widely discussed as a basis for reforming ways of teaching. 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 [89, p. 69-75]. In the same context, Hay C. argues that educational policy in the countries of the world expresses values and norms that society has formulated about how their leaders view the next generation of citizens [105, p.1-22]. This policy, as a whole, will determine the arrangements, standards, norms, and framework for realizing ideas and perceptions about education as political leaders determine them to be appropriate [110, p. 1-29]. Maphosa C., Mashau S.T. in the study, "Examining the Ideal 21st Century Teacher-education Curriculum", mentions that the state institutions in designing educational policy and its expected image of how future citizens will fit into the civic society are often described in the laws and values that define the goals of the general educational system [140, p.319-327]. Ochs K. & Phillips D. argue that the definition of goals is a fruitful ground for competition and conflict about the accepted value systems of groups, opposed in society, and the educational goals defined in law [161, p. 325-339]. Popham J. [170, p.166-173] & Lingard B. [133, p. 8-11] have pointed out that international comparisons of learning achievement are loaded with political and social opinion, sustaining numerous public debates in different countries.

The extent and power of the debate on the content of education policies increases the lower the country's ranking in international tests. For every actor in the educational process the question arises: what is educational policy? Searching for answers, we find that according to scholars: Robinson K. & Aaronic L., educational policy refers to principles and determination of

government policy lines in education, a collection of laws and regulations operated and legislated in the educational process. Educational policy is implemented in several directions, aims at several objectives, is implemented by numerous institutions [183, p. 139-144]. According to Thomas D. A. & Ely R.J. educational policy can also refer to the budgetary and funding side of educational institutions (schools, training centres, etc.), the mix of funding sources that support educational programs at all levels [225, p.79-91].

The findings of scientific research have shown that education policy has included reforms of curriculum, administration and financing, all in an attempt to improve the quality of services provided to citizens. Policy lines have mainly addressed operational rather than content issues. Hall P. studying educational policy in the UK, observed that the purpose of creating a strategic educational policy is: making policy decisions, investigating and analysing them, examining how the actors in the educational process manage to cope with the complexity of issues concerning the quality of education [98, p. 275-296].

Hanushek E. & Woessmann L. have examined the same phenomenon, taking a more critical stance. The scholars explain that national policy in areas such as employment, wages, housing, housing, taxes or transportation must preserve marginality and poverty in certain communities and therefore produce environmental conditions that harm the possibility to manage an organized and stable educational policy (e.g. a policy that the Ministry of Education in each country wants to implement) [101, p. 607-668] To illustrate this, Kozma R. B. in the paper: "Comparative Analysis of Policies for ICT in Education" analyses the policy of low salaries for teaching staff, the result of which was: quality human capital did not reach the educational system [125, p. 2-15]. Another example is provided by expensive accommodation and transportation policies, which changed the decision of families to invest in education, making it an elitist commodity only for those with financial means. It aimed to solve systemic problems in education. However, much more is needed to improve school circumstances or the status of education in society; reform is needed in the methodology of public policy appraisal and development.

Marginson S. notes that education policy must include clear indicators to address national issues, the adoption of laws and regulations in teaching, curriculum and testing [141, p. 307-333]. Given the considerable influence of economic affordability on learning achievement, strategies to improve the economic conditions of marginalized communities through education policy must be incorporated into all policy lines concerned with improving the educational status of a country.

The teaching and transmission of knowledge, and the appropriation of that knowledge, are key topics for discussion among 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. This is achieved by employing rigorous candidate screening for training programmes, implementing effective selection processes aligned with the specific requirements of each programme, and offering competitive remuneration packages to newly-qualified teachers. In their study, Aiello P. et al. As observed in the study 'A Study on the Perceptions and Efficacy towards Inclusive Practices of Teacher Trainees', systems that implement these measures tend to enhance the prestige of the profession and facilitate the recruitment of even more highly qualified candidates [8, p. 13-28]. The quality of an education system is contingent upon the quality of its teaching staff. The evidence that integrating the appropriate individuals into the profession is a critical factor for high performance is both anecdotal and statistical in nature [20; 22]. A South Korean policy maker posited that the quality of an education system is contingent upon the quality of its teaching force [44].

Fifteen U.S. studies have shown that "teachers' literacy levels, as reflected in measures of their vocabulary and other standardized tests, affect student achievement more than any other measure of teachers" [52, p. 77]. Some studies [56; 52; 94; 64] in their findings have shown that teachers working in the Teach for America program, which recruits the best university graduates, produced better results from their students compared to other teachers. Harvey J., in this context, mentions although these teachers have only had a short training, they have worked in the most challenging schools [104]. According to a study by the McKinsey organization in 2020 [263], the best school systems examined recruited their teachers from the top third of each year in their school system: top 5% in South Korea, top 10% in Finland and top 30% in Singapore and Hong Kong.

Mackinnon N. has described how England has turned teaching into the most in-demand profession among undergraduates and graduates in the last five years. Even systems in which the teaching profession has traditionally been valued, the considerable effect of policy on teacher quality has been noted [138, p. 89-106]. Finland, whose teacher recruitment policy and educational policy in general will be detailed later, has raised the status of primary and secondary school teachers by increasing salaries by as little as 100 euros per month. In South Korea, by contrast, there is a significant difference in the status of high school teachers; this difference is attributed to a government policy of overseeing teacher preparation in elementary teacher training institutions. In all education systems, it has become clear that educational policy has a strong influence on the status of teachers, regardless of the cultural context of its implementation. The author of the thesis, in her article: "Incentive and Rewards for Teachers. The Case of the Israeli Education System" [72, p. 69-74], describes an overview of different education systems, appreciating common strategies and successful methods, especially for attracting suitable candidates to the teaching

profession. England has increased its pool of quality candidates using accepted methods of marketing and recruitment for business.

A correlation was identified between the capacity of educational systems to attract individuals with the requisite qualifications to the teaching profession and the professional status of teaching as a career. Survey data from Singapore and South Korea indicate that the general public holds the view that teachers make a greater contribution to societal development than other professionals. Geeraerts K. et al. highlight that new teachers evaluated in all educational systems consistently indicated that teacher status was a primary factor in their decision to enter the profession [91, p.358-377]. In all education systems, the status of teaching is linked to powerful feedback loops. As the prestige of the profession increases, so too does the number of qualified individuals entering the teaching profession, leading to a further enhancement of professional prestige. This process is exemplified in Finland and South Korea, where robust pedagogical traditions have accorded the teaching profession a considerable degree of prestige in the public consciousness. This, in turn, has facilitated the recruitment of an even greater number of highly qualified teachers, thereby perpetuating this prestige. Conversely, when the teaching profession is perceived to have a low status, it attracts fewer qualified candidates, which in turn reduces the status of the teacher and the quality of the individuals it is able to attract. The influence of these feedback loops demonstrates that seemingly minor policy alterations can, on occasion, exert a discernible impact on the standing of the teaching profession. Consequently, the status of teachers in all education systems is predominantly influenced by educational policy, which can exert a significant and rapid impact. It is not difficult to identify two principal approaches to addressing the need to enhance the status of the teaching profession [115, 236-240].

Distinct Branding: Boston, Chicago, and programmes such as Teach First (in England) and teach for America (in the US) have all produced distinct "brandings" alongside different status. Hence, for example, the Teach First and Teach for America programs have successfully branded themselves as distinct teaching programs in general. It is a chosen, particular group with its own organizational values of quality and excellence. Teach First has successfully made teaching acceptable to groups that in the past were seen as having low status by framing its participants as an 'elite group'.

Systemic strategies Singapore and England implemented sophisticated marketing strategies in conjunction with recruitment programmes designed to enhance the prestige of the profession. In both cases, the systems adopted a proven business modus operandi. Marketing activities have been supported by tangible improvements in previous working conditions, particularly wage increases. The Teaching and Development Agency for Schools (TDA) in

England monitored the responses to its advertising campaign and made adjustments to its approach based on the feedback it received.

Schleicher A. highlights that the agency has been tasked with enhancing the quality and expanding the number of teaching candidates. To this end, he employed marketing and recruitment methods typically used in the business world, including: (1) the careful identification of his target audience; (2) the tracking of individual applicants through the use of a sophisticated human resource management system; (3) the formulation of detailed plans for discussions between his representatives and teaching candidates; and (4) the collection of feedback through surveys and market studies. Furthermore, the agency facilitated the implementation of two discrete programmes, each designed to engage with distinct market segments [192, p.32-46]. Teach First targeted university graduates with excellent academic records, while Fast Track aimed to attract and develop individuals with potential for educational leadership. The majority of educational systems indicated that a professional image was linked to the field of education and necessitated teacher training. In Finland, for instance, policymakers elevated the status of the teaching profession by requiring all educators to obtain a postgraduate degree. Similarly, policymakers in Singapore have achieved comparable outcomes through the implementation of rigorous academic standards in their training programmes, coupled with the provision of 100 hours of remunerated professional development for all teachers. In the article " Characteristics of the education system in Finland: impact on social life" [68, p.9-22], the author presents a variety of perspectives on the manifestations of each approach in the highlighted states. The components of the strategic educational policy, which are subject to analysis as part of the political process, are assessed through a comparative analysis procedure. This includes four variables: the status of education and the value of accumulated knowledge; assessment and examination of learners; curriculum and training courses; and the social status of teachers.

The influence of educational process on the political process. The relationship between educational processes and political processes within a country is complex and multifaceted. Education plays a pivotal role in shaping individuals' political consciousness, attitudes, and behaviors, which, in turn, influence the broader political landscape. We can analysing and explore how education affects political processes, examining key aspects such as civic engagement, the preservation or transformation of political systems, the role of education in fostering political participation, and the influence of education on public policy. On the other hand, Arar & Ibrahim [19] argue that in more open and pluralistic societies, education can be a powerful force for political change. By promoting critical thinking and encouraging independent analysis of political and social structures, education can equip individuals with the tools needed to challenge unjust or

outdated political systems. History has shown that educated populations are often at the forefront of political reform movements, as they are better equipped to analyze and question the structures of power.

Chan et al [47] adds that educated citizens are more likely to possess the skills needed to navigate complex political systems, understand policy debates, and participate in democratic processes. They are also more likely to hold political leaders accountable and to advocate for policies that reflect their interests. In contrast, populations with lower levels of education tend to participate less in political processes and may be more susceptible to manipulation or disengagement.

The status of education and the value of accumulated knowledge are key considerations in this field of enquiry. It is the responsibility of educational systems to construct national human capital and to influence the way in which learning is perceived and the image of society. In almost every developed country, they constitute a substantial and intricate system [34, p. 232-253]. The status of knowledge, education and culture in any country is contingent upon the strategic policies that are embedded within its cultural context. Berry J. W. and Sahlberg P. [33] observed that some countries have elevated the issue of education to the pinnacle of their national strategic priorities. This decision was accompanied by a series of actions aimed at aligning cultural values with those of education, both at the individual and national levels. Conversely, some countries accord priority to education on the basis of both conviction and, on occasion, circumstantial necessity. This is because they perceive that it will make an enormous future contribution to the development of human capital in a number of fields, including socio-cultural, economic, employment and other segments of social life. Darling-Hammond and Lieberman [60, p. 137-151] sought to persuade the public of the existence of a causal relationship between investment in education and learning outcomes. This distinction is not only valid from an economic standpoint, but also has implications for the socio-cultural institutions of the country. It follows that strategic decisions which prompt policymakers to alter the public agenda and work to enhance the entire education system may prove significant for the future of the nation and human capital. In his work, Foster Peter. "Policy and Practice in Multicultural and Anti-Racist Education" In the case study "A Case Study of a Multi-Ethnic Comprehensive School," it is noted that the United States has consistently prioritized education for decades [86, p. 212-224]. This strategy is implemented at both the federal level of education policy and at the local district level in each state.

In this context, it is also pertinent to mention Singapore, which has recently begun to reap the benefits of investments, as observed by Yogev A. et al. [242, p. 338]. Scholars have identified Singapore as one of the most notable success stories in Asia, having evolved from a developing

country to a modern and dynamic economy in less than half a century. The Singaporean economy has undergone a significant transformation, with the government and the education sector identified as pivotal drivers of economic prosperity. In Singapore, despite the country's multi-ethnic society, English is the language of instruction in schools, workplaces and government. Nevertheless, the language spoken in 59% of students' homes is not English. Teacher status, knowledge and learning, and the teacher education process (and strong school leadership) were identified as key factors in the success of the Singaporean education system. According to Tzu-Bin L. et al. in the paper: "The Construct of Media and Information Literacy in Singapore Education System: Global Trends and Local Policies" decision makers, raising the status of education, led to improved outcomes and attitudes of the local population. The status of education has led to large government expenditures for the development of the field. In 2010, Singapore spent 3.1% of its gross domestic product (GDP) on education, a nominal rate constituting 20% of government spending, second only to security spending. As part of the change, Singapore began to value - ethical and civic education at school as playing a critical role in instilling the values of integrity, commitment to excellence, teamwork, discipline, loyalty, humility, national pride and an emphasis on the public good [228, p.423-437].

The process of developing Singapore's education status leveraged a government vision that was initiated in early 1997. In 1997, the Ministry of Education in Singapore initiated the implementation of a strategic plan, entitled "Thinking Schools, Learning Nation," with the objective of preparing the education system for the 21st century. This plan placed students at the centre of the educational process. The programme's principal objectives were subsequently delineated:

1. Adapt the learning spaces to the requisite qualities, with particular emphasis on professional, technical, and mathematical education;
2. Increase the number of graduates in the education system (elementary, secondary, and university);
3. Provide training for teachers and enhance the quality of teaching;
4. Improve Singapore's relative ranking in international tests.

The national five-year plan revealed the necessity for a comprehensive process of transformation to address the issue of human resources in the field of education. The article, entitled " In the article "Incentives and Rewards for Teachers", the author presents a critical analysis of the Israeli educational system. The researcher's experience suggests that the status of education is shaped by the socio-political perceptions of decision-makers [72, p. 69-74]. Concurrently, the author highlights capitalist countries, such as the USA and Hong Kong, where

the accelerated privatisation of the educational process has resulted in the emergence of social disparities. Consequently, some groups are advanced while others are disadvantaged. For example, the situation of minority communities in Ontario, Canada, is discussed by Campbell C., a Canadian researcher who analysed the structural reforms of the system and the status of education. Professor Benjamin Levin, who spearheaded the educational reform in Ontario, asserts that it was a prudent investment in education. The scholar identified the fundamental shift in Ontario's educational approach as "personalised attention for each student" [131, p. 211-224]. The overarching objective of the Ministry of Education in Singapure was encapsulated in the motto "Reach every student." This strategy, entitled "Student Success," comprised three principal elements:

1. To ascertain the learning status of each student in real time;
2. To enhance the quality of teaching;
3. To facilitate greater and more effective communication between parents and the wider community.

According to Benjamin Levin [131, p. 211-224], the status of education would have been on an upward trajectory for years. Such strategic actions are the result of a shift in the position of education within the country's national priorities.

China provides a further illustration of the incorporation of scholars into national culture and local politics through the vehicle of educational integration. As Hay C. notes, the Chinese education system has successfully embedded a powerful idea in Asian culture that has endured to the present day: that education is the most effective means of enhancing the standard of living, regardless of one's social status. In light of this assertion, an examination of the pertinent literature enables an understanding of the contemporary state of the educational system in Asia and the reasons behind the success of countries such as China in international comparisons in this field [106, p. 1-22].

The status of education in China has undergone significant challenges and transformations over time. Kymlicka (2002) notes that with the advent of communism in China and the subsequent Maoist "Cultural Revolution," trainees were dispatched to labor camps, factories, or fields. Teachers were supplanted by workers, soldiers, or farmers, all of whom were drawn from the working class and sought to be transformed into the ruling class by the communists [127]. Nevertheless, the establishment of a knowledge system was unfeasible in the absence of an educated teaching force. Consequently, the Chinese economy was brought to a standstill and the education system was effectively destroyed during this period. By 1976, the year of Mao's death, the Chinese education system had been almost entirely dismantled. The 1980s were a period of "building from scratch" an education system. Since 1978, China has undergone significant reforms

under the guidance of Deng Xiaoping. A study conducted at the time (1980) revealed the following quote: "It doesn't matter if a cat is black or white." The government's approach to the education system was akin to the adage, "A good cat catches mice" [247, p. 353-362]. The Chinese government was aware that utilising all potential resources would facilitate the rehabilitation of an education system that had been severely disrupted. The government initiated a policy of opening universities to the general public, rather than limiting access to government relatives. Additionally, the government authorised the establishment of private schools throughout China and began allocating progressively larger state budgets to education. China has initiated investments not only in these facilities but also in human resources. China has implemented strategic alterations to its perception of education, thereby enhancing its status. The principal instruments of the Chinese education system are a relatively straightforward curriculum, which is revised every five years. The Chinese government and the Ministry of Education continue to set forth explicit objectives for the entirety of the education system. The objective is to present the objectives and requisite reforms to the education system in order to facilitate coordination among schools and enable the education process to respond effectively to the demands of the labour market and the evolving national economy.

In Glickman's book, "What We Can Do about the Real Crisis in Public Education", Popham J. engages with the public discourse on the interconnection between the economy and education. He puts forth a concept that encapsulates the core essence of education as a national priority. The scientist puts forth a socio-economic concept, designated as "education as a product of investments"[170, p. 166-173]. The economy differentiates between physical capital and another form of capital that is no less critical as a means of production: human capital. Investments in human capital, such as educational rewards from kindergarten through university, can be expected to exert three main economic influences: increased demand for accumulated human capital, increased spending, and increased physical capital. Such outlays are referred to as investments in human capital. Moreover, investment in human capital results in enhanced productivity among individuals who develop the attributes that facilitate the generation of greater output. The final influence is the return on investment in education, which is calculated as a higher income.

The evaluation and examination methods employed in this study are described in detail below. A multitude of approaches and theories are pertinent to the methodology of evaluating learners and the manner in which their knowledge will be assessed. Anderson R. posits that assessment and examination methods are the product of national policy, reflecting the societal norms and expectations of the state [15, p.5-22]. Ball S.J. posits that the disparate array of assessment and evaluation techniques observed in Israel and Finland can be attributed to divergent

educational philosophies regarding the role of the educational institution [23, p. 207-238]. In Finland, the objective is to facilitate the internalisation of study material through experience, whereas in Israel, the focus is on applying knowledge of the material in an exam or test setting. On the one hand, the researcher finds that the state of Israel adopts the realist approach, which is promoted by contemporary political theory and was founded by Hans Joachim Morgenthau. Scholars Carmoy and Rothstein posit that realism strives to present the perspective of the world in its "actual" form, eschewing any attempts at correction or embellishment. The realist perspective posits that the fundamental nature of states is inherently self-serving and self-interested. It thus follows that the educational system must devise tools and indicators that equip graduates with the requisite skills to navigate an ever-changing reality. Indeed, the existential conditions of the dynamic world, along with the affirmation and social manifestation of personalities, impose new requirements on every citizen. It is imperative that the education system devote sufficient attention to these factors, as they hold the key to an individual's success, their professional development and that of the wider community.

Concurrently, Kim K. presents the issue and asserts that it is the fundamental obligation of every nation-state to advance its national interest [123, pp. 41-64]. Conversely, both countries espouse the tenets of Adam Smith's theory of rational choice [123, p. 43]. In Smith's view, realism entails the assumption that an individual will undertake a cost-benefit analysis in order to ascertain whether a given option is aligned with their personal interests and preferences. Morgenthau posits that human nature is fundamentally conflictual and that actions are driven by rational reasons, namely the pursuit of power. Therefore, the attainment of power and interest will invariably be pursued.

The positivist and constructivist paradigms are currently accepted within the context of the postmodern era. This novel approach was devised in the wake of the technological revolutions in computing and communication, which transformed the economy, science and society, and called into question the efficacy of traditional evaluation methods based predominantly on positivist perceptions. The changes have been multiplied through the application of new methods of assessment and examination, constructivist in their content. In the article, Young Michael. states that in "From Constructivism to Realism in the Sociology of the Curriculum," it is argued that the traditional evaluation methods, which have been in use for a considerable period of time, are no longer fit for purpose and that there is a need to transition to an alternative system of evaluation [243, p. 1-28].

In the article, Maphosa Cosmas and Mashau Takalani (2023) present the following argument: As stated in "Examining the Ideal 21st Century Teacher-education Curriculum,"

alternative assessment is a general term used to describe any form of assessment that is not a test, including situations that examine an individual's abilities. Alternative assessment entails the evaluation of students' capacity to apply the knowledge, skills, and understanding they have acquired in authentic, real-world contexts beyond the confines of the educational institution [140, p.319-327]. In a similar context, Gay G. and Howard T.C. posit that alternative assessment entails considerable diversity in a heterogeneous society and a classroom comprising multiple intelligences and cognitive styles [90, p.1-16]. Consequently, it is untenable to employ a uniform assessment approach for all students. Furthermore, scholars posit that alternative assessment is integrated as an integral component of the teaching process. The evaluation of learning does not occur at the conclusion of the learning process, but rather, it is integrated into the learning process itself.

In the aforementioned paper, Tainio Kumapulainen presents the following argument: The 2013 Finnish Education Authority report, "Opettajat Suomesa 2013 (Teachers in Finland 2013)," lends support to this approach, emphasising that alternative assessment measures intellectually and cognitively, but not solely that. The utilisation of alternative assessment methodologies enables the evaluation of students' emotional, social and interpersonal attributes. Alternative evaluation does not preclude the use of tests; rather, it places emphasis on their practical-applicative aspect [126]. As Hill L. observes, a number of countries continue to rely on the evaluation and examination strategy based on test results, while also advocating for a paradigm shift in this area [110, p. 1-29]. Kumapulainen T. emphasises the reciprocal relationship between measurement and evaluation, on the one hand, and educational processes and outcomes, on the other. The scientist posits that measurement and evaluation reflect, influence, and are influenced by objectives and results alike [126, p. 176-180]. Flawith R.W. (2011) notes that it is recognised that practices that facilitate the attainment of certain objectives may, concurrently, impede the achievement of other objectives. It is therefore essential that any educational programme in measurement and evaluation considers the benefits for students, teachers, institutions and the education system as a whole [83, p. 263-282]. Such benefits will be weighed against the negative consequences and losses that may accompany them. It is therefore possible to present a detailed understanding of the connections between educational objectives and assessment methods. Similarly, the updated experience is also characteristic of Australia, Germany and even the UK.

Curriculum and training courses for the 21st century. The learning content is directly linked to the integrative policy which includes politics - economy - society. Social constructivism is a theory in sociology and psychology that suggests that individuals, groups and societies construct and interpret reality through their interactions and shared meanings. In contrast to other

theories that emphasize objective reality or individual cognition, social constructivism emphasizes the role of social context, culture, language, and shared beliefs in shaping our conception of the world [173] Qingxin K.W. & Blyth M. observes that the actions of these countries do not result from anarchy, but from the ways in which they socially "construct" the meanings they give to power politics and then react to those meanings, so when changing their settings, collaborative practices can develop [173, p. 1276-1299]. In this way, they also begin their influence on the strategic educational policy of their country. Based on this action and thinking, countries have changed the content of study and training of learners for the content required and expected in the 21st century. Young M. argues that the influence of political theory is expressed in the ways of assessment and examination [243, p. 1-28]. As a specialist in international relations, Young M. argues that countries have different ways of doing things and each country plans studies and designs curriculum according to its nature and structure [243, p. 21]. However, Hirst P. notes that the process of assessment differs; the change in dosage and timing varies according to the country's political processes. Some countries aim to evaluate the curriculum and related processes in different ways. In contrast, other countries focus on the assessment of student achievement as the main indicator to gain insight into the program and its nature [111, p.2-7]. Mackinnon N. also notes that there is a significant difference because the development processes are diverse: from development by government bodies to development by external bodies that are mandated to develop by winning a bid [138, p. 91].

Yuval Dvir., a geopolitical researcher from Israel, 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. In each country, different stakeholders participate in the process or its implementation on the ground [245, p.39]. According to the opinion of the author of the thesis, stated in the article "*Equal opportunities in the educational sphere of Israel*" [73], the countries are united in updating the curriculum and adapting it to the requirements of the 21st century. The basic reason for updating varies in each country either according to its needs. Different stakeholders participate in the updating process in different ways, and the influence of updating varies from country to country.

Social status of teachers. Teacher professional status and teaching professional status refer to the social and professional prestige of teachers both as a professional and in comparison with other professionals. Teacher status in aspects of political philosophy connects to various theories through political and leadership prism. According to Maphosa C. and Mashau S.T. argue that civil education is how the country tries to mold its young students, guide them how to act and

behave as citizens within the existing regime [140, p. 322]. The education system in democratic society, in Israel and Finland, faces conflicting goals of civil education, which include the will to develop commitment to the state and nation (patriotism), the will to develop political, independent and critical consciousness, thinking, sensitivity to human rights, sense of justice (democratic and universal values), and the will to develop solidarity, social involvement and political participation.

Gay G. and Howard T.C. argue that the status of the teacher is influenced by many variables, including the prerequisites for entry into the profession, the education and skills needed to employ him/her, the economic resources allocated, the salary and working conditions and benefits associated with the occupation, the level of influence of the occupation on society, the target audience, the professional population, the contribution to the development of society, the level of independence and involvement in employee decision making, and the recognition by society of the importance of the profession and the necessity of the profession [90, p.3-4]. Stumpenhorst J. mentions that there are significant differences between the characteristics of the 21st century teacher and the characteristics of the 20th century teacher [213]. If the 20th century teacher was usually more educated and informed, the 21st century teacher is characterized as a connected teacher, especially through online media tools. Today's teachers need to be connected to colleagues, up-to-date information sources and interest groups. Inbar D. in the paper "*From Bureaucracy to Profession. Teachers' Union in Israel"* notes that the connected teacher can get more significant peer support [117, p. 33]. Thus, we can conclude: an additional characteristic of the 21st century teacher is the dimension of technological competence. Darling-Hammond L. notes that the conceptualization of "teacher development" as a system is essential and must be an integral part of the educational policy in every country. In Finland, there is much investment in the training stage [90, p. 303]. For their empowerment, teachers have significant support and autonomy in allocating time for teamwork with colleagues and in developing curriculum and assessment methods. In Ontario, Canada, beginning teachers receive intensive internships, professional development and various other incentives. In Singapore, the training and induction of new teachers is emphasized within a significantly developed management system, which outlines the knowledge, skills and positions expected at each stage of the career path based on assessment and support, and indicates a number of different channels of promotion for teachers.

We believe that the problem of improving education systems worldwide involves a set of beliefs and paradigms that are meaningless in reality. For example, a paradigm that is no longer standard has held in the past that significant and long-term improvements in education systems could be achieved without fundamentally increasing the quality of people entering the profession. Another erroneous view was that variables of multiple significance, such as: professional prestige,

were beyond the control of policy-makers; attracting better people into teaching would necessarily require increasingly higher salaries to be paid; making teaching a preferred profession for large numbers of quality people. The experiences of the most effective education systems have shown that these beliefs do not match reality.

Education systems from Seoul to Chicago, London to New Zealand, and Helsinki to Singapore have shown that making teaching a preferred career depends less on high salaries or "culture" and more on a narrow set of simple but critical policy decisions. They develop robust processes for selecting and training teachers, paying good starting salaries and carefully managing the status of the profession. Most importantly, strong education systems around the world illustrate that the quality of an education system ultimately depends on the quality of teachers.

Strategic educational policies in many countries are a "mirror image" of the socio-cultural dimension of a state's citizens and leadership [90, p. 304]. The educational systems in Israel and Finland are reviewed and analysed in order to identify unique characteristics in each system and to advance the Israeli system from where it is today. The strength and performance capacity of an educational system derive primarily from the legislation that establishes the educational arrangements in a country [206, p. 398]. The complexity of the Israeli society and its diverse human tapestry is also reflected in the educational system. Its heterogeneity is expressed on several levels of structure, budgets and the existence of many educational institutions tailored to the needs of different sectors. It is customary to present the structure of the education system in Israel divided into four central cross-sections: according to age (stages of education), according to the legal status of the educational institution, according to the type of supervision and according to sector. In contrast, the Finnish educational system is considered uniform [221, p. 1-8]. According to Waldow F., in the last three decades, it has progressed from average to high educational performance, and today, it is a model of educational excellence throughout the educational world. Finland is exceptional in that it has successfully built an education system in which students learn well and whose good education is expressed in slight variations in the performance of students in different parts of the country at any given time [227, p. 647-664]. Such a situation is rare worldwide and has been achieved with an unusual investment of financial resources and less effort than other countries have invested in reforms. Finland has shown that, with continuous and proven progress, it is possible to build a high-performing education system with solutions based on something other than a market-oriented education policy.

I.2. Political analysis of educational system and process: from Finland and Israel

The educational system in Israel. Michaeli N. observes that the educational system in Israel does not function in isolation [29, p. 195]. In a thesis update by Swiriski S. [39, p. 233], the scholar adds that it is an expression of the norms and values surrounding it, which hold that its fundamental structure is based on two streams of education accepted in the modern world: state-public and private education. This educational system is not an original Israeli concept; rather, it is a model that has been adopted from several countries. Accordingly, the legislative and regulatory framework in Israel acknowledges three principal educational pathways (and institutions) within the broader structure of the system. The recognition of these streams and institutions is contingent upon the nature of their ownership and the extent to which they are subject to the Compulsory Education Law. The strategic educational policies, decisions, priorities, nature and amount of budget, and stages of registration for institutions and streams are determined and directed by the government through a Knesset (Israeli parliament) committee and the office of the Minister of Education [256; 257].

The structure of the Israeli Ministry of Education is as follows: The Israeli education system encompasses both formal and informal educational pathways. In accordance with the MOE [257], the term 'formal education' encompasses the principal stages of the educational process, namely pre-school education, primary education, secondary education (comprising both high school and higher education), and higher education. The term "informal education" encompasses activities and initiatives undertaken by civil society and young people in the domain of adult education. The responsibilities of the Ministry of Education in Israel are defined in legislation pertaining to education, and the Minister of Education oversees their implementation. Regulations and instructions are published in internal directives (circulars of the Director General). Additionally, a number of laws are the responsibility of other ministers, but the Minister of Education in Israel also has authority over all matters pertaining to education. The pedagogical secretariat, a professional unit within the ministry, bears responsibility for the technical and professional aspects of the ministry's work [23, p. 173]. The pedagogical secretariat represents the highest authority within the Ministry of Education with regard to all pedagogical matters pertaining to the educational system, as well as the branch responsible for establishing the ministry's pedagogical policy. The secretariat's activities encompass pedagogical planning, providing support to the Minister and the management in formulating pedagogical policy, establishing professional teaching and evaluation policy, and encouraging and operating experiments and initiatives that contribute to the formulation of general policy. The subjects taught in the education system, from kindergarten to teacher training colleges, are the responsibility of

the pedagogical secretariat and form the core of its activities. Serson B.S. asserts that this responsibility encompasses a range of key areas, including subject matter policy, curriculum construction, determining the content of learning, supporting the training and development of professional teachers, supervising and monitoring the implementation of professional instructions, facilitating their assimilation and advancement in practice, matriculation examinations, learning materials and teaching aids, research innovations and projects, and representing the profession both domestically and internationally [36, p. 174-183]. Smooha S. further elaborates on the multifaceted nature of this responsibility, underscoring its implications for the complex and diverse social structures and human dynamics that characterise the Israeli educational landscape. The heterogeneity of the system is reflected in the diversity of its structural and budgetary layers, as well as in the existence of numerous types of educational institutions designed to cater to the specific needs of different sectarian groups [38, p.186]. Inbar D. observes that the Israeli educational system is typically delineated into four principal categories: by age (educational stages), the legal status of the educational institution, the type of inspection, and by sector [20, p.32-36]. The researcher will elucidate each stage, as delineated in the official information published by the Israeli parliament [261], with reference to the relevant sources.

The levels of education are arranged according to the age of the learners. In the literature, four levels of education are identified as being of particular significance in legislative acts, with each level corresponding to a specific age group of learners:

a. Pre-primary education encompasses both preschool and kindergarten education, which is compulsory for children aged three to four.
b. Primary education: Grades 1-6 (6-11 years old) or Grades 1-8 (6-13 years old).
c. Secondary education: grades 7-9 (12-14 years old) and grades 10-12 (15-17 years old); or grades 7-12 (12-17 years old) or grades 9-12 (14-17 years old).
d. Continuing and academic education is available to individuals aged 18 and above.

These stages represent the initial division, but at each level of education, there are a number of possible frameworks, some of which combine two stages and some of which separate each stage.

Depending on the degree of state inspection, Israeli education recognizes three types of educational institutions: **(a)** official education - state-owned or local government-owned state and state religious educational institutions declared as registered official institutions. These are pre-school through secondary schools. The teachers of these institutions are mostly state or local authority employees. **(b)** Recognized but not formal education - these institutions are not state-owned, but accept some degree of state supervision. Their managers receive less funding from the

state than official educational institutions (up to 75% per student). Kizel A. mentions that these institutions have more freedom in accepting students, hiring teachers and determining the curriculum [124]. Many such institutions belong to ultra-Orthodox education and mainly to the two most prominent educational frameworks in this sector - "*Merkaz Hachinuch Ha'Atzmai*" (Independent Education Center) and "*Ma'ayan Hachinuch Hatorani*" (Spring of Torah Education). There are schools with this status that belong to other religious communities (e.g. Arab Christian schools), as well as a small number of Arab education schools that belong to one of the three types of inspection. Four- and three-year secondary schools are largely unofficial, as they are not so declared at registration, although local authorities or the state own some of them. These institutions benefit from the same budget per student as official educational institutions.

Sectioned according to inspection. **(a)** State - non-religious institutions in the Jewish and non-Jewish sectors. State (and state-religious) education is provided by the state, regardless of political party, ethnic or other affiliation, and inspected by the Minister of Education [265]. **(b)** State-religious - Jewish-Zionist religious educational institutions. These are state education in institutions whose lifestyle and programs are religious and whose teachers and inspectors are religious. **(c)** Ultra-Orthodox institutions that are linked to one of the two large educational networks ("*Merkaz Hachinuch Ha'Atzmai"* and *"Ma'ayan Hachinuch Hatorani*") and those that are not linked to them.

(a) Jewish - most children who are neither Jewish nor Arab also learn here.

(b) Non-Jews, i.e. Arabs, Bedouins, Druze and Circassians.

Divided by type of education. Alongside the regular education system, in which educational institutions have legal status and are inspected as described above: *Special education under the Special Education Act (1988). The* special education system includes pupils aged 3 to 21 years with disabilities and disorders who have been referred by placement boards to special education institutions or special education classes operating in regular education institutions [136, p. 62-63; 265]. Such institutions and classes operate at all stages of education, in all sectors, states and types of inspection. They are divided according to the type and level of disability their pupils have. Special education classes are smaller than mainstream classes and have a higher ratio of teaching staff per pupil. Students in special education institutions are entitled to transportation to and from their educational institution and sometimes companions for their trips. In addition, some students with disabilities study in mainstream education and receive special aids such as paramedical treatment, learning support and travel escorts.

The "Compulsory Education Law" was enacted in 1949 and established that every child in Israel must be in an educational setting (kindergarten or school). "The *Compulsory Education Law*

is valid from the age of 3 in compulsory kindergarten until the age of 18 at the beginning of the academic year" [265]. The law obliges parents to register their children in educational institutions and to ensure that they attend school. The law prohibits the exclusion of pupils from institutions without providing an alternative learning environment up to the age of 18 at the beginning of the 12th grade, and education in compulsory schools is free until the end of the 12th grade.

Such a law we found in several countries. In the article: "*Learning from Finland: Insights from a Successful Educational System",* Shalberg Pasi. assesses: the practical meaning of the Act is that every child from kindergarten age (from 3 years), elementary school, high school and grade XII must study at a recognized educational institution [190, p.133-151]. Thus, the law states that the parents of each child are responsible for sending their children to study in an appropriate educational setting at the appropriate age. The law also stipulates that if, until the age of 18, a child does not study in such an institution, the parents shall be punished (each separately) by imprisonment or fine. Another principle enshrined in the law is the state's obligation to provide free education from kindergarten to the end of primary school (elementary education). Over the years, this law has extended the right to free education up to the end of the 12th grade.

The State Education Law was passed on August 12, 1953, by the Knesset [261]. It was intended to abolish the streaming method in education and switch to state education. *The State Education Law* unified the different streams in the Israeli educational system, concentrating them into two streams: state education and state religious education. Initially there was support for the intention to accept only one educational stream - state education. Following strong pressure from the religious, 2 streams were kept. Kfir A. observed that in practice the law unites two secular educational streams (the labour stream and the general stream), leaving the Eastern religious stream unchanged [121, p.188]. According to Yogev A., Livne P. & Feniger S., the law gives state religious education certain privileges and has an Orthodox religious person in charge. The Minister of Education was obliged to consult with a special commission on all matters related to this education. In addition, the Ministry of Education in Israel maintains a division for local education, which serves the flow of laborers [242, p. 337-355]. Berger Z. mentions that independent ultra-Orthodox schools and "*Agudat Yisrael*" schools with political affiliations remained outside the unified framework of the State Education Law [32, p. 88-114]. The reason for recognizing these streams was the desire to incorporate the ultra-Orthodox streams into the state and assimilate them into Israeli state institutions, as well as the belief of Ben-Gurion and others that ultra-Orthodox Jews would no longer exist. According to the Ministry of Education (in Israel) for the years 2020-2025 [265], the purpose of state education is: "*education provided by the state according to a curriculum, without political, ethnic or other organizational affiliation outside the government*".

The educational system of Arab society in Israel. The researcher, a member of the Arab society in Israel, examines the characteristics of the Arab educational system in Israel, wishing to promote the thesis, as he informs us in the article, "*Incentives and Rewards for Teachers. The Case of Israeli Education*" [72], that one of the accepted measures of modernization and development in human society is the level of education. Education and knowledge are significant milestones in people's lives, providing people with the opportunity to develop their skills, formulate their own worldview, perfect their social awareness, self-awareness, develop their ability to make and promote their own decisions in personal and professional fields. Abu Asbah Khaled[1, p.12] emphasized that instilling education and knowledge in a population enables a state to improve its human capital and exploit it with maximum efficiency in its development. Israel's strategic Israeli educational policy aspires to instill knowledge and skills, expand the circle of learners at each level of education, reduce student dropout rates, and raise the level of education in the entire population [224; 93].

According to data from the Central Bureau of Statistics in Israel [276], updated at the beginning of 2021, the Arab population is approximately 1.92 million people, of which about 581,000 are children and youth between the ages of 5 and 18 (from compulsory kindergarten to the end of 12th grade). The ratio of Arab children and youth in the Arab population (31%) is higher than the same for the Jewish population (23%). The ratio of Arab children and youth in the 5-18 age group (27%) is higher than the ratio for the Arab population in the entire country (21%), according to the Central Bureau of Statistics website [276]. This situation concerns a large segment of the population, which makes the issue of education in Arab society even more important. In the Arab education system in Israel, the language of instruction is Arabic. It is divided into four sectors: Arabic, Druze, Circassian and Bedouin.

Currently, the Israeli education system is facing complex challenges, and therefore, there is a multi-year plan led by the executive division for strategy and planning in the government ministry responsible for organizational vision, together with the entire administration of the ministry [37; 49; 87]. The executive strategy and planning division has been working to develop an organized, long-term strategic vision for the Ministry of Education to systematize information about the challenges facing the system on a large scale.

Endbald M. et al. noted that the process of formulating a strategy begins with defining the mission of an organization: advancing the "*what*" question to "*how*" [79]. In the Ministry of Education (in Israel), it is necessary to start with a much deeper and more complicated question: What is the mission of education? A comparative analysis of Israeli Ministry of Education missions around the world was conducted to help transfer from a philosophical to a strategic

discussion and to examine how different countries have perceived the mission of the Ministry of Education [224; 265]. This research showed that most countries clearly defined the mission of their education systems. Defining a mission refers to the goals and roles of the system, with a focus on their fundamental purpose. Developed countries around the world place a relatively high emphasis on preparing learners for life by imparting knowledge and methods of assimilating and applying new knowledge, developing skills, demand in the labor market of the 21st century. In Israel, several purposes are emphasized, less emphasis is placed on the labor market and more emphasis is placed on education in the spirit of the unique character of the state [265].

Almog Barkat G. & Dan Ilan. emphasize that the issue of capitalizing on "future trends" is an extremely important one [11, p.112-115]. In reality, the education system does not operate in "laboratory conditions". Many phenomena and trends in the personal, social, labour market and technological fields affect the expectations, behaviour and difficulties of all actors in the educational system: students, parents, educational staff, labour market and society. Yuval Dor. notes that a review of trends achieves a transfer of trends to the individual sphere, including the adoption of digital habits, accessing information, self-expression, and establishing relationships with family and parenthood [245, p.36-41]. In addition, critical societal trends include demographic changes, changes in family composition, urbanization trends and inequalities, globalization, and civil protests. In terms of labour plans, recent critical trends in the labour market have been added, including the automation of occupations, changes in labour force participation rates among different populations, the characteristics of the worker and employment, and the development of a cooperative economy. All of these help build a reasonable "picture of the future" whose role is to reflect the significant challenges facing the education system over the next decade (2022-2032). In the strategic documents major attention is given to the principle of equal educational opportunities for all populations. Equality is a central and declared value in modern, democratic society, and its centrality derives from the concept of equal opportunities. A society based on a leadership culture identified with meritocracy (power-holders are appointed on the basis of professional ability rather than governmental proximity) and the perception of politics will drive social processes of building social-educational infrastructures based on equal opportunities for all [119, p.120].Keshti Y. et al. note that the demand for equal opportunities in education is based on the argument: all rules of fairness must prevail over the rules of competition for social resources, conditions of competition and equal opportunities must be ensured [119, p.122-123]. The school is perceived as a mechanical channel for the creation of a society whose talent and effort determine the social status of the individual [20]. Therefore, the school is a system in which the student acquires educational resources and determines, to a large extent, the chance of our future life.

From a different perspective, Al Haj M. argues that equality in educational opportunities is a source for the continuation of social inequality and the maintenance of gaps [10, p. 15]. The problematic nature of the relationship between the child's family culture and the child's culture is the lack of congruence between the child's background and the culture the child encounters in school. Swirski S. argues that it is impossible to separate the influence of school from the students' family and cultural background: the situations of inequality imposed on children in their homes, neighbourhoods and social ties continue to accompany them until after graduation, when they face adult life and the same conditions of inequality. Thus, the scholar emphasizes that the education system has great power to cope with variation and equal opportunities. In his opinion, the education system should create a program that suits the needs of children. This program that will reduce alienation of students from diverse cultural backgrounds [216, p. 235].

Shevach A. draws attention to the fact that the attitude of the Israeli educational system towards Arab schools is not equal to Jewish schools, the reality, which presents it as a minority in the society [195, p. 37-48]. As a result, educational reforms are implemented in the Arab education system. In 1996, even in 1996, when the scholar Mazaui A. published the results of his investigation of this issue, the Palestinian Arab society in the State of Israel constituted a national minority in a Jewish state, which is reflected in all public policy documents, strategic educational policies [143, p. 60].

Another aspect of the problem is noted by Lustick I. noting that educational systems take shape and change as a result not only of pedagogical considerations, but also of political concerns and class struggle, ethnic, religious, sexual, national and other interests, adding that political concerns and group interests influence many decisions presented and perceived as arising from educational considerations [135, p. 63].

The education system in Finland - a country located in northern Europe, which shares borders with Sweden to the west, Norway to the north and Russia to the east. The Finnish education system is internationally recognized for its high quality and egalitarian principles. Finland offers equal opportunities for all students and has consistently achieved good scores in international education rankings. Finnish and Swedish are Finland's two official languages. Finnish is a Finno-Ugric language spoken by the majority of the population, while Swedish is spoken by a minority, especially in the coastal areas and the autonomous region of Åland [257]. According to Finland's annual government report [257], economic disparities are low: only 6.2% of Finland's children are poor and 3.4% are abjectly poor - compared to 20% in the US. For nearly 700 years, Finland was an integral part of Sweden. In the 19th century, the Russian army conquered Finland, leading to

the country's Annex ation by Russia in 1809. With the outbreak of World War I and the October Revolution in Russia in 1917, the Finnish Parliament declared Finland's independence [7].

Finland is at the top of the United Nations Human Development Index, a country that affords its residents a high quality of life, as measured by various indices such as low infant mortality, longevity, developed education and health services, personal well-being, individual freedom and an adequate standard of living. A high level of social justice characterizes Finland, underpinned by economic and welfare policies that guarantee low levels of poverty and reduce social gaps. A civil policy promotes the values of gender equality, social opportunities, personal freedom, administrative transparency and trust at all levels. An analysis of the nature of the Finnish education system requires reference to the unique values that characterize it: trust, equality and quality [7; 77; 88].

Finland's education system is considered unique [99], thanks to the fact that over three decades, it has progressed from mediocrity to high educational performance. Currently, Finland offers a model of educational excellence, it has built an educational system in which its students are well educated, and assessment shows only minimal variation in the performance of students in different parts of the country [126]. This situation is rare in the world and has been achieved without extraordinary investments of financial resources, with less effort than other countries have invested in reforms. The example of Finland encourages us that it is possible to improve the situation in the education system and process with not too much effort and investment, but with continuous progress.

One of the results of this success is that Finland can offer alternative solutions to chronic problems in education in the United States, Canada and the United Kingdom, such as high dropout rates, early teacher attrition and failure of special education [114; 132]. It can also provide solutions to defined change requirements arising in other countries, such as how to interest students in learning, how to attract talented young people to teaching, and how to formulate a holistic public sector policy. According to Leijola L., the Finnish approach to reducing early school dropout, increasing teacher professionalism, prudent accountability, valuing students and improving learning in math, science and literacy may inspire other school systems to look for a way. Finland's international performance is high in trade, technology, sustainability, good governance and growth. The education system has a close relationship with other sectors of society. In public administration, which includes other public sectors such as health and employment, each has a role in educational development and long-term educational change [130, p. 8-9]. This also applies to income equality, social mobility and trust in Finnish society.

General policy guidelines in Finland. Education is a fundamental right for all Finnish citizens enshrined in law and defines compulsory education. Education is adapted to all students with special needs and special abilities despite their economic conditions [151; 160]. Shalberg P. notes that there is a principle that at every stage of compulsory education pupils have the right to free education and financial support from the state [186, p.15]. Policy decisions are made by the Finnish Parliament, which legislates in the field of education and decides on the principles of educational policy. The Government, the Finland's Ministry of Education, and the National Board of Education are responsible for the implementation of these principles at the managerial-operational level.

Saloviita T. mentions that the Ministry of Education (in finland) directs and controls all public funds. Most private institutions target vocational education, but rely on public funding and the education they provide is open to public scrutiny. The National Board of Education is responsible for the development of primary and secondary education and adult education [191]. It outlines guidelines for curriculum and qualifications. It is also responsible for the evaluation of educational methods, with the exception of higher education. Simola H. in his article "*The Finnish Miracle of PISA: Historical and Sociological Remarks on Teachers and Teaching and Teacher Education*" described the managerial approach and the method by which Finnish governance is expressed geographically [197]. The country is divided into six regions, each with an independent education administration. Since 2015 and until now, local education management has been in the hands of municipalities and local authorities. As a result, since they are already practicing self-governance, they can collect various municipal taxes. The majority of primary, secondary and vocational education institutions and adult education institutions are funded by local authorities which, in practice, receive a targeted budget through government channels [207; 221].

Public funding system of the education system. According to the Finnish Ministry of Education [254; 257], the responsibility for education provision, structures and financing is shared between the state and local authorities or other education providers. Local providers receive subsidies from the state. Schools or school owners pay teachers' salaries. Municipalities or regions maintain most primary and secondary schools. Only about 1% belong to the private sector. It should be noted that higher education is not included in the current operational method, but receives its funding directly from the state budget in the targeted branches. In principle and legislation, even after primary education, education is free of charge. In Finland, the education system is designed to provide everyone with opportunities to acquire vocational or higher education.

Valijarvi J. & Shalberg P. describe another important aspect of strategic educational policy - equality and multiculturalism [229]. This social value is expressed by inclusion of all resident populations, migrants, citizens, regardless of sex, gender or religion. The educational goals for migrants are identical with residents - equality, bilingualism and multiculturalism [103]. The system is constructed so that the networks of educational institutions cover the whole country. Basic education is located close to home or at a distance, and a free bus ride covers getting there. All students can enrol for high school, university or vocational studies anywhere in the country. The way the Finnish education system has developed is defined in a plan for the development of education and university research, and the plan is approved by the government every four years. Aho E. et al explained that the general principles of the education promotion plans are high quality, equal opportunities and lifelong learning [7]. Preferred areas include various language learning programs, outreach strategies, elementary confidence in education, improving math and science skills, and cultural schools.

The Finnish education system is considered one of the best in the world, which contributes to the fact that Finland is one of the leading countries in the world in terms of comparative education testing and technological innovation. Finland is also considered to be one of the best societies and economies in the world, along with other countries belonging to the Nordic model [158; 164]. Paksuniemi M. & Kekitalo P. emphasize that the Finnish education system has unique systemic characteristics compared to other education systems around the world [163, p. 79]. It has few study hours, few subjects, emphasis on high independence of students and teachers, belief in studies and all systemic factors, long-term relationships between teachers and students, and adequate equality. Pollari P. et al. mentioned that the education system starts at an early age and is compulsory until the end of elementary education at the age of 15. From 16 to 18, pupils can choose to study at vocational or theoretical schools. The education system is free from kindergarten to university [169].

Equality, which means equal rights and equal opportunities, is expressed in Finnish education in different aspects, such as: free public education for all, from pre-school to university studies [188, p. 148]. Sivesind K. et al. describe the educational system as fair and accessible to all. Pre-schools and schools provide free food, health monitoring, educational materials and transfer services. The educational policy for the pupil-teacher ratio is the same: in kindergartens up to 4 years of age - one teacher for every 3 children. in schools, one teacher will teach 12 pupils, and in some cases when there are more pupils an assistant teacher will join [198]. Tyniala P. & Heinkkinen H. present the cultural issue as the main feature [227]. According to the scholars, from an early age, the educational system practices a nurturing and inclusive approach to meet the

special needs and policies of integration, inclusion, multiculturalism, gender identity and equal opportunities. This policy explicitly prohibits the filtering and exclusion of interpersonal and cultural differences. Almost all children receive personal care according to their needs and abilities and progress relatively evenly through the education system [248, p. 232]. The emphasis in Finnish education is on strengthening the weak and preventing educational gaps. Therefore, the Finnish education system conducts courses called "*special education*", in which about half of Finnish pupils are already in elementary school, for the struggling and strong pupils to prevent labelling. Each institution has special education teachers, graduate education counsellors accompanying students, social workers and psychologists [7]. Assessment for learning and non-grading emphasizes self-esteem without competitiveness among students, teachers, and schools. Assessment using grades is done only at high school entry. Tests aim to assess the state of the education system, aiming to improve it and not to measure grades and achievement. Learning is done out of interest, to know and apply, not to pass a test or get a grade. Hancock L. in his article: "*Why Are Finland's Schools Successful*?" states his belief that the quality of teaching and the implementation of strategic educational policy will be expressed in identifying the importance of rigorous teacher preparation [99].

The training of teaching staff is in high demand in universities, for this reason a series of tests have been established to select the applicant. Each applicant has several tests and interviews before determining their integration. Only about 10% of all applicants will be accepted after showing competence and passing the interviews. Holm G. & Londem M. add that studies last five years and include a bachelor's and master's degree. Elementary school teachers (1st through 6th grade) must have a master's degree in education. Teachers in the three upper grades must have a master's degree in education and their profession. Principals must have a college degree in education and teaching, teaching experience and a management degree [114, p. 109]. The Finnish Ministry of Education sets educational goals and provides teachers with innovative teaching methods, but teachers have complete freedom to teach in the classroom as they see fit. According to the national policy of educational systems and institutions [279], no political institution can ensure a long-term, stable and quality strategic educational policy; the Finnish education system is run by professional educators working in the "National Board of Education" without regard to the interests of the ruling parties [130, p.18-19]. The Ministry of Education in Finland is relatively small and is primarily responsible for educational policy, setting goals, the core curriculum and teacher training. Most of the educational, budgetary and pedagogical activities are the responsibility of local authorities and schools - with few supervisory and fewer administrative mechanisms.

Evaluation - a component of strategic education policy. The country's history as an educational powerhouse began in December 2001. OECD (Organization for Economic Co-operation and Development) published the PISA Assessment with the first results of student tests. They were astonishing. In all three academic domains - math, science and literacy, Finland was ranked among the highest, with gaps in the past compared to students in Japan, Korea and Hong Kong [271]. In this context, Morgan H. has said that Finnish students seem to have learned all the knowledge and skills they demonstrated in these tests without private lessons, after-school study, and meaningful homework, unlike many of their peers in other countries [151, p. 457]. The first reactions in the educational community after the results of the first PISA test were confusing. The world media wanted to find out the secret of good education in Finland. A year and a half after the results were published, several hundred foreign delegations visited Finland to find out how the schools work and how the teachers teach [82, p. 93]. The questions the guests asked about the "Finnish miracle" in PISA were frequent, and the Finns themselves did not know how to answer them. Steiner-Khamas G. & Waldow F. inform us that the PISA research is an extraordinary study, looking "forward" to the future of students in the education systems, to study how they have incorporated the knowledge they have acquired over the years into the system? Moreover, do they know how to apply it in their daily lives in a relevant and valuable way? [209, p. 558-560]. In other words, the study examines how well the beneficiaries of the education system are prepared for life, with the expectation that they will contribute to the development of society and the economy as they enter the workforce.

According to PISA data [271], the following rounds of PISA tests - in 2003, 2006 and 2009 - have further strengthened Finland's reputation, and world media interest in Finnish education has intensified. The strength of Finnish education is quality, fair and equitable learning. The PISA tests have shown that strategic educational policies are based on equal educational opportunities and the perception that involving teachers in educational change should have a positive impact on learning outcomes. Further analysis of PISA data has shown that factors related to family and geographical location explain the variation in the assessment of students' learning and future career paths. It is also evident that variation in student performance due to geographical and social factors is increasing. With the continuation of PISA testing, the level of scepticism among teachers and researchers in Finland has increased about the limitations imposed by international student assessments on their definition of student achievement [271; 219, p. 55-57].

Professional/vocational education in Finland - a strategic educational policy priority. General high school was organized until 1985 as any traditional institution. In recent years, the High School Division Act was enacted, repealing the old system and launching a modular

curriculum [173]. Two annual semesters were converted into five or six annual periods, depending on how each school designed its teaching. The changes executed reorganized teaching and learning into six or seven-week units, during which time learners completed the course of their choice [207, p. 32]. The changes allowed schools to reorganize the teaching program and influenced local curriculum design, as schools had greater flexibility in assigning lessons to units.

Sahlberg P. points out that the next phase of change occurred in the mid-1990s, when schools stopped the usual distribution of students in classrooms according to age and built a non-classroom organizational system [189;190]. The new upper division organization is not based on predetermined classes (previously called 10th, 11th or 12th grades), but leaves students the possibility to be involved in the planning of their studies, both in terms of the content and the order of the courses [214]. The new framework places great importance on understanding pupils' cognitive development; it encourages schools to make best use of their strengths and community. Although students have more freedom in planning and choosing their studies, they are all still engaged in a core curriculum composed of 18 compulsory subjects. They must take at least 75 courses of 38 classes each. About two-thirds of these are compulsory; the rest they choose as they see fit for their high school diploma. Students usually pass this required minimum and study between 80 and 90 courses [229, p. 388].

Thomas D.A. & Ely R.J. argue that student assessments and school assessments are other important factors affecting the nature of teaching and learning in the general upper division [225, p. 83-86]. Teachers assess the performance of each student at the end of each study period (six or seven weeks), i.e. five or six times for each academic subject each year. The national matriculation examination that students take after completing all compulsory subjects is a high-risk external examination and therefore has a considerable impact on the curriculum and teaching. There has also been criticism of matriculation exams. One criticism that teachers and school administrators in Finland have frequently heard is that matriculation exams result in '*learning for the exam*', reducing the curriculum and increasing stress for students and teachers. Indeed, significant changes have been adopted to adapt to new economic and political circumstances. Structures, curriculum and teaching methods have been revamped to meet the expectations of a knowledge-based economy and to provide the necessary professional knowledge and skills [230; 12, p. 14-17]. One of Finland's main policy goals has been to increase the attractiveness of vocational education at secondary school level. In 2015, more than 40% of upper grade students start their studies at a vocational school.

The structure of vocational education seems simpler. According to the instructions, today's initial vocational training consists of 120 credits, equivalent to three years of study. A quarter of

all studies are allocated to general or optional courses. Vocational school students can take the matriculation exam, but only a few pass. In the light of this, high school education managers are obliged to encourage transitions [7; 169]. The aim is to ensure that students from vocational high schools have access to general high schools and vice versa, so that they can include courses from other schools in their curriculum. The curricula in vocational schools have been adapted to the changes in high schools, in particular to the modular structure and the needs of the labor market in a knowledge company.

Vocational education aims to improve workforce skills and meet the needs of the labour market. The ambition is to enable vocational education students to be prepared for further lifelong learning. The Ministry of Education in Finland has a *Department of Vocational Education* and is responsible for implementing government policy and developing programs to improve and streamline vocational education. The National Board of Education supervises the vocational education system and reviews its achievements. Vocational education institutions must respond to the needs of students and the local labour market, together with compliance with the core curriculum. According to Finnish education data [252; 254], compulsory education continues until the age of 16. Approximately 95.5% continue their education in further education training. Of the 95.5%, about 54.5% continue in higher education, about 38.5% continue in vocational education (in occupational fields) and about 2.5% continue in special education.

The vocational system of education offers the opportunity to pursue a diverse range of disciplines, including technology, communication, transportation, tourism and homemaking, education and humanities, business and administration, natural sciences, culture, environmental studies, social work, healthcare and welfare. This system permits the combination of theoretical studies with the acquisition of vocational skills. Vocational education is provided at no cost. In 2020, the vocational education system enrolled over 161,000 students, with 67 programmes of study preparing students for 144 training programmes [248, p. 232-235]. Finnish National Agency for Education [258] has the objective of establishing a vocational education system that is adapted to the needs of working students and older workers who wish to supplement and/or extend their education outside of their working hours. Students enrolled in vocational education programs may engage in on-the-job training as part of their academic curriculum. Vocational training is accomplished through the completion of work assignments with an employer. The revised curriculum strikes a balance between the necessity for more general knowledge and skills and the specific vocational skills required. The assessment of knowledge and job performance is based on three key factors: the schools themselves, the employers with whom they collaborate, and employee representatives. As a result of the reform, teaching and training have also gradually

changed in the higher vocational divisions. At least one-sixth of instruction is on-the-job training, an integral part of the curriculum. Alternative workshops and virtual learning have become commonplace. The method of funding vocational schools includes an outcomes-based component, which provides a six percent factor allocation in addition to the school's core funding for staff development. Vocational schools begin investing these resources primarily to improve the pedagogical knowledge and skills of teaching staff. Two key factors influence the effectiveness of pupil selection at the critical transition point to the upper division. When a pupil enters high school in Finland, he/she has no previous experience in high-risk examinations [254].

The reform of the Finnish education system has created a differentiation of the education system. In many countries tests are an integral part of school life, Finnish students demonstrate knowledge and understanding in other ways. This different approach materializes a radical change achieved [163, p. 78]. Comparative research that examined the perceptions of teachers working in systems that require supervision, transparency and reporting skills found that some of the teachers felt an organizational commitment that had intensified over the years and supported their desire and commitment to increase student motivation, to draw attention to the positive effect of student performance. The research results also showed that the majority of Finnish high school teachers advocated improving students' knowledge and skills, rather than emphasizing test products. PISA research also supported the claim that Finnish students experience less anxiety in learning mathematics than their peers in other countries.

The provision of career counselling and guidance in relation to career selection. A key factor contributing to a successful transition to upper secondary education is the level of preparation students receive in terms of making informed decisions about their future educational pathways. Career counselling and guidance in career choice are an integral part of the educational process, and therefore, a crucial element in ensuring a smooth and successful transition to upper secondary education. In accordance with the regulations governing secondary education, all pupils are entitled to two hours of guidance and counselling on further education every week during the three-year programme. Such counselling serves to mitigate the risk of students making unsuitable decisions regarding their future. The guidance facilitates greater effort being expended by students on the crucial aspects of the curriculum they will pursue in the first year of secondary education.

As indicated by the national education system [137, p. 212-213], Finnish pupils currently enter the transition period between middle and high school with a greater proficiency in practical skills, approaches, and knowledge. The reforms implemented at the upper level of the division have had a profound impact on the structure and functioning of the school, particularly with regard to the teaching and learning process. The traditional school organisation, based on models of

knowledge transfer and memorisation, division by age groups, a regular set of lessons and prioritisation of class work, has undergone a gradual transformation, giving way to a more flexible, open and interactive learning environment that prioritises an active role for the learner. Furthermore, the implementation of structural changes in high schools and the incorporation of novel teaching methodologies and alternative counselling arrangements have contributed to the ongoing evolution of the educational system.

The influence of the political system in Finland & Israel their education policy. The political systems of Finland and Israel shape their respective education policies in distinctive ways, reflecting differences in their governance, cultural values, and political priorities. Here is a summary of analysis comparative of the influence of the political systems in Finland and Israel on their education policies: Governance and Approach to Education Policy: Finland: Finland operates under a parliamentary democracy with a strong welfare state model, which deeply influences its education policy. Finnish political parties across the spectrum largely agree on the importance of equity in education [259]. Israel: Israel's political system, also a parliamentary democracy, is characterized by a multiparty system and coalition governments. This often leads to shifts in education policy based on political changes and coalition agreements. Political debates over issues like the inclusion of core subjects in ultra-Orthodox schools or the teaching of civic and historical narratives reflect the complex political landscape in Israel, where education policy can be a tool for identity formation and political influence [261]. The political systems of Finland and Israel have profoundly different influences on their education policies. Finland's political system promotes equity, trust in educators, and a focus on student well-being, resulting in a decentralized, highly inclusive education system. In contrast, Israel’s political system, marked by coalition politics and ideological diversity, leads to a more fragmented education system, with significant variation in curricula, funding, and outcomes between different sectors. While both countries aim to provide quality education, the political context in each shapes how this is achieved and the challenges that arise.

I.3. Conclusions to Chapter I

1. A significant challenge confronting countries and communities with a commitment to education is to examine their systems in the context of sweeping changes in structural and cultural perception, and to assess the extent to which their educational systems are able to adapt to the demands of the 21st century. The diagnosis must focus on the manner in which outcomes are assessed and compared, with particular attention paid to the provision of age-appropriate qualifications. The researcher distinguished between various educational paradigms based on common educational theories globally from the beginning of the 20th century to the present. Opinion leaders in the field of education today were uncertain about the impact of globalisation, processes, advantages and disadvantages, and the effect of educational systems on their consumers, characteristics, location in the decision-making process of politicians.
2. The contemporary socio-economic landscape is characterised by a high degree of dynamism, shaped by a multitude of integrationist processes that, in turn, necessitate the cultivation of human capital at the national level. This represents a growing trend, as a shift is occurring in the sources of income from the classical to the modern industrial sector, which is known as the knowledge economy. These processes have resulted in a shift in the approach to education systems. A global research report conducted by McKinsey in 2020 indicated a growing trend of increased investment in education, including investment in its systems and layers. The chapter on the necessity for substantial investment in education systems gave rise to a multitude of perspectives, some of which were in conflict with one another. In the article "The Comparative Advantages of the Internationalized Education System" [75], the governments initially advocate for increased investment in education, provides a rationale for this position, and suggests a rethinking of the system, the role, and the content of the educational process. This rethinking is intended to enhance students' skills for success in the 21st-century workforce.
3. The concept of global education policy has been defined by numerous scholars, who have sought to identify a common set of values and norms that underpin a country's strategic education policy. This approach views a country's educational policy as an expression of the societal values and norms that shape the vision of its leaders for the next generation of citizens. The policy as a whole determines the arrangements, practices, norms and framework for the realisation of the educational ideas and perceptions that support the claim that political leaders are determined to be fair. In the article "The Status of a Teacher in Finland" [74], we find an asserts that the role of the state in formulating strategic

educational policy is to value the characteristics of future citizens and members of civic society. The concludes are that the definition of the objectives of the strategic educational policy provides fertile ground for complementarity and conflict regarding accepted sets of values among opposing groups in society.

4. Two principal educational currents may be identified as influencing the development of strategic educational policy, as well as the definition of such policy. The first of these is meritocracy in education. This can be understood as a socio-political vision in which those in positions of authority are elected or appointed to their roles based on their capabilities. Consequently, through their educational systems, states mandate the cultivation of individuals' skills in order to facilitate their ability to assume the roles necessary for the leadership of their respective states and civil areas. The second approach is constructivism (knowledge structuring), which posits that all mental activity is based on the construction of knowledge and skills. This theory places an emphasis on the role of students in the learning process, and it encourages active learning. Learning is a process of acquiring knowledge and skills through active engagement with the subject matter, with learners assuming responsibility for their own learning. In light of the aforementioned approaches, the researcher concludes that both are essential and should be integrated into both educational systems. In the course of her 27 years of experience in the Israeli education system, the researcher has accumulated a substantial number of cases in which the system is required to integrate the belief in students' abilities and the necessity of "building knowledge" in order to advance those abilities.
5. The quality of teaching has been a topic of discussion for many years, and it has prompted the consideration of precedents, processes, and creative solutions to attract quality staff in education systems. we conclude that the most effective education systems consistently attract talented individuals to the teaching profession, and national education policy is a significant determinant of student outcomes. By meticulously selecting participants in the training process, developing efficacious procedures for identifying suitable candidates, and remunerating newly qualified teachers at a competitive salary, developed countries have been able to construct functional education systems, foster economic growth, and guarantee the resilience of their democratic institutions. Singapore and Finland represent quality systems due to their consistent policy of actions based on three principles that they have maintained over the years. These principles are as follows: (1) a rigorous selection process that ensures the integration of suitable candidates into the teaching profession (it is evident that the quality of the education system cannot improve the quality of teaching

staff); (2) a comprehensive and systematic approach to professional development for those selected to teach, facilitating their transformation into effective educators (it is clear that the only way to enhance outcomes is to improve teaching); (3) the establishment of a structured framework of focused support and arrangements to guarantee that every learner has access to and is exposed to excellent teaching.

6. The management policies of the educational systems in Israel and Finland exhibit significant contrasts between the two systems. This discrepancy in perception contributes to the divergence between the overarching vision of the state, its elected officials, and the beneficiaries of the educational system, as well as the socio-cultural status of the educational system within the country. This distinction will subsequently be reflected in the overarching approach to the interrelationship between the economic and employment system and the role of the education system. A comparison of the two systems reveals that the Israeli system is highly centralized, exhibiting perceptual centralization that reflects a lack of confidence in the educational framework. All the "doctrinal" areas of the educational world in Israel are concentrated in the Pedagogical Secretariat, which is responsible for leading the development of the learning content. This approach precludes the possibility of independent thinking and activity for various cadres (kindergarten to high school). In contrast, the Finnish system is characterised by a high degree of openness, the delegation of authority and the inclusion of the field in decision-making processes concerning the requisite pedagogy, including teacher evaluation and teaching processes. Additionally, the Finnish system undergoes a four-yearly review of its programmes to ensure that the content remains current and aligned with the evolving needs of the economic and employment system. This process is less common in the Israeli system.
7. The impact of educational processes on political processes is profound and multifaceted. Education serves as a foundation for the development of civic consciousness, political participation, and social integration. It can act as a tool for preserving existing political structures or as a catalyst for change, depending on the content and orientation of the educational system. Higher levels of education tend to foster greater political engagement, contribute to more informed public policy debates, and support the development of democratic societies. we are concluded that ultimately, the interaction between education and politics reflects the values and priorities of a society. Educational systems that promote critical thinking, inclusivity, and democratic values are more likely to contribute to vibrant, participatory political cultures, whereas systems that limit these opportunities can entrench authoritarianism or political disengagement.

II. COMPARATIVE APPROACHES TO STRATEGIC EDUCATION POLICIES

Educational policy is expressed not only as a term detached from the politics and ideology of a state, but also as a political subject, internal or external (foreign policy), with reciprocal impacts on the status of the state in relation to its neighbours. On the one hand, we know that educational policy is the result of intra-political decisions, which are directly affected by the central issue involving governmental leadership regarding the nature of state life. On the other hand, educational policy has a prominent role in the success of the state and the stability of national security, including the resilience of the national community of its citizens. Since the paper compares what is common in Israel and Finland, this chapter includes the multidimensional analysis of the required comparison of the components of strategic educational policy. 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 that has an important role in recording a significant economic success.

II.1. Comparative analysis of the political, economic and social dimensions of strategic education policies

The world of education is currently at an ideological crossroads: some call it an "identity crisis", others a "critical opportunity". Assessing the real state of education in democratic states is a precondition for developing strategic educational programs, their implementation in social practice. In the article "*Education for Utopia - An Educational Ideology of Social Correction",* Michaeli N. suggests us solutions for the correction of strategic educational policies [148, p.195]. Many countries discuss the spirit of education in their country, how important the educational system is for social development or how committed it is to social-economic development through the development of human capital. Adamali A., Cffev J.O. & Safdar Z. note that in international rankings the world's countries form a continuous line: at one end there are arranged those with a very high level of development, and at the other end there are those with a poor development. Following this logic, we produce the following picture: (1) a country with a high level of development has a high standard of living, a high level of education and a high level of technology. In such a country, the population benefits from advanced infrastructure, a wide variety of quality services, a long life and a low birth rate; (2) a country with a low level of development has a less resilient standard of living, insufficient education and technology [4, p. 93-95]. The level of

infrastructure and services are low, the birth rate is high, population growth is rapid, and life expectancy is low. However, in most countries, emphasizes Ball Stephen & Junemann Carolina. in the paper: "*Networks, New Governance and Education"* the level of development is different: in some areas it is more developed, while in others it is less developed [23]. The two countries that are the subject of this research, Israel and Finland, have chosen different educational models. From the diversity of indices, the researcher focuses the comparative analysis of the two countries (Finland and Israel) on the following socio-economic contexts: (1) comprehensive education budget, composition, expenditure structure, investment/spending policy (2) expenditure as a share of output - evolution over the years - economic index - GDP (3) percentage employed (4) labour market productivity and factors of income to the state treasury from exports.

Finland - government expenditure on education. According to the global economic website macrotrends.net [macrotrends.net website], Finland's government spending on education (which also includes the current budget, wage payments and transfers to educational institutions) is part of total government spending in all sectors (including health, transportation, environment, social services and others. Shalberg P. argues that the budget is usually transferred by authorized factors, controlled and distributed through districts, local authorities or directly to educational institutions. The researcher (according to data from the Finnish Ministry of Educatio) explains that budget assistance is divided by age groups on a clear presentation of budget levels easily quantifiable in percentages/amounts [259].

Table 2.1. The Finnish government division budget

Type of expenditure	2014	2016	2018	2019	2020	2021	Change 2020-2021 by %
	EUR million	EUR million	EUR Million	EUR million	EUR Million	EUR million	
Pre-primary education	352	361	362	372	376	377	+0.5%
Comprehensive school education	4,538	4,691	4,847	5,081	5,101	5,109	+0.16%
Upper secondary general education	738	730	728	753	755	763	+1.1%
Vocational education	2,035	1,891	1,800	1,819	1,833	1,839	+0.2%
University of applied sciences education	874	916	926	961	963	969	+0.7%
University education and research	2,320	2,284	2,261	2,287	2,277	2,281	+0.3%
Other education	481	474	473	479	463	465	+0.7%
Financial aid for students	852	866	510	518	522	528	+1%
TOTAL	12,190	12,213	11,908	12,269	12,290	12,331	+0.34%

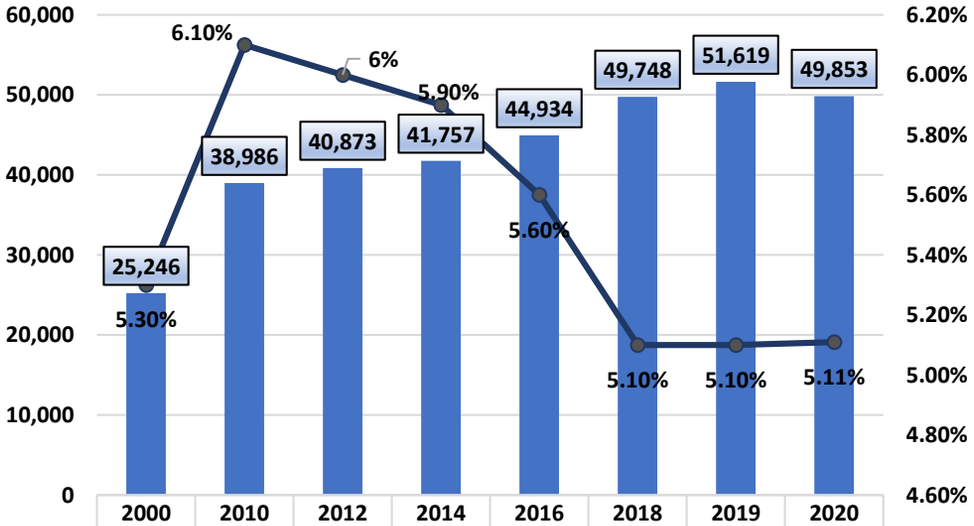
Source: made by the author [77;252;272]

We can notes from Table (2.1) that no significant value shows a steady development of specific sections of the budget data over the years. Although the data show an increase in the budget in monetary values, since 2014, there has been no significant addition to the budget part of the gross product (last row of the table). It is interesting to note that the state excels in vocational education. 2018 was the year when the Finnish government decided to reduce the budget a bit, and indeed, it seems that most of the values and components have gone through a process of reduction. In this context, Stahle P. presents the Finnish government's point of view and says that there is no stop or reduction of the budget in primary and pre-school education, even they have and it has a minor annual increase. For example, Finns do not give up pre-school education and see it as a critical starting point in the educational process [207].

Takayama K. observes that this assessment is also correct for secondary education [219, p. 427]. The pragmatic view of the Finns, through their educational policy lines on the importance of the link between employment and education, is also expressed in the section on support for universities teaching professions in demand in the knowledge economy. We note that the Finnish education system emphasizes vocational education. Saloviita T. notes that almost half (46% in 2019) of young Finns chose a vocational learning course during their high school years [191]. Therefore, the most significant increase was 4.8% in the budget in 2018-2019 and 3.8% in budget support for higher education institutions that encourage learning of advanced scientific fields and technological disciplines [268].

Finland - private spending on education. According to OECD data [270], Finland's private household expenditure on educational services in Finland includes a "basket" of financial outlays to support the learner's needs. Leijola L. explains that expenditures include all ages of student education, from kindergarten to university [130, p. 9]. Some of the expenses are directly related to students, and some are for all persons in the household: students and non-students. In order to calculate student expenditure on education services, an estimate was constructed that summarizes the expenditure recorded directly for the student with the household expenditure for the student [151]. Finland operates a uniform policy line that aims to enforce compulsory education for all citizens. Informal education is also free of charge and financed by local authorities who get the government budget to finance it. Therefore, the family does not have to worry about family and private budget and there will be no cost except minimal expenses. According to the economic and statistical website https://www.ceicdata.com/ [252], private spending accounts for 0.4% of overall education spending in the last 20 years (including tertiary education and studies in higher education institutions).

Finland - National expenditure on education compared to gross domestic product. Finland is largely a highly industrialized free market economy, with a GDP per capita like the UK, France, Germany and Italy. Its core economic sectors are wood, metals, engineering, communications, industrial and electronic factories [267; 252; 259]. Lingard B et al. in their article " *Accountabilities in Schools and School Systems* " state that the business system is mainly based on barter [133, p. 8-11]. Due to climatic characteristics, export accounts for almost ⅖ of the gross domestic product. Finland excels in high-tech export, e.g. cell phones. With the exception of wood and some other minerals, Finland depends on imports of raw materials, energy and some components for manufactured products. Because of its climate, agricultural development is limited to maintaining local supplies of essential products. Forestry, an important export sector, provides the rural population with a secondary occupation [181]. In order to compare this research topic, the author of the paper decided to present data on investment in education as a share of gross domestic product and to examine a correlation between the two. Figure (2.1) reflects the data correlating GDP and the percentage of education budgeting.



	2000	2010	2012	2014	2016	2018	2019	2020
GDP PP	25,246	38,986	40,873	41,757	44,934	49,748	51,619	49,853
Education expenditure as a percentage of GDP %	5.30%	6.10%	6%	5.90%	5.60%	5.10%	5.10%	5.11%

Figure 2.1. Education expenditure as a percentage of GDP % in Finland 2000-2020

Source: made by the researcher from [259; 267; 269].

From Figure 2.1, we can deduce the following conclusions: (1) Finland's gross product has been increasing over the last 20 years (until the COVID-19 crisis in 2020). Although it is not as high in percentage as the growth in Israel, it is a steady annual growth. (2) Some government investment and support in institutional education (public and private) shows an annual decline since 2010.

Elomäki A. & Ylöstalo A. in their article "*Gender Budgeting in the Crossroad of Gender Policy and Public Financial Management: The Finnish Case"* address the issue of education budgeting, emphasising the decline of school products in Finland and their socio-economic significance [77]. Elomäki A. agreeing with this view, argues that in 2012, Finland entered a recession that continued until 2014 after the collapse of the national factory Nokia, which contributed about 4% of the annual gross domestic product of the state to the financing of educational institutions and programmes. Due to poor results, the Prime Minister resigned and was replaced in June 2014. It was immediately decided to carry out several reforms, including: raising the retirement age, increasing taxes, opening Finland's doors to increased immigration, and minimising welfare cuts [78]. In 2014, Finland's credit rating went from perfect (AAA) to "near perfect" (AA+), mainly due to high public debt. However, the country's economic outlook was raised from 'negative' to 'stable'. Here came the high point of vocational education, which contributed directly to local industrial development, and today Finland is one of the richest and most advanced countries in the world. Its standard of living is exceptionally high, and its capital, Helsinki, has been rated for years as one of the best cities.

The Human Development Index is 0.926, ranked 12th globally [269]. Vocational and secondary education in Finland is on a two-tiered track: a) comprehensive/primary education, offered to all pupils aged 7-15, under the responsibility of the Ministry of Education and Culture. State responsibilities and interventions include regulation, financing and training. (b) Three years of secondary education at the age of 16-18. Education is dual in two types of courses. The first is a theoretical high school course for students pursuing higher studies in universities or higher studies in technological institutions. The second is a vocational course integrating theoretical and practical skills studies. According to the Finnish National Agency for Education (EDUFI), graduates of this course can go on to higher education institutions, universities or technological institutions or they can enter the labour market, continue their training and work experience and obtain a vocational qualification diploma [272]. The highest appreciation it offers is - the artist certificate. This course has 53 professional qualification certificates based on 119 study programmes of different professions.

Finland - percentage of the employed. Until the 20th century, Finland was one of the poorest and most backward countries in Europe. However, industry was established in the middle of the 19th century, and the majority of Finland's inhabitants were employed in agriculture, a situation that continued until the Second World War [112, p. 207-216]. After the war, the development of industry in Finland accelerated. In 20 years the electricity, petrochemical, machine and ship building industries developed. Aho E. et al. note that the social-economic growth is also

a result of the gradual move away from the Eastern Bloc economy (the collapse of the USSR in 1991). The socio-economic growth continued despite a temporary crisis in the 1990s and some increase in the unemployment rate (from 3.4% in 1990 to 18.4% in 1994) which temporarily affected the national product [7]. The crisis encouraged the government to take rapid privatization measures, consolidating industry and technology (such as the Nokia company) and strengthening the link between economic needs and the contribution of the education system, especially higher education and vocational training [33].

Finland joined the European Union in 1995, which contributed to the stabilization and recovery of the national economy [281]. Changes in the economy have led to a significant decrease in unemployment, which reached a low point of 6.4% in 2008. For 2020, the unemployment rate was 7.9%, slightly above the EU average. According to the OECD 2021 report [269], Finland's labour market is the least flexible among the Nordic countries. Finland increased labour market regulation in the 1970s to provide stability for producers. Unlike in neighbouring countries (Denmark, Sweden), Finland allowed professional unions (about 80% of trade union employees) to block more distributed contracts. Contracts that set conditions of employment such as seniority rank, leave entitlements, and wage levels were legally recognized in many professions, usually as part of comprehensive income policy agreements. Lingard, M et al argue that those who prefer a less centralised labour market policy value these agreements as bureaucratic, inflexible and that tax rates are the main contributors to unemployment and distorted prices [133]. Centralisation of arrangements may disrupt structural change as there are fewer incentives to acquire better skills. However, Finland already enjoys one of the highest skill levels in the world due to its education and training system, according to the World Bank [283]. Figure 2.2 will present the percentages of employed and unemployed in Finland over the last decade, 2010-2020.

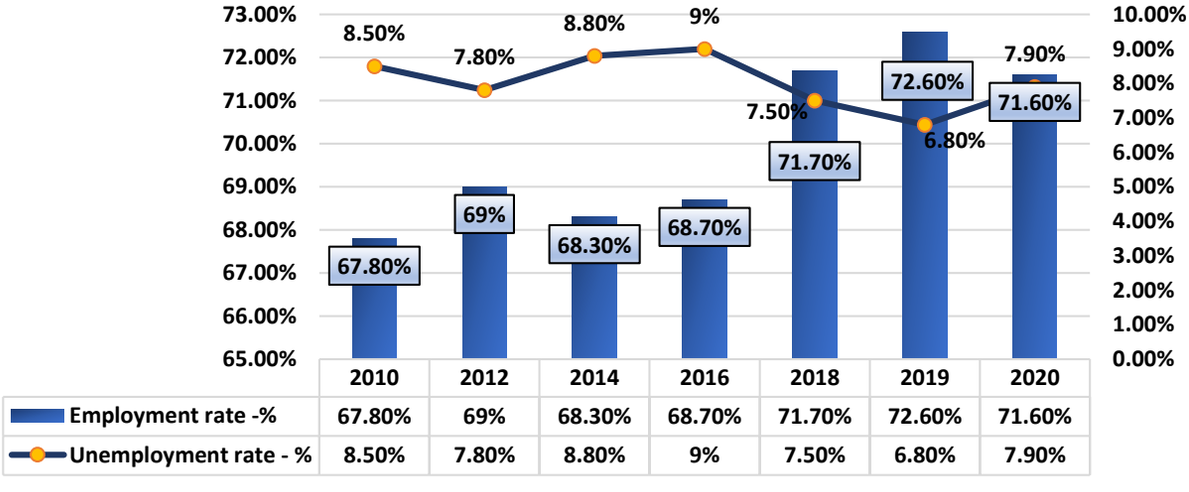


Figure 2.2. The employment rate among the unemployment rate in Finland 2010-2020

Source: made by the researcher from [267; 268]

We can notes in Figure (2.2) a significant jump in the employment share (from 68.3% in 2014 to 71.6% in 2020) in the Finnish economy. Roikonen P. explains the upward trend in the employment percentage as a result of the integration of hundreds of thousands of immigrants arriving from Muslim countries in Finland and the country's accession to the European bloc [189]. Until 2010, the education system did not provide purposeful vocational education products [70]. According to the Finnish Education Agency [267], vocational education and training for popular occupational careers in Finland attract a wide variety of people of different ages to study [113].

By international standards, vocational education and training are internationally attractive options among local or immigrant youth. Young people who have completed a secondary school and are studying for a B.A. degree, as well as adults who are interested in upgrading their skills and developing their abilities to meet the needs of the labour market, enrol in secondary vocational education to improve their chances of integration into the labour market [193, p. 207-208].

In 2021, 72% of all secondary school students in Finland (ISCED 3) will be in vocational education and training, compared to 42% in OECD countries. The high figures in Finland are related to the number of students in adult education. In many other countries, vocational education includes training young people for the labour market; therefore, the ages of students are naturally low. Kozma R. B. a well-known researcher of the relationship between educational attainment and employment, in the article "*Comparative Analysis of Policies for ICT in Education* [125, p. 11], mentions that the formal qualification offered, entitling to further studies in the future, is the factor that strengthens the status of vocational education and training in Finland [125, p. 11].

Vocational education, often referred to as career and technical education (CTE), focuses on providing practical skills and knowledge directly related to specific trades, crafts, and careers. It prepares students for specific occupations and typically includes hands-on learning experiences. Vocational education programs can range from traditional trades like plumbing, carpentry, and automotive repair to fields like healthcare, information technology, and hospitality. The goal is to equip students with the skills needed to enter the workforce directly after completing their education or to pursue further specialized training.

Although in many countries vocational education paves the way not only to professional life but also to further education, in Finland it is part of the "credo" of the government system. Technology as a very popular learning discipline is emphasized in vocational education and training.

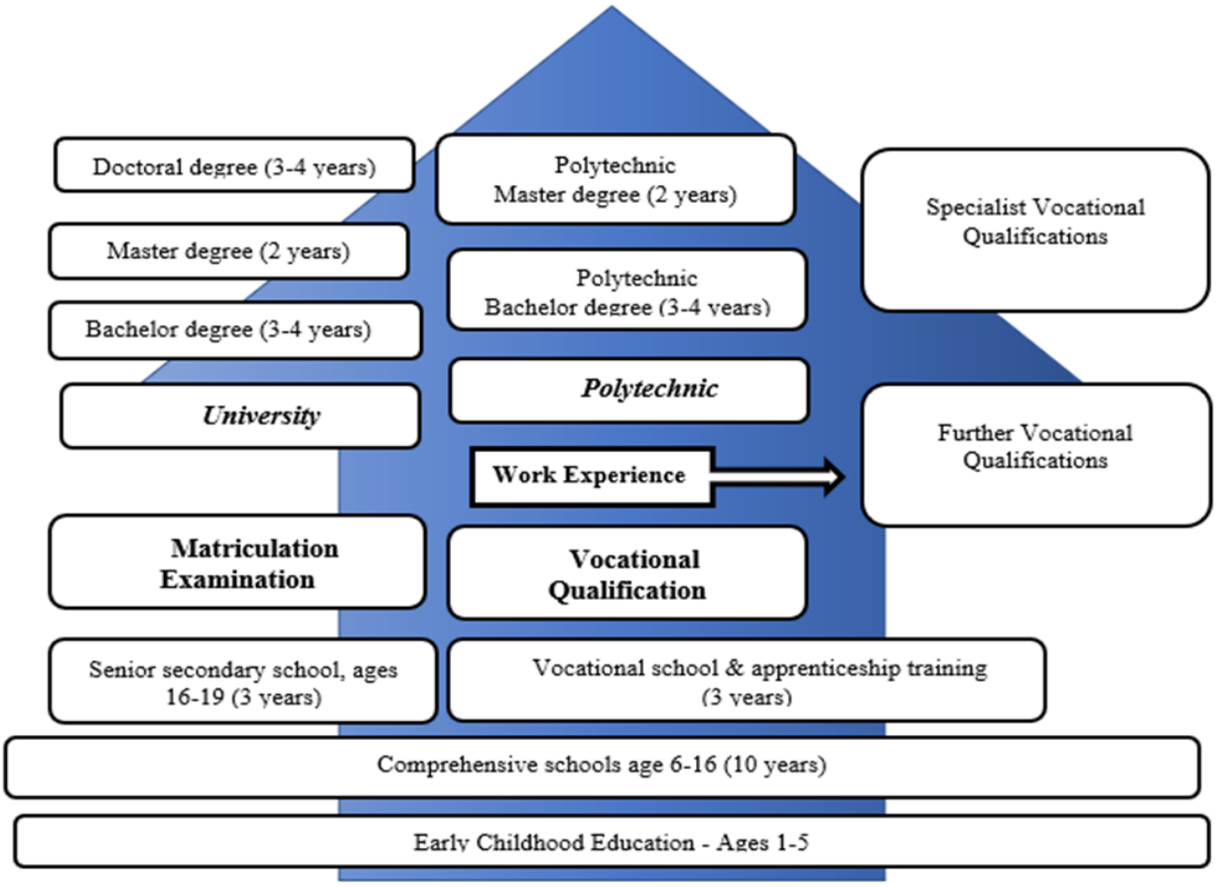


Figure 2.3. Finland's education model (since 2012)
Source: made by the researcher from [258]

According to Merilainen R., Isacsson A. & Olson S. in the paper "*Secondary Vocational Education in* Finland" mention that technology is undoubtedly the most important subject in vocational education and training [147, p. 49]. On average, 33% of students in secondary vocational education in OECD countries graduate in technology. It is also the most popular field of study in Finland. However, its share is lower (24%) than the OECD average, and the number of students studying for certification in health and welfare is almost identical (22%). An interesting issue is presented by O'Donnell N.S. scholar who indicates that the majority of students in secondary education are male in both OECD and EU countries. The number of men and women in vocational education in Finland is almost identical [171]. At the same time, all students are included in the comparison, not only in the age group of those who have completed a full education. The Finnish National Board of Education (FNBE) sets the requirements for the certification of educational institutions at the national level, emphasises and evaluates the content of each certification, and prepares the core curricula in partnership with employers' unions, trade unions, teachers, students and other experts [258]. The curriculum corresponds to both national and European certification frameworks. Vocational education providers set their curricula on the basis of the national basic vocational education programme, the key words being early planning

and information sharing. Service provider departments approve local programmes. Each student has a personal vocational education and training plan, at the end of which he/she acquires essential vocational skills. The researcher's article: "*Teacher Status in Finland*" emphasizes the fact about the effectiveness of the Finnish vocational training model, which supports the educational paradigm of lifelong learning [74]. The Finnish model is pyramidally structured and educates local young people about the necessity of the challenge of integration into the labour force, which leads to a high productive capacity (GDP) and contributes to the advantage of the educational system in international tests.

Analyzing the model (Figure 2.3) and consulting representative sources from the literature, the researcher understands that providing all citizens with equal opportunities for quality education and training is a long-term goal of Finnish strategic education policy that directly links the educational space with the economic and occupational characteristics. Key words in Finnish educational policy are quality of teaching leading to quality of employees, efficiency of teaching processes leading to future efficiency and productivity in the occupational field, creation of human capital with occupational skills and abilities, and an open approach to international influences. According to this programme, the fundamental right to education and culture is a state law. The educational-social-economic-occupational policy is built on the principles of lifelong learning and free education. Education is perceived as a key to competitiveness and economic well-being.

The Vocational Education and Training (*VET) model* is designed for young people without high school skills and for adults who are already engaged in work. The programme was built to create a seamless and logical transition between stages of training for employment needs. Vocational education enables students to integrate quickly and easily into local occupations, with an emphasis on occupations relevant to the labour market. Another central tenet is the development of *lifelong* skills throughout "*working life*" [54; 160, p. 48]. The Finnish vocational education model is highly regarded: 90% of Finns believe it provides quality learning, and 40% enrol in vocational education after primary school. Reasons for success and evaluation include certified and qualified teaching, communication skills, self-management, time management and management skills. The tools that increase the chances of vocational integration are also emphasized [183]. The flexibility of the VET program is one of the most remarkable strengths of the Finnish system. Learners learn only what they do not yet know; the more they know, the shorter their studies. Practical engineering studies can start at any time according to prior coordination with potential employers. Paksuniemi M. & Kekitalo P. in the paper "*Introduction to the Finnish Educational System*" argue that the continuous process and the link between study and training courses and the world of work can be disentangled and can explain the relatively low percentage

of unemployment compared to neighbouring European countries [174, p. 86]. The Finnish government's flagship programme in the educational-socio-economic context has led Finland to be one of the wealthiest countries in Europe, despite the objective difficulties it has faced due to the continuous immigration of not high human capital and the significant economic fall with NOKIA, the company's fall [183].

Finland - labour market productivity. According to the Bank of Finland [267], the growth of gross domestic product and the state's export capacity are key factors in the socio-economic development of the state. Gross domestic product growth comprises changes in physical capital supply, labour inputs, human capital supply and overall fertility. Fertility and productivity are indices of efficiency and can be defined as the "quantity per hour" that a unit of work or equipment produces. Productivity is the ratio of output to labour input and capital investment. According to the 2020 OECD report [269], the "COVID-19" crisis put Finland into its deepest recession since the early 1990s, although the government's quick support plan mitigated the socio-economic crisis. This rapid action stabilised the Finnish economy compared to other Western European countries. The productivity of the Finnish economy between 2010 and 2022 (latest data update) has increased over the years, despite global events such as the "COVID-19" pandemic, which caused a global economic crisis. I can identifies that despite the problematic years (2012-2014, 2018, 2020), the Finnish economy maintains a gradual growth which is also expressed in the steady growth of domestic product income. It can be observed that from 2010 to the end of 2022, product income has increased by USD 23,000,000 per capita (an increase of about 60%). Local economists [267] attribute the impetus to a balanced economic policy that expands the variety of national income rather than fixing it on limited income/employment channels (industry, high-tech, agriculture or any other occupational sector). The following figure (2.4) shows multifactor productivity and gross national income in Finland 2010-2022.

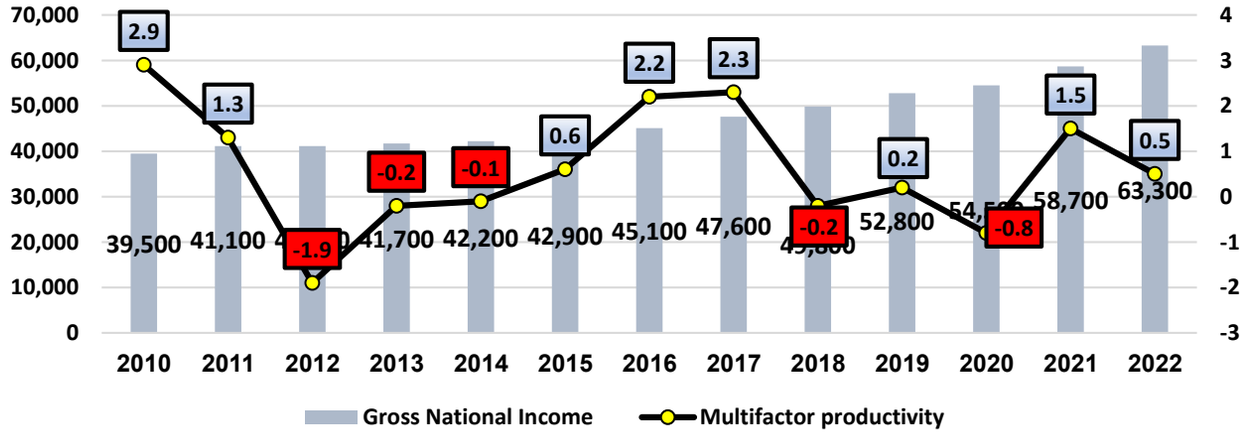


Figure 2.4. Multifactor productivity and the gross national income in Finland 2010-2022
Source: made by the researcher from [269; 267].

The data in figure (2.4) show that after the collapse of Nokia, which produced more than 4% of the country's export earnings (the company closed in 2012), there was a consistent increase in spending. Productivity and exports of products and services have increased. The VET program has begun to be productive in recent years and is therefore responsible for the steady growth in exports of products and services that have accompanied the Finnish economy to date [193, p. 203-212]. Vocational education in Finland aims to improve the skills of the workforce and respond to the needs of the labour market in a way that enables VET students to be competent and continue in lifelong learning. Education policy and local employment stakeholders are constantly working to develop a programme that will improve and streamline vocational education and thereby produce impressive results.

Israel - government spending on education. It has been known for years that national spending on education in Israel is among the highest among OECD countries [132, p. 25-27]. National spending on education in 2019 in educational institutions in Israel was 7.2% of GDP compared to 5.6% in OECD countries, according to the international comparison by the Israeli Central Bureau of Statistics [276]. The share of public spending on financing education in Israel in 2019, excluding pre-school education, was 81%, compared to 83% of the OECD average. Analysing the State Report for 2020, Bental Beni & Leviv's Shlomo. in the article "The Impact of the Corona on the Israeli Economy: An Overview. State of the State Report - 2020", emphasise due to Israel's status in international test data, there is a public demand to increase investment in education in all parameters necessary to compete with prosperous countries [7, p. 19]. The structure of government spending on education in Israel includes the budgetary base. However, the budget is subject to various political needs and support for educational institutions at the national level. According to the editor of the study, there is currently no financial investment problem in education in Israel. The education budget is the second largest after the security and defense budget. According to the research editor, the problem is related to the different uses of the budget. Examining the four parameters of the variables of the present study, we find that the problem focuses on the policy lines adopted by different organizations and policy makers [5]. Another comparison problem is the private spending on education, which is very high in Israel. Therefore, it leads to educational gaps and capacities between the peripheral areas and the centre of the country, which is rich in investment in private education.

In order to compare the characteristic data of the two countries, the author decided to present cross-sections between the two countries and therefore the structure of the table is similar. Table 2.2 presents data on national spending on education in Israel in the period 2014-2021.

Table 2.2. National expenditure on education system by type of expenditure in Israel 2014-2021

Type of expenditure	2014	2016	2018	2019	2020	2021	Change 2020-2021 by %
	EUR million	EUR million	EUR million	EUR million	EUR Million	EUR million	
Pre-primary education	768	783	801	822	827	831	+0.7%
Comprehensive school education	3,288	3,376	3,587	3,791	3,795	3,798	+0.1%
Upper secondary general education	3,859	3,711	3,834	3,826	3,820	3,818	-0.3%
Vocational education	491	488	471	463	460	452	-1.8%
University of applied sciences education	1,658	1,651	1,647	1,643	1,649	1,643	-0.25%
University education and research	1,588	1,622	1,591	1,513	1,508	1,501	-0.09%
Other education	529	564	643	730	738	742	+0.6%
Financial aid for students	1,445	1,580	1,587	1,594	1,602	1,610	+0.5%
TOTAL	13,626	13,775	14,161	14,382	14,399	14,395	-0.03%

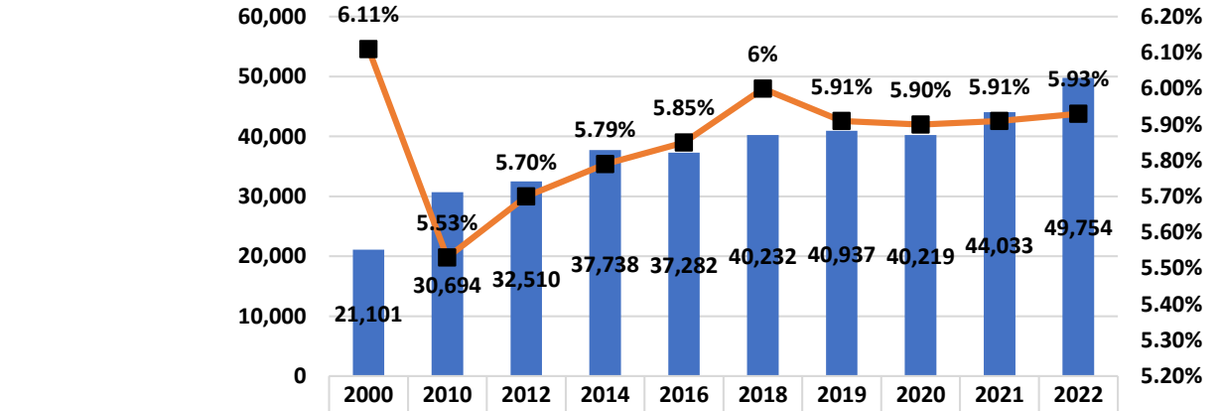
Source: made by the researcher from [250, 276]

The data in Table (2.2) show that Israel does not 'suffer' from a lack of national budget for education, and in some sections even has a larger budget than Finland (relative to population size). The researcher identifies a clear trend in the education budget, so she wonders about the international results over the last 27 years. The higher education student support section is also steadily increasing [30, p. 28-29]. The conclusion on the budget policy is that it is not a financial problem, but a failed management policy, with the budget being directed to spending sections that do not create relevant outputs in human capital development (students) and teacher training. The section on investment in vocational education includes worrying data because the number and quality of training of technical and technology professionals in Israel has declined over the last decade (2010-2020). There has also been a downward trend over the years in the budget for higher education, especially in research institutions.

Israel - private spending on education. Private spending on education is very high compared to Western and OECD countries [269; 261; 39, p. 237-238]. The expenditure results from the economic power of the family to support the student privately during the years of learning and training. This reality creates significant social disparities between communities in Israel. The failure of the state to intervene with a clear policy that reduces investment in private education perpetuates the widening gaps between different populations and geographical areas. The average

private spending on education is 23.5% (OECD average is 15.7% and the average in Finland is 0.4%) of total national spending (government + private spending).

Israel - national spending on education compared to gross domestic product. National spending on education in 2020 was 103 billion shekels at current prices, which is 8.1% of gross domestic product, as in 2019, compared to 95 billion, 7.8% of GDP Gross Domestic Product in 2018 [272]. National spending on education in 2012 was 8.5% of gross domestic product. That is, relative to domestic product, there has been a steady decline of about 5% in investment in education over the last 15 years. The researcher identifies a clear trend growth in national expenditure (especially in the private expenditure section). However, the output has to express the investment component due to national priorities. Figure 2.5 shows the
trend in the years 2000-2022.



	2000	2010	2012	2014	2016	2018	2019	2020	2021	2022
GDP PP	21,101	30,694	32,510	37,738	37,282	40,232	40,937	40,219	44,033	49,754
Current expenditure as a percentage of GDP %	6.11%	5.53%	5.70%	5.79%	5.85%	6%	5.91%	5.90%	5.91%	5.93%

Figure 2.5. Education expenditure as a percentage of GDP % in Israel 2000-2019
Source: made by the researcher from [264; 250; 276]

As in other cases, investment in the whole education budget will make an economic contribution after a few years. It is also seen in this case that the increasing budget over the years affects the output, and we see a steady increase. The researcher, from her experience and knowledge from working in the education system, knows how to indicate that the output in Israel does not represent the cross-sectional data of the system, but is mainly concentrated in the main production areas (the centre of Israel), while neglecting for many years the periphery, Arab Society and other minorities. These data will be reflected when examining the next economic criterion - the percentage of unemployment and its characteristics.

Israel - percentage of the employed. Until the early 2000s (2003-2005), the labour force participation rate in Israel was relatively low compared to other OECD countries, mainly due to the low labour force participation rate of men [280]. For example, at prime working ages (25-54),

the male labour force participation rate in Israel was about 84% in 2003, while the OECD average was about 92%. Unemployment over the last decade in Israel is characterised by more academics who are unemployed or not employed in their field of specialisation. With reference to the number of people applying for the service, as of April 1, 2020, we state that they were earning relatively low wages. The unemployment rate in Israel has recently decreased and has improved over the years. Kizel A. points out that until March 2017, the unemployment rate was about 3.6% [124, p. 112]. The unemployment rate in Israel is exceptionally high among the poorly educated, especially among older and ultra-Orthodox men and the minority population (mainly in Bedouin society). In 2020, due to the "COVID-19" crisis, there was a record number of unemployed in Israel - over one million, with an unemployment rate of 24.9% [276].

The old education policy has a direct impact on the training and employment system, leading to employment or unemployment [60, p. 190]. As we found in the budget policy analysis, vocational/technical training in Israel is at an unprecedented low level and directly prevents low-skilled employees from entering the labour market. In addition, there are calculation "distortions" made by the Central Bureau of Statistics [276] that consider every person who works even "one day a week" as employed. The situation is therefore even more inaccurate. There are no real labour associations between the training needs of the employing institution and the training courses of the educational system. The socio-economic phenomenon resulting from an educational policy in favour of the accessibility of higher education has also entered this issue. This is a trend that marks the Education Surplus, a phenomenon that creates an "excess of degrees" in Israeli society, thus diminishing the academic degree and, of course, the level of education during studies. Once the Israeli employee is not obliged to perform and is rewarded according to certificates, the employee's motivation will be based on career progression, experience and "collecting" diplomas and certificates.

As will be presented later, each vocational area head at the Ministry of Education integrates several “piles” from the academic institution and there is minimal consultation with professionals from the industrial or labour world. As in Finland, these shortcomings, and the lack of contact with employees, are absent in Israel. Many committees have commented on this, noting that the situation has not changed or improved over the years. Although the next graph, Figure 2.6, showed a low percentage of unemployment, the reality of the quality of employment is not apparent from the figures.

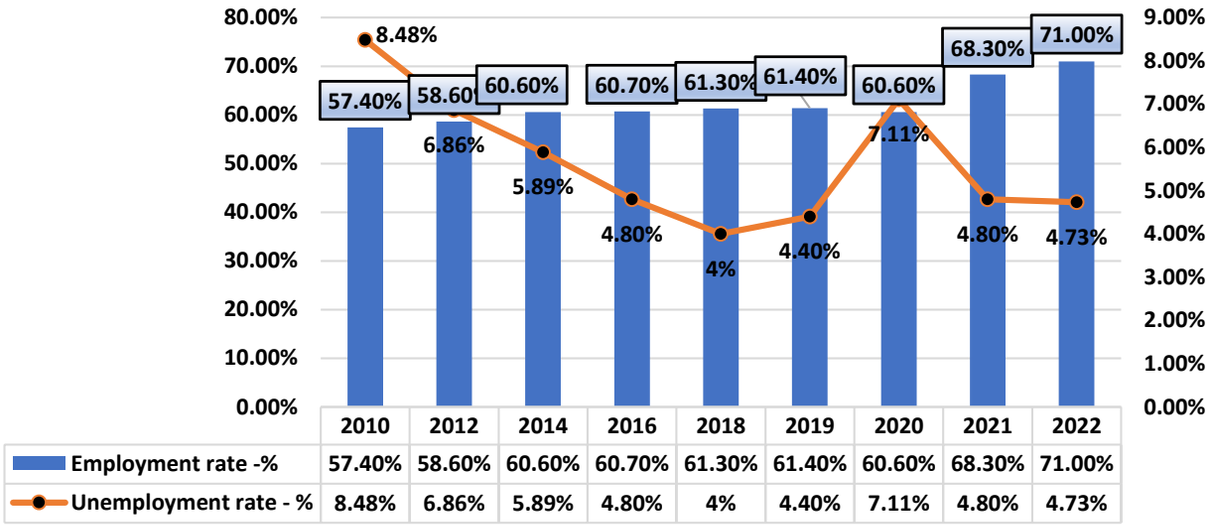


Figure 2.6. Unemployment & employment rate in Israel 2010-2022

Source: made by the researcher from [276]

The data in Figure (2.6) show that although the percentage of registered unemployed has fallen over the last decade, there is no significant increase in the percentage of employed. This suggests that the potential labour force is missing. It finds its livelihood in other sources of income (such as the state - through the use of National Insurance benefits).

As previously explained by the researcher from the Ministry of Economy and Employment in the Israeli employment rules [276; 279], the way employment is measured in Israel is unfounded and unreliable, as it does not reflect the true reality of the ability to earn a living adapted to the 21st century. We believe that it is impossible to consider a person employed for one day a week or several hours spread over a week to be employed and disregarded as "looking for work" or unemployed. A person who earns (due to minimal work) NIS 2,000 (530 euro) per month in Israel cannot support himself and will need assistance from social institutions. This distorted measurement allows politicians to present comparatively low unemployment figures.

The education system in Israel treats the student during the formative years in the classical educational institution (kindergarten - university). The picture of vocational education has been understood in the previous subsection. Therefore, most vocational training courses (unlike in Finland) are not the responsibility of the Ministry of Education, but of the occupational system (Ministry of Economy and the employment offices of the Ministry of Labour). This reality perpetuates asynchrony in the characteristics and needs of the occupational system. On the one hand, the vast majority of students come with no background and prepare for the world of occupation. On the other hand, MOE skills could be more robust. Israel's education and training model will present strategic and managerial issues in Israel.

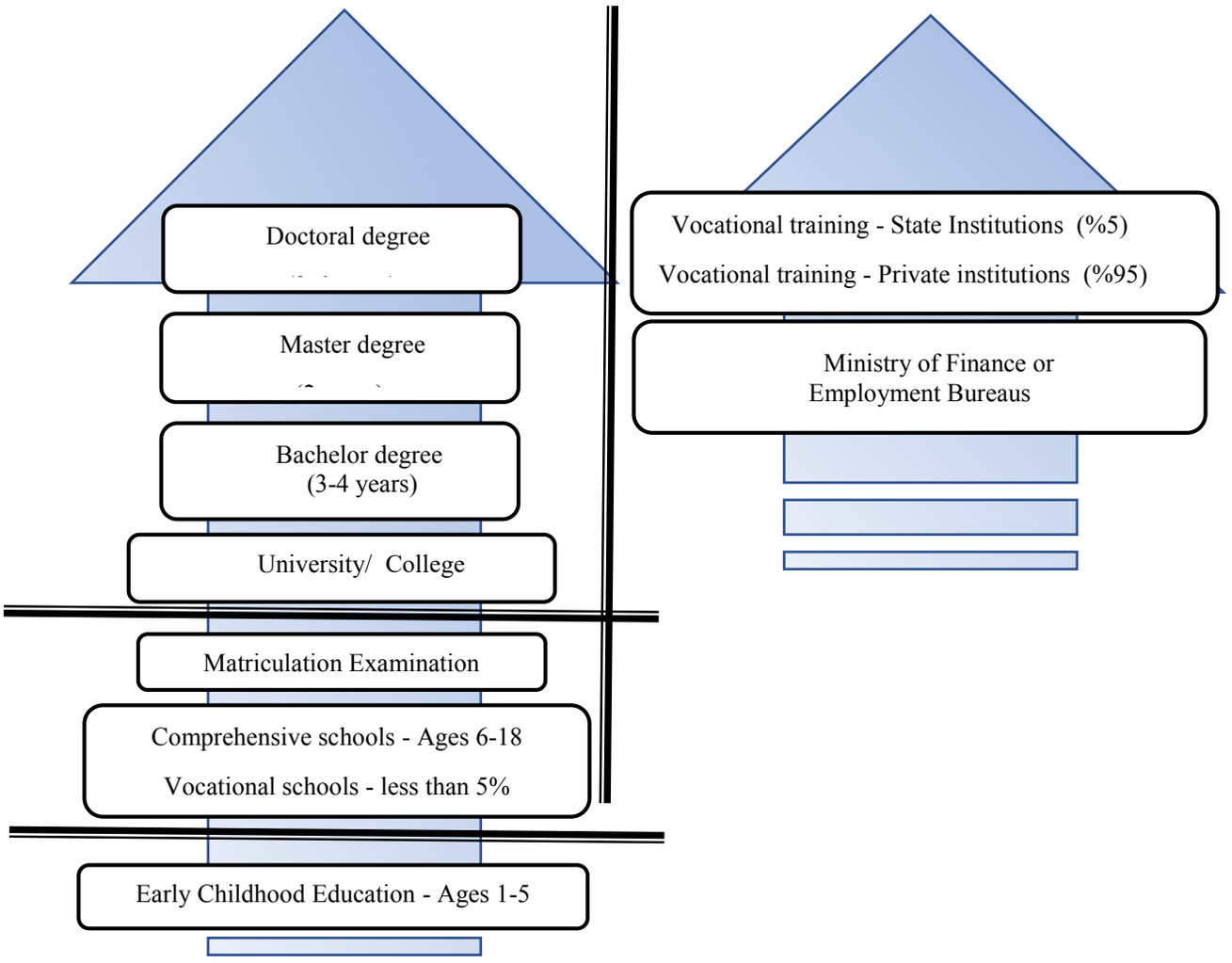


Figure 2.7. Israelis' education model 2021

Source: made by the author from [253; 261]

This model (Figure 2.7) treats the educational and training aspects in two separate courses with no unique working relationships, except for administrative controls and the adult education system, a platform for certifications and accreditations [2, p. 298; 8]. Fifteen years ago, the division for adult education was reduced, thus ending the process of collaboration between the adult training processes and the education system in Israel. The Western world did not understand how Israel is at the bottom of international examinations and, on the other hand, has one of the highest numbers of international patents [24, p. 110], how the economic and educational system neglects entire communities (minorities, periphery, ultra-Orthodox, border settlements), but on the other hand leads in the number of technological successes related to population size [22, p. 192]. In July 2021, the Minister of Finance, commissioned research from the Knesset research institute on the level of occupational productivity in Israel [256; 31, p. 12-16] The results of the investigation showed that the low labour productivity in Israel compared to the OECD is mainly due to the low skill level in the Arab society and the ultra-Orthodox sector. The study showed that the output per

capita in Israel per purchasing power value is 9.5% lower than the OECD output per capita, and the output per working hour is even 23% lower than the OECD data. The output per working hour in Israel per purchasing power value in 2019 was 46.9 USD, about 20% lower than the OECD average.

According to Neta [31, p.17], a complex mix of factors can explain productivity gaps, in particular the supply of physical capital, human capital, labour intensity, basic regulatory conditions, and industry structure. Prior to COVID19, Israel had low unemployment rates compared to the world (less than 4%), and Israel's population was more educated compared to other countries. However, on the other hand, Israel scores low in the measure of employee skills. Output per hour of work was $46.9 in 2019 (and only $33.4 in COVID-19-year 2020), compared to the OECD average of $58.9 (only $43.3 in COVID-19-year 2020) - a massive gap of 20.4 USD % in 2019 and 22.9% in 2020.

According to the Bank of Israel with the Ministry of Finance [279] and CBS [248], the 2019 comparison table of Israel's output per hour of work in terms of purchasing power value shows that Israel ranks 24th disrespected among the 36 OECD countries. Ireland ranked first with about $110 per hour of work, then Luxembourg with about $108, and Norway is third with about $93. The product per hour of work in the US is about USD 77.1, the OECD average is USD 58.9, the product per hour of work in terms of purchasing power value in Israel is USD 46.9, and Mexico is last with USD 22, and ahead is Chile with USD 30 and Greece with USD 37 per hour of work in terms of purchasing power value.

These and other socio-economic insights emerging from the in-depth report allow researcher Neta M. to present a reality to which she was exposed years ago, and therefore her decision to examine the place of the Ministry of Education in the existing social environment is part of a political equation [31]. A profound change is needed, either in the professional relationships between the stages of education, or a deeper reform regarding the place of teachers and educators in the training arrangements for young Israelis. Such a paradigm shift will increase the productivity of Israeli workers within years, due to an updated education system that will contribute to the development of the economy. It is also important to realise that labour productivity is also reflected in exports. Here there is also the dilemma: export data (especially technological) is very large, mainly because of its relevance to today's technological world. The researcher presents the dimensions of productivity versus export status in Figure (2.8).

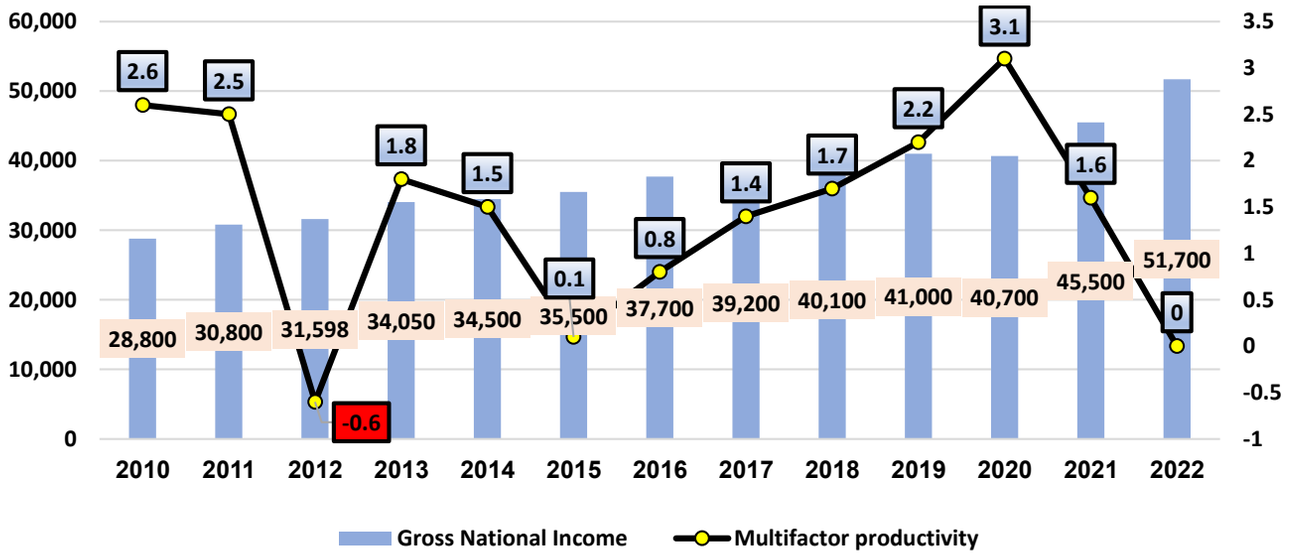


Figure 2.8. Multifactor productivity and the gross national income in Israel 2010-2022
Source: made by the researcher from [276]

The author infers from the data results (Figure 2.8) that productivity levels are improving every year. However, the values are still low compared to Finland (with a perennial average of 1.7). Israeli income from services and export products is high. However, as mentioned earlier, the Israeli economy is heavily influenced by the export of technological products and the sale of entire companies to stakeholders in Western Europe and the United States. According to the Israeli Export Institute [279], more than ⅔ of Israeli exports were based on the export of high-tech industry from 2015-2022. The examination conducted by the Bank of Israel, the economic department and the export institute [279] showed that the export of goods had a decrease of 4% and amounted to $54 billion. However, on the other hand, there was a 9% increase in the export of business services of $47 billion. It is mainly in high-tech industries, Israel's digital worlds of cyber, fintech, extended organization management systems and the like. Israeli high-tech is becoming the main driver of growth even more than it has been so far, and its role in total services exports is growing. The export of high-tech services increased in 2020 by 11% over 2019 to $37 billion, double the 2014 level. The assessment for 2024 and 2025 is that productivity levels will be 1.02-1.0.4 in these years [279]. These two factors are related to educational policy in Israel in directing resources and citizens' behaviour regarding occupational selection in high-income professions and products. As mentioned earlier, there is no real working connection between training systems. Therefore, the high-tech system is the most important export and occupational productivity task.

Summarising the role and status of the education system in socio-economic contexts, we find that there is a substantial and fundamental difference in the governmental and strategic perception of the interaction between education and the economy. On the one hand, the researcher

concludes that in Finland, there is a system of labour relations, national commitment, listening and adherence to the needs of society and the local economy, which will be reflected in the design of education and student training policies for the country's economic sector, social needs [14, p. 217]. Almog Barkat G. & Dan I. argue that the vocational training system (VET program) is an example: high employment rate, low unemployment rate, investment in the development of occupational skills relevant to diverse populations, compulsory education law and private investment, reducing funding [4, p. 120-122]. At the same time, Israel is in a complex situation due to failed policies that perpetuate social disparities (centre and periphery, exclusion of communities and minorities), do not invest in human infrastructure, and minimise or even cancel vocational education for students and adults. However, these policy outcomes are currently "invisible" due to the success of the high-tech industry; the latest research commissioned by the new Minister of Finance proves the future outcomes of the labour economy in Israel [3, p.15; 11; 1; 60].

II.2. Qualitative and quantitative approaches to educational staff in public policy analysis in Finland and Israel

This approach is an additional criterion that the researcher aims to analyse and compare, being directly involved in the strategic educational policy in the pedagogical context that shows the social-educational perception. The ways of assessment and examination in each educational stage show a perception that examines/evaluates/looks at the student in the educational system. Assessment and examination arrangements at each stage of education reveal a perception of learners in a particular educational system. *"Change the way you look at things and the things you look at will change"* [95, p. 113].

Assessment and review methods are a discovery process that help to promote student achievement and improve teaching processes by providing evidence-based data and setting concrete targets for improvement [53]. Good mapping, during the process and mostly afterward, guides teachers and influences how they plan lessons and teach as content and diverse students learn in the classroom. This policy is obvious to all involved in teaching students, whether adults or young people. However, because of the educational policy, we still have to find differences between the two countries, Finland and Israel [15, p. 16].

Finland - assessment and examination methods. Due to the reality of these years (2020-2021), with an education system totally different from the United States, Great Britain, Israel and even other European countries, Finland has been at the top of the success table for more than twenty years [77; 88, p. 16]. According to the Finnish government publication report [254], Finland's assessment and achievement review policy in Finland allows students perceptual autonomy and encourages creativity rather than putting students in a competitive race for numerical-quantitative achievement and is embodied in the following characteristics:

1. Elementary ages. The assessment process starts at an early age, but in a broader, inclusive and supportive approach. Encouraging students to shape their opinions is one of the values already applied and examined at elementary ages (kindergarten and elementary grades). The system therefore values the learner's opinions. Assessment and review in these years focuses on promoting the health and well-being of the child. The policy in the assessment processes is that the Finnish system relates to the young learner as an individual (as opposed to classical assessment guidelines that quantify students in statistical indices of numerical grades) and aims to reach their full potential. Students through sixth grade rarely receive homework. Teachers have full autonomy to use teaching methods that facilitate their experience and help students to learn more proactively in a personal and social context (community of learners).

2. High school ages. Pupils in Finland take national tests at the age of 16. The examination and assessment processes are carried out by the teaching staff (in the system) and they determine the assessment methods according to the objectives set in their subjects. The comprehensive education policy also certifies teachers to impart and develop the pupil's self-esteem skills. Self-esteem helps students to learn, be aware of their growth and learning process. The system procedure, as established by national policy, is that Finland does not use standard, uniform tests, but a variety of assessment and examination methods to utilize the learner's potential and the system for a wider set of opportunities for learner expression. In the Finnish education system, there is one central standardised test at secondary school age, the national matriculation test. Pupils take this test by the end of general upper secondary school and it comprises four examinations. Pupils must be tested in their mother tongue. They then select three subjects to be tested: mathematics, foreign language, second national language and a general subject such as humanities or science.

3. General policy. The education system in Finland does not aim at teaching pupils in elementary school as preparation for known standardised tests. Instead, teachers receive general assessment guidelines and assess students themselves. The Finnish system also encourages students to develop self-assessment skills and their own standards of progress. The typical approach, as part of a comprehensive educational policy and a national guideline, is that instead of a test, the aim of the Finnish government is "*to support students' growth and orientation towards humanity and responsibility by requiring them to provide the knowledge and skills needed in life*" [253]. However, Finland uses an annual test to assess learning outcomes in school. These tests focus on the subjects of mathematics, mother tongue and literature. Additional subjects, such as art and multiculturalism, are added due to the Ministry's objectives. It may sound like standard assessment and examination by another name, but there are some main differences. First, the tests are based on a sample; they are not comprehensive results. Second, the grades are not used for student assessment, but for the school and reduce pressure on participants. Finally, school grades are separate from funding or the national grading system. It is given to school principals for evaluation and development.

Israel - evaluation and examination methods. The assessment process and examination methods in Israel have undergone minor changes over the years, but are still based on the product outcome [132]. This approach has been supported by policy since its inception. The "COVID-19" crisis created a "pressure bubble" or opportunity in the educational system. It is going through a process that may fundamentally change the methods of assessment and examination [42, p.7]. In

the Israeli system in the issue of "achievement assessment", there are two main different approaches:

a. *The qualitative approach*, whereby assessment is seen as assessment for learning, known as formative assessment;
b. *The quantitative approach*, whereby assessment is perceived as the evaluation of learning, known as summative assessment.

Each approach sets different *assessment goals* that influence and direct the classroom learning and teaching culture. The assessment objectives in the qualitative approach are to provide detailed feedback to promote learning and teaching. The purposes of assessment using the second approach are to summarize or report learner achievement using a numerical score for sorting, certification, etc. [33, p. 22].

The evaluation process starts at an early age, but in a broader, inclusive and supportive approach. The statement of the former Minister of Education in Israel [264] indicates the leading policy: '*It is acceptable to examine the success of the education system by measuring outcomes (school achievements). Outcomes are mainly students' grades in general internal examinations and comparative international tests. We will observe whether students' test scores are legitimate means of measuring the quality of education in acute dispute. It has also been argued that the measurement of student achievement causes the employees of the educational system to focus excessively on achieving maximum success on tests, rather than on obtaining true knowledge*".

According to the Ministry of Education [30, p. 28-41], the methods of assessing learners in Israel tend to be numerically-quantitatively oriented as the years pass in the learning process. However, at the beginning of the student's first year in an educational institution, they go through a process of observing their emotional, motor and cognitive outputs. It has quantified verbal assessment and numerical assessment that show the student's abilities in relation to themselves (whether they have improved over the chronology) and in relation to their peers in an organic or statistical group. So, the process will continue, a result of policy and educational perception based on the closeness of outcome is characterized by the following age groups:

1. Elementary ages. The student in Israel will be tested throughout his years in educational settings (kindergarten and elementary school) in almost every possible way. The teaching method directs the teacher to examine the learning outcomes to produce the maximum possible outcome in the subject's learning timeline. Curriculum (next comparison chapter) requires many assessment junctions so that the system can produce data about student and teacher progress. Examination methods will be tailored to the learner and their abilities, but from an early age, the learner will be educated to present their knowledge and skills as expected, and on the other hand to go through a

process of numerical quantification of their own knowledge. Excellent students will get high grades and struggling students will get low grades. However, various teaching methods are integrated (peer learning, workshop experience, group work, etc.), all expected knowledge must be presented during the test.

2. Intermediate ages. In Israel, students in grades VII - IX are demarcated into intermediate - high school classes. This age group will transfer in grade 10 to high school studies to the designated learning course (theoretical/vocational). According to the current age group, the assessment and examination methods are similar to those of the elementary ages.

3. High school ages. This group of students reached this educational setting in grade 10 (16 years old) and continued through grade 12 (18 years old). In these years most Israeli students learn in high schools (less than 5% study in vocational-technical high schools) and go through assessment and examination processes according to general policy requiring numerical and verbal checks, and assessment junctions throughout the years. In the assessment and examination process, students are tested using papers, quizzes (short tests), current tests and matriculation tests (starting from grade XI).

Transcript - each student who graduates from high school in Israel is awarded 2 diplomas. One is the school-leaving diploma awarded by the educational framework (12 years of schooling) and the matriculation sheet which states whether the graduate is "entitled" or "not entitled" to the diploma [30; 4, p. 126]. The first meaning of "entitled" is the ability to be admitted to higher education. A graduate without the "right" will be forced to retest the subjects he failed in order to acquire this "right". Without a right, he will not be accepted into the higher education system [21, p.119-120]. The value and the "weight" of the diploma depend on the units of study of the subject, the final grade and the overall average score [27, p. 65].

The typical attitude in high school settings is a "natural" continuation of the assessment policy that examines the student's ability to present their knowledge in accordance with the programmes they have studied. There is almost no individual-creative expression of the learner, no opinion-forming process or expression of autonomy of thought. The only skills tested are memorisation ability, content analysis and synthesis, depending on the learner's ability to meet the requirements.

Comparative discussion between the two countries. The researcher deduces from the analysis of the strategic educational policies of the two countries that there is a fundamental difference in the appreciation of the role that each country assigns to the educational system. The difference in the appreciation of the status of education is analysed in the researcher's article "*Educational policy in Finland*" [100, p. 187-197]. The link between systems, the synchronization

of the curriculum and the cultural dimension of learner development are prominent in Finland's policy on learner assessment and examination methods. Maintaining learner development is prominent in Finland's policy on learner assessment and examination methods. Emphasising the development of independent thinking in social and individual contexts replaces the assessment junctions that are translated into numbers in Israel. As part of their cultural, social-political strategy, Finns invest heavily in the development of individual citizenship qualities and the value of equality for all, creating an open and egalitarian society that contributes to the development of the local economy. This mindset and perception have led the managers of educational institutions to conduct a more empathetic assessment policy that emphasises a long-term, profitable policy in international tests.

However, the State of Israel strives for *immediate results with a proven and measurable purpose.* The policy of measuring achievement is steeped in Israeli culture. It is a cultural perception in every organizational culture in work and management systems. Tamir J. explains this cultural phenomenon as a constant anxiety for historical reasons related to existential pressure and/or fear of some economic/security/political crisis. Therefore, the educational system is driven in an atmosphere of "not" strategy and "not" actualized processive politics, but "fire-fighting" culture [40, p. 51]. The reality of such behaviour creates socio-economic disparities that cause discrimination of communities in the society. In addition, this social approach puts pressure on the education system to meet clear targets validated by numerical grades and requires officials (kindergarten teachers, professors, principals, supervisors, and university lecturers) to constantly assert themselves. These two approaches have a short path to international test results.

Comparison of assessment processes and review of international tests. International tests are conducted in international studies involving many countries from all corners of the world [82; 85; 119]. Their purpose is to allow a comparison of student achievement in core knowledge domains, to find out about correlations between various factors such as students' attitudes towards school and learning, and to investigate social, economic and cultural influences on the countries in which achievement research is conducted [128]. The results of the research therefore allow a comparison between sectors and groups within a country's population and between countries [131, p. 448]. Tests are conducted cyclically every few years. The research is conducted by two international organizations: the OECD [262], which manages the PISA (Programme for International Student Assessment) research and the TALIS surveys, and the IEA (International Association for the Evaluation of Educational Achievement), in which Israel and Finland participate [245]. Data from the 2019 tests showed that the average grade of outstanding students in Israel was relatively lower than the grades of outstanding students in developed countries [42].

In fact, the average grade of outstanding Israeli students was closer to that of the lowest achieving students in China [7].

The test was conducted in March 2018 on a sample of 6,623 students from 174 schools, the majority of whom were eighth graders. Israel ranked 37th in the reading test (similar to its ranking in the previous test, but the score dropped nine points to 470); 42nd in science, its lowest ranking ever and worst score since 2009 (three places lower and seven points below the average student score). In contrast, Finland, which until previous years had been among the leading countries in international tests, dropped slightly in 2018 [271]. Looking back over the last 17 years, we see that Finland has performed remarkably well and successfully in all tests (math, literacy, language and science). When the achievements of both countries were analysed by the education department of the OECD, one of the most prominent conclusions referred to the existing methods of testing and assessment in each country.

Analysis of success factors in international tests in Israel and Finland. According to studies conducted by Tzur Carlitz and Noam Keshet on behalf of the Trump Foundation and entitled "*Factors Driving Student Success in PISA Tests*" [49], three main success or detrimental factors emerged: (1) the educational context; (2) the effect of teaching characteristics on student performance; (3) the effect of educational level at pre-school age. This researcher attempts to compare the different methods used in the two countries, Israel and Finland, in order to analyse and apply measures that need to be changed or maintained.

Educational context. This expression refers to the socio-educational dimension called equity in education. According to the research results of Tzur Carlitz & Noam Keshet, the dimension of equity in education showed an improving trend in 11 countries that participated in the PISA research [49, p. 17-21]. Equity in education is measured based on the percentage of difference between students' performance and their socio-economic background. Educational inequality is reflected in high academic achievement among students from a high socio-economic background in contrast to a low socio-economic background. Such findings often appear in the media and professional literature to the extent that it seems that achieving equality is impossible in today's education system. However, countries around the world are working to improve the achievement of students from a low socio-economic background to achieve continued success.

The equity measure in Finland compared to Israel. As analysed above, the equity issue in Finland is a result of legislation and a socio-political paradigm. Equal education for all and views of diversity among students, according to Finnish legislation, are an integral part of the education system and are not seen as differentiating but as shaping the local society (in other words, multiculturalism). The right to education is a fundamental right and includes all residents of the

state (even non-citizens). According to Pizmony-Levy O., the Ministry of Education is committed that every child should have the opportunity to acquire an education tailored to his or her special abilities and needs, regardless of economic status, age, place of residence or mother tongue. Equality in education is the first priority in strategic educational policy [168, p. 239-257]. However, the aim of ensuring equality in education is not equality in achievement, but the provision of equal opportunities and equal expectations from every pupil. Therefore, the Ministry provides free pre-primary, elementary and secondary education, social services and support in a system of schooling (food and travel arrangements) to all pupils of all ages at no extra cost. This paradigm has led to the situation that there are almost no gaps arising from lack of opportunity and/or discrimination between communities and cultures in the country. Funding for schools is transferred from the State Treasury budget to local authorities according to the number of pupils aged between 6 and 15 residing in their municipalities or authorities. A number of factors affect the size of the budget transferred: low population regions, populations speaking a large number of languages, local authorities in island and Swedish-speaking regions and the number of foreign language speaking students residing in a local authority area. These factors and issues form the basis for increased government funding to local authorities. The Ministry of Education and Culture has a certain differential budget given to schools where special learning materials are needed for teaching migrant children, as well as special funding for pupils with special needs [1; 67].

In Israel, there are visible inequalities in learning and educational attainment, and these are remarkable in a comparison between socio-economic echelons (secular, religious, ultra-orthodox) and between Arab and Jewish societies [9; 27, p.138-139]. One of the main roles of the educational system is to select and sort students in preparation for possible entry into the labour market. The systems try to identify the most talented and hard-working students, to train them for high-income and prestigious professions. Therefore, for example, Israeli universities typically have high entry requirements for electrical and electronic engineering, management, medicine, architecture, clinical psychology and many others, and only a few candidates for higher education fulfil these requirements. Similarly, the baccalaureate exams divide high school students into three categories, distinguishing between those who have accumulated a lot of knowledge (four to five units of study) in the most highly valued subjects (such as math, science and English), those who have sufficiently reached an average level with the basic subjects, and those who have not met the minimum requirements to receive matriculation certificates [275]. Only 22% of all high school students belong to the top category, and many belong to the bottom category. Graduation certificates are a selection mechanism that stratifies the future chances of students, both in higher education and in the labour market. Thus, the education system sorts and prioritises students already in the early

stages of their journey towards a successful career [71; 73]. Professors evaluate their students and rank them non-stop on a grading scale. The grades were intended to encourage students to invest in their studies and to reward those who achieve excellent results. Grades are not equal because they are ranked. If all students were given the same grades, nothing would encourage them to invest effort in their studies and the grades would not reflect success in their studies. However, it is more important to emphasize that Israel is one of the top OECD countries in terms of the degree of inequality in performance among its students. An example of the figure below shows the gaps between scores in Jewish and Arab society over ten years in the measures examined in the international test. The data comes from the National Authority for Measurement and Evaluation in Education, a subsidiary unit of the Ministry of Education [263].

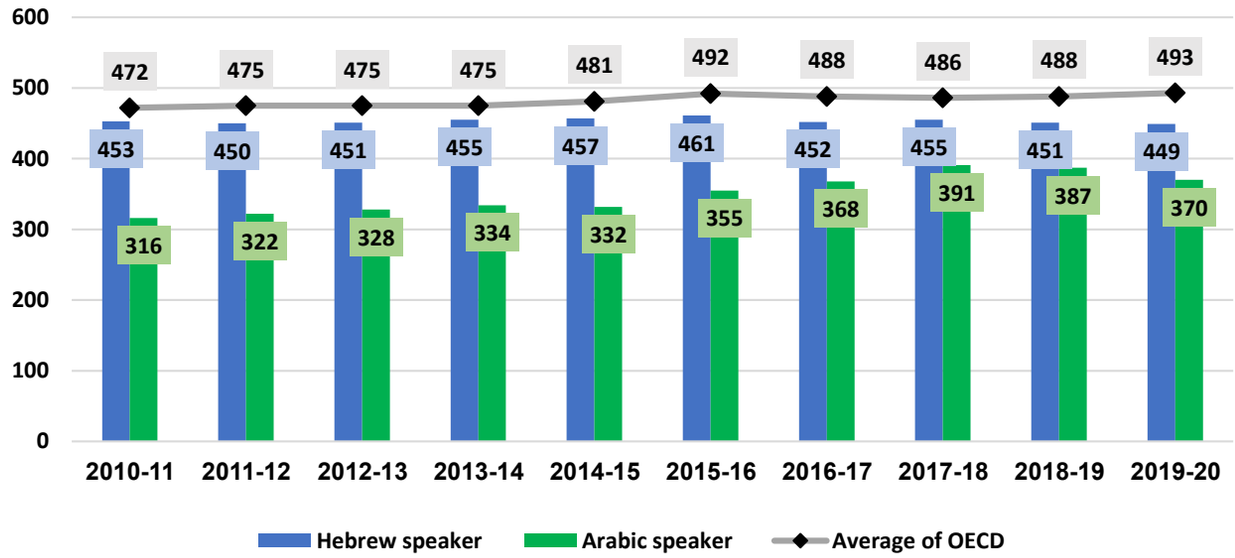


Figure 2.9. International test results for students aged 15 in science subject (Arab and Hebrew speakers), from 2010-2020.
Source: made by the researcher from [264; 272]

An analysis of the findings reveals a gap between language speakers (Jewish society and Arab society) that has continued over a decade (2010-2020). Although the gap has narrowed since 2015, it has widened between the Israeli average and that of other OECD countries (also since 2015). This finding led the researcher to conclude: although Israel has invested in narrowing the gap by preventing equity, it needs to do more to close the gap with other countries.

The gaps between Jews and Arabs are also observable when examining the performance levels of each population: only 6% of Arabic-speaking students excelled on the test, in contrast to 19% among Hebrew speakers [93, p. 414]. Those Hebrew students who excelled scored higher on average than the Arabic students who excelled. Half of the Arab students scored low or poor on the math test, while about a quarter (26%) scored low or poor among Hebrew-speaking students. The gap between the resources invested in Arabic and Hebrew education is not only expressed in

the funding of teaching hours. The teaching infrastructure and tools available to teachers and principals in Arabic education do not allow for meaningful learning, especially not for students from disadvantaged backgrounds. There needs to be more classrooms, physical infrastructure and digital teaching equipment.

The following figure illustrates a cross-country comparison and the significant gaps in international test success. The subject of science is in many countries a key indicator of their educational systems when it comes to paving the way for students to professions attributed to the development of knowledge economy occupations [148; 242]. In Finland there is a vocational education pathway, while in Israel much is done to minimize its existence and influence [61, p. 7-9]. These facts lead to growing gaps between countries around the world and the Israeli educational system. Figure 2.10 illustrates the gaps in this topic between Israel and Finland.

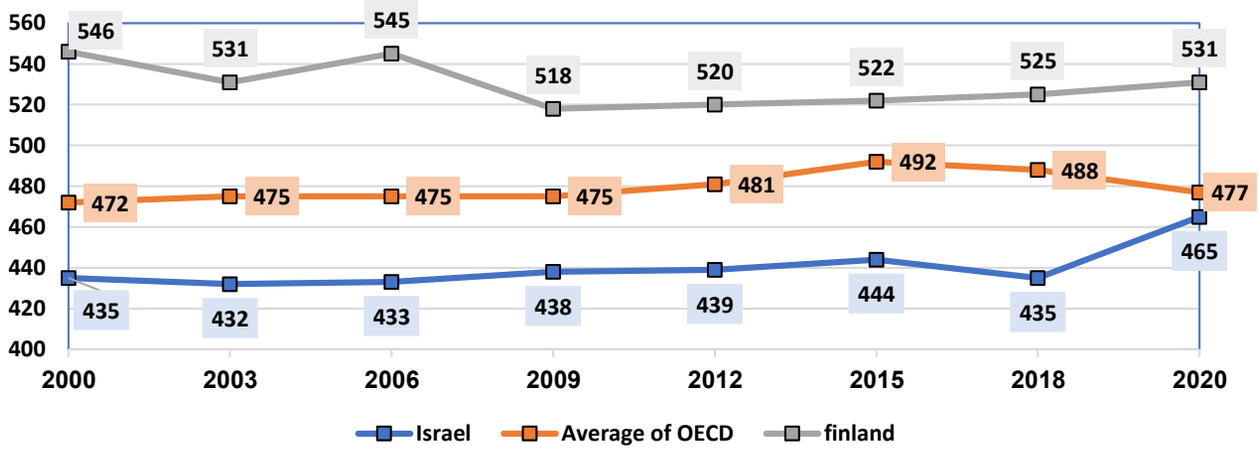


Figure 2.10. Comparison of PISA test results between Israel and Finland in science subjects (age 15; 2000-2020)
Source: made by the researcher from [272]

In the light of the data presented, the researcher concluded that the achievement gaps continued throughout 2010. Despite attempts to narrow the existing equity gaps in Israel, which have indeed narrowed, as shown in the figure above, Israel is known for inequality in education and the gaps with Finland have not narrowed, despite Finland's weakening in recent years as a result of a significant migration crisis. Abraham Frank, the scholar who examined the education systems of Israel and Finland in an in-depth study, concluded that the real value that produced the difference between the systems was the value of equity. As a critic of the system in Israel, equality and justice rather than ethical ambiguity and significant gaps are what show the adherence of the Finnish system to the values of equality and justice throughout the entire educational process ("the *first-time students encounter competition is towards their entry into higher education*") [88]. In contrast, in Israel, international tests and matriculation results are widely publicized with

competitive "ranking flaps", highlighting the substantial gaps between different sectors of Israeli society [88, p. 16]. The comprehensive tracking across the system tempts the educational line from developing thinking and behaviour to measurement and competition. The Finnish system values achievement as the development of students' thinking, the strengthening of values and confidence, collaboration, community help, and the absence of stigma in theoretical, practical, coeducation, or special education [150]. In contrast, the researcher presents that for the Israeli institution, numerical achievement is fully rooted in the view that competition is everything [70; 71]. The more the educational system produces "excellence" as measured by numerical results in national or international tests, the better, the more efficient it is.

The effect of teaching characteristics on student performance. Some of the studies [172; 169] have shown that effective schools require effective teaching. For schools to improve, teachers' abilities to provide quality teaching need to be strengthened. Part of the challenge is to identify more or less effective teaching practices [209]. Two countries, Israel and Finland, hold the main characteristics in the teaching problem, practicing the classical method. To do this, based on the McKinsey Report [262] on the PISA research conducted in 2019, in which both countries participated, a comparison between the characteristics of the teaching method is made. In modern teaching, there are two main methods of science teaching: the standard frontal teaching, or teacher-directed instruction, and the research and inquiry-based teaching method, inquiry-based teaching [108;227]. Henderson-Rosser A. & Sauers emphasize that teacher-directed instruction refers to the frequency with which teachers explain and demonstrate scientific ideas, discuss students' questions, and lead classroom discussions [109, p. 116].

Inquiry-based instruction refers to the degree to which students actively participate in creating classroom discourse and discussion. In other words, the frequency with which students raise inquiry questions, plan experiments to test their hypotheses, make inferences from their findings, and discuss their experiences in class. According to research findings on teaching methods in Israel, the Israeli education system trains its teachers mainly in the teacher-directed instruction method, i.e. frontal teaching. Finland, on the contrary, has been known for many years to use and promote the second approach, based on research and teaching [228].

Table. 2.3 presents the methodical differences between the two methods when teaching science subjects (which will later lead to international test scores).

Table 2.3. Comparison of learning method between Israel and Finland

Israel - Learning method: teacher-directed instruction	**Finland - Learning method: inquiry-based teaching**
The teacher explains scientific concepts; There is a class discussion with the teacher; **The teacher** discusses our questions; **The teacher** demonstrates a scientific idea; Students experiment with a scientific idea; Students make deductions with the teacher (under **teacher's** direction).	**Students** are allowed to present their ideas; **Students** conduct experiments in a laboratory; **Students** are required to discuss scientific questions; **Students** are asked to make deductions from experiments they performed; Teacher explains how it is possible to use a scientific idea that students learned in class to explain various phenomena (for example bone movement and materials with similar qualities); **Students** can prepare experiments they conduct; In class, there are discussions about studies; Teacher clearly explains the relevance of scientific concepts to our lives; **Students** are asked to research to examine ideas.

Source: made by the author [88, 37; 190]

From the findings, the picture is quite clear, and the researcher observes that teaching characteristics have a critical effect on students' ability to independently cope with questions that require skills to decipher different components in the steps of internalizing the learning material, which gives an advantage to the inquiry-based method as operated in Finland. For example, the following figure presents the mathematics scores of Israel and Finland in the PISA 2006-2020 tests.

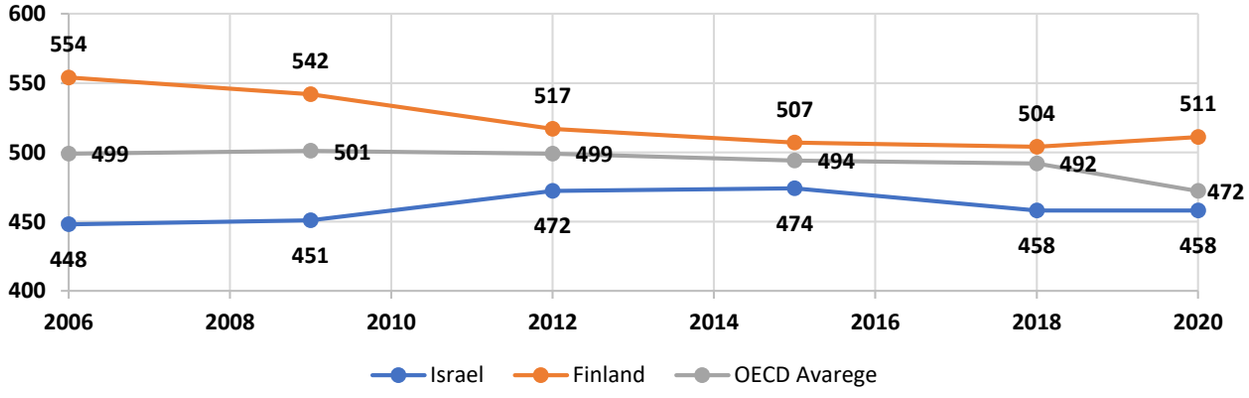


Figure 2.11. Maps Israel's and Finland's mathematic grades in PISA tests 2006-2020
Source: made by the researcher from [272].

The data in Figure (2.11) show that, in this case, the State of Israel, based on its teaching method policy (teacher-directed frontal teaching), is below the average of the OECD countries and Finland. Although Finland has undergone some changes in student grades and has had a general downward trend over 12 years (since 2006) from an overall grade of 554 to 504, it is still above the average of developed countries, which represents quality teaching methods. Paksuniemi M. & Kekitalo P. noted that this fall could be attributed to the fact that Finland has absorbed hundreds

of thousands of migrants since 2014 (refugees from African and West Asian countries) and therefore it will take a few years for the change to settle [163].

Comparative analysis of the empirical material, accumulated on the basis of research on the functionality of educational systems, particularly in their policy of assessment and testing of students at teaching institutions, allows us to note: there are two paradigms resulting from the national culture and life views about the role and purposes of educational arrangements in the country. The State of Israel views the educational institution as a "production line" of human capital measured by socio-economic outcomes. Therefore, the system must meet high standards of organizational results quantified in figures and evaluations. The state must have a strategic approach that encompasses the entire population and thus does not promote equality in education, leading to consecutive gaps expressed in international tests. In addition, the State of Israel is not financially burdened and its spending on all national systems (security, welfare, health, transportation) is high. Therefore, there is a national sense of pressure for results from the education system. Unfortunately, this strategy does not lead to results, but on the contrary; it leads to widening gaps and frustration among domestic communities. Another reason for the gaps in levels, results and grades is the relevance of the learning content of the education system. Students' educational trajectories and learning content not adapted to the forecasted needs of the 21st century will lead to success, grades and mainly to the future economic contribution of the country's human capital.

The 21st century is characterized by accelerated change and great uncertainty about the future [86, p. 212-224]. Education systems around the world must adapt to the changing reality in order to remain relevant. One way of reacting to the needs and challenges of the times is to adapt learning programs and materials [105]. Hirst P. in his article: '*Democracy and Governance'* emphasizes that the objectives of the national education system indicate the overall goals of the education system, define them and direct the planning and working framework of each country [111, p. 6]. Schriewer J. & Martinez C. note that there is a difference between countries' national targets depending on their culture, the challenges they face, their economic status and their national ambitions [193]. Therefore, for example, in most developed countries (according to OECD publication), education is considered to be primarily directed to serve individuals. In return, the state enjoys the fruits of its investment.

The OECD predominantly reflects this view and defines students' sense of well-being as a single national target. Tzu-Bin L., Azura I. & Li-Yi W. have described how in Singapore, in contrast, the goals of education are directed towards the nation, in other words, training human resources to function in the global labour market and strengthening national identity [228, p. 427-

429]. In contrast, some countries have goals of equality and care for educated civilians at the top of their system's list of priorities [157]. The author of the paper, in this regard, notes that according to Sleeter C. & Stilman J. each country formulates a policy to develop curriculum corresponding to its usual line of strategic educational policy and sometimes it refers to the same goals with different wording [199]. Takayama K. presented examples of curriculum development policy pathways operated in several countries: (1) academic skills development - Australia, New Zealand, Scotland; (2) curriculum for community welfare - OECD; (3) equality and bridging social gaps - Australia, U.S., New Zealand, Scotland and Finland; (4) tolerance and social inclusion - New Zealand; (5) preparation for the economy and the local labour market - Finland, China, Australia, USA and recently and Singapore; (6) development of national identity - China and Singapore [219]. The dominant particularity highlighted by scholars, however, is found in interrelation of interdependence with the other goals.

21st century demands on the curriculum. According to the OECD *Education Project 2030* [269], the curriculum is a basic means of achieving national educational goals in a country. Despite the differences in national goals and unique characteristics in each country, it was found that all curricula address three components:

- Knowledge literacy;
- Skills in thinking and socio-emotional domains;
- Social and individual values education.

The OECD's *Education 2030 Project emphasizes the* importance of developing skills in these three areas, rather than just instilling knowledge. Israel and Finland, participants in the project program, are applying these principles in line with their national education policy guidelines. To this end, it is essential to note that the benchmarked countries even integrate domestic programs and ideas, which sometimes contradict the principles of the OECD program. For example, the State of Israel continues, despite all the reactions and conclusions of various committees (including the State Comptroller), to discriminate against different populations [158].

Finland. The local and regional education system mainly motivates pupils to exploit their abilities to shape their image as people who contribute to their development and their environment. "The educational 'climate' comprises social principles to which are added socio-educational features such as equal rights. Sivesind K., Afsar A. & Bachmann K.E. point out that the Finnish curriculum development model is based on the fulfilment of several criteria: literacy in knowledge domains, skill development and values education [198]. Figure 2.12 shows the principles and contours of the model.

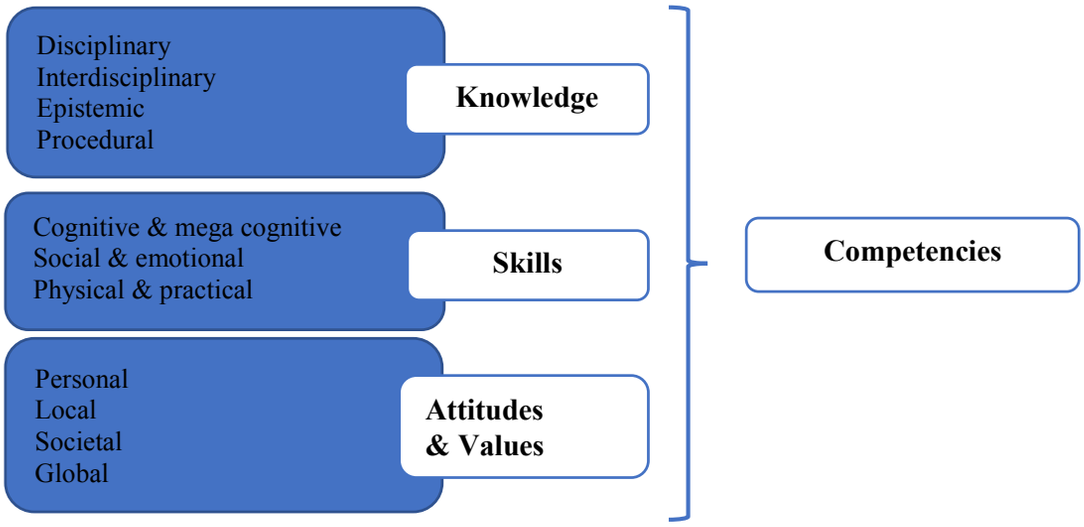


Figure 2.12. Model of guiding principles for Finland's curricula

Source: made by the researcher from [198]

The components of the model shown in Figure 2.12 are very important for realizing the objectives of this investigation:

Knowledge building. According to Sivesind K. et al. [198], the knowledge domains include subjects of study divided into five categories: (1) arts: art, music and drama; (2) humanities and social sciences as well as English and English literature; (3) STEM subjects: technology, science and mathematics; (4) health and well-being subjects: physical education, health education, religion and ethics; (5) labour market subjects: career education, counselling and business administration. According to Finnish sources [252; 257], Finland's strategic educational policy in Finland does not only refer to subjects of study, but emphasizes five infrastructural areas that are meant to be expressed in the teaching and learning of different subjects: *language literacy, numeracy, digital literacy, information literacy and health literacy. The* approaches that drive the Finnish system [259] in structuring the curriculum include:

1. *Interdisciplinary learning*: according to the learning processes, we argue that the skills required in the 21st century are based on integrative knowledge, not on separate knowledge domains. Finland therefore implements interdisciplinary learning in different ways. Broad learning topics are taught in a cross-curricular framework, e.g. health and well-being subjects as well as language literacy and numeracy are integrated into all school subjects in Finland.

2. *Balance between learning areas*: Finland gives preference to STEM subjects (Science, Technology, Engineering and Mathematics) over other subjects in both theoretical and vocational education. Some institutions attempt to elevate the status of humanities subjects in favour of real

learning subjects, as demonstrated in the STEAM approach, which integrates the study of art with STEM subjects. However, there is a balance between real and humanities learning areas.

3. *Balance between the scope of content and skills for learning and instilling deeper knowledge*: in line with the educational policy, it was decided to formulate the curriculum in the light of the principle "learn less learn more". The approach reduces the scope of the material learned, favouring innovative methods such as: inquiry-based learning.

4. In Finland, the *integration of technology* in learning and teaching processes *is essential* for adapting the education system to the demands of the 21st century and for its continuous improvement. In Finland, technology serves as a tool to support: in teaching and learning, e.g. individually and group tailored learning; professional development of teachers, model of dialogue between teachers and students, monitoring and evaluation, computerized measurement of student achievement which allows the identification of strengths and weaknesses.

Developing skills and values. The premise that drives the line of thinking in the Finnish education system is that, in the future, students will have to apply their knowledge in changing circumstances. They will therefore need a wide range of skills and values:

1. Thinking skills and strategies - a fundamental component in developing new skills. In Finland, the emphasis is on developing critical, independent and creative thinking, analytical and problem-solving skills. It is customary to teach thinking as an integral part of all learning subjects, and this, together with specific learning materials, is adapted to the learning stage and age of the pupils. Sahlberg P. emphasizes that unique aspects have been found in the development of thinking, emphasi3zing different types of thinking, such as a developing strategic and reflective thinking [190, p. 133-151].

2. Different ways of developing thinking: several types of thinking are taught in age-appropriate educational institutions and applied in the learning domains. For example, the development of visual-spatial thinking taught in design and technology studies, as well as computational thinking and, recently, algorithmic thinking taught in computer studies.

3. Socio-economic skills: Instilling social and emotional skills contributes to the development of people's capacity to develop and multiply the forms of manifestation of their own personality, to cope with an uncertain and frequently changing reality.

The Finnish institution emphasizes that the teaching of knowledge and the development of skills, their application have ethical foundations [200]. In the curricula adapted to the 21st century the following are included: references to values both at the individual level, such as: curiosity, initiative, determination and perseverance, and at the social level, such as: tolerance of others, awareness and socio-cultural ethics [219]. The Finnish school guidelines state that cultural

diversity enriches and contributes to human existence. Therefore, universal values, such as human dignity and respect for life, must be cultivated throughout the education system.

Curriculum planning partners. The management of the Finnish education system understands that the curricula applied are influenced by several actors of the social-political process [259]. Therefore, they carefully choose and involve various stakeholders at the planning stage: academic staff, third sector organizations specializing in education, educational personnel and the final customers of the system - students and parents. Finland considers that there is a national goal of preparation for the labour market. Business and industry personnel are therefore included in planning studies. The processes of curriculum planning and uptake include a number of steps [150, p. 450-453]. First, there is a structured process that includes the formulation of initial curriculum drafts by leading education professionals, obtaining feedback and reactions from people in education and the general public, curriculum modification, pilot implementation, approval, implementation and uptake of the curriculum. The partners are presented in the figure below.

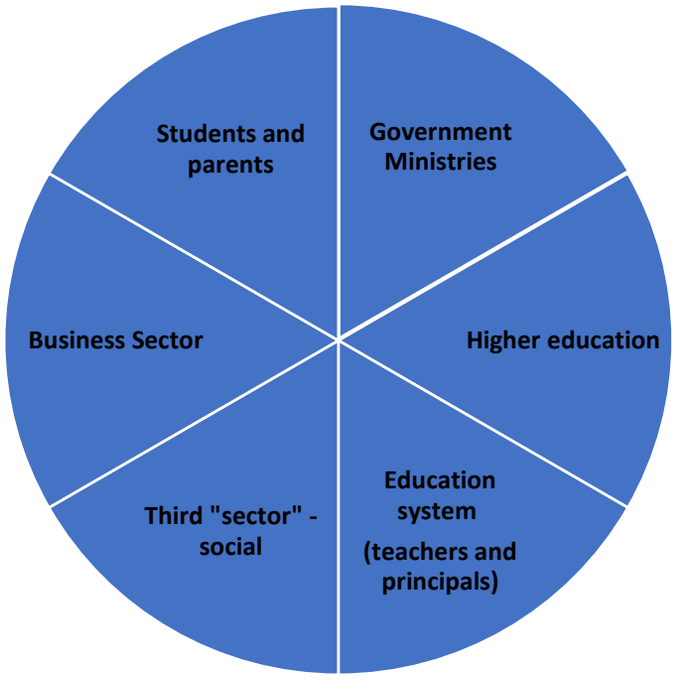


Figure 2.13. Writing partners for curricula in Finnish Educational Institutions
Source: made by the researcher from [254; 259]

As it can be deduced from this illustration (2.13), the strategic partners in curriculum preparation in Finland are divided among several stakeholders and knowledge holders. Robinson K. & Aaronic L. note that each expression of interest is assigned to a represented body [183]. The business-industrial sector is interested in the preparation of human resources appropriate to its needs. Similarly, higher education prefers to receive "mature" students for academic studies.

According to the researcher, the involvement of parents, who were partners in curriculum preparation, is an interesting issue from her point of view.

Work on local programs is structured as a pedagogical process of developing a local-national curriculum. From 2020-2021 a gradual reform was introduced, in which there is a transition from "subject-based" to "phenomenon-based curriculum" and the idea was: preparing students for their future professional life. The reform took place against a backdrop of change that brought modernization, industry and technology into the world of work, in contrast to what had existed a century before. The hope is to enable students to develop their professional and intellectual skills according to their tendencies in their high school years.

Thus, according to Simola H., students can choose "cafeteria-style" lessons to acquire math basics, improve their language skills, practice their writing skills and emphasize communication skills with others. More academically inclined students will study 'cross-curricular' subjects, such as 'European Union' - a lesson emphasizing the acquisition of foundations in subjects such as economics, history, language and geography [197, p. 463]. The reform has already been introduced in Helsinki high schools, and by 2025 it is planned to be introduced throughout Finland. In addition to a structural change in the curriculum, there has also been a change in the way lessons are conducted. Instead of frontal lessons in which teachers talk to the students and the students sit and listen, the work is done in small groups where the students have to solve problems (as compared earlier in Table 2.3).

Because Finland does not have inspections or tests, or national measurements in the primary education stage (up to grade 10), the guiding infrastructure of schools includes legally prescribed objectives, compulsory national curricula (core curriculum) and professional requirements set by the employees of the education system. In Finland, the emphasis is on a national curriculum and a strong link between the different levels of the education system. The Finnish curriculum emphasizes a holistic vision and quality pedagogy. National and local curricula are built in a dialogical process incorporating various stakeholders. This approach emphasizes local needs, thus helping to identify areas for improvement, commitment to goals and objectives, and improved student perception. According to Finland's strategic educational policy, the system must be synchronized and all partners in the preparation of the programme (Figure 2.13) must make joint decisions.

Degree of congruence between policy - curriculum - performance. This topic examines how educational policy is translated into practice. Educational management and governing institutions in Finland examine and control the association between different aspects of proposed

and expected policies, curriculum delivery and how they are implemented in classrooms and through assessment methods.

Finland has defined a national curriculum that obliges both basic and secondary education to give a large degree of autonomy to teachers [12]. Therefore, some issues are under the authority of the school. For example, which subject areas are considered key subjects and what local emphasis will be given to subjects in the national curriculum [44]. The level of feasibility testing in Finland, the congruence between policy and curriculum, is underpinned by a testing process and the completion of an annual time axis. This process links the educational work and decision-making echelons, provides a structured examination of planning against performance. Formally, these controls are reviewed when international tests are conducted. Government requests are retained to make decisions and amend policy (if necessary) to meet international standards.

In Finland, there is a high degree of congruence between the national objectives and the curriculum outline and content. According to Finland's ET-2020 National Report [80], this is seen in the way the goals are repeatedly expressed in the curriculum in a way that aims to guide schools and teachers in every lesson in every subject area within a framework of principles, vision, values and, of course, essential skills. In addition, pedagogical instruction promotes various curricular goals. Organizationally and functionally, the Ministry of Education is relatively small and is mainly responsible for educational policy, goal setting, core curriculum and teacher training. The majority of educational, budgetary and pedagogical activities are distributed to local authorities and communities, with few central monitoring mechanisms and little national-level measurement and evaluation.

The National Ministry of Education in Finland does not believe in a control system that constantly examines its operators. They prefer providing autonomy to the field units within the educational institutions. This national policy is also reflected in the examination methods in Finland, according to which preliminary tests of student knowledge and staffs teaching quality control will be conducted only in advanced education stages (middle schools). A summary table of the political-educational policy characteristics is presented in Annex 13 (the appendices chapter).

In conclusion, the researcher adds that Finland emphasizes a national curriculum and strong links between the different levels of the education system. The Finnish curriculum emphasizes a holistic vision and quality pedagogy. National/regional curricula are built through collaborative dialog with stakeholders. This has provided a response to local focus and needs, helping to identify what needs to be improved. Teachers: Hargreaves A., Fullan M. in the article: *'Professional Capital: Transforming Teaching in Every School' emphasise: 'there are almost no high-stakes and*

fateful tests, educational change is not seen in terms of a race to the top, but as a springboard to a life of quality and happiness' [102, p. 188].

Israel. In 2021, in Israel, the curriculum issues of the whole system were coordinated by the Pedagogical Secretariat, the supreme pedagogical authority in the Ministry of Education [264]. Kizel A. observes that the institution is responsible for the outline of the pedagogical curriculum policy of the ministry, as well as for defining all aspects and components (content and pedagogical) in the subjects taught in the education system and supervising their teaching [124, p.110]. One of the central components for which the Pedagogical Secretariat is responsible is the establishment of the learned content and teaching-learning-assessment perceptions in each institution it supervises, for which the concrete expressions are curricular document. This document defines the aims, principles, contents and skills included in the subject matter taught in the education system, as well as the pedagogical instructions that address teaching. The curriculum forms a basis for preparing subject teaching in schools and classrooms and for developing learning materials and books. The curriculum is addressed to every principal, teacher and anyone who wants to see a curriculum at an educational institution, as well as to developers of assessment programs for the education system, textbook authors, teacher trainers, inspectors and instructors. Since 2002, the Pedagogical Secretariat has based its curriculum on a guidance document called the "Standards Document". This is the *consequence of an approach to evaluation and measurement similar to the analysis carried out in the previous subchapter.* According to Swiriski S. emphasizes that standards in education are *"norms* that define what a pupil should know (content) and what he/she should be able to do in each subject (content and skills) in order to be able to determine 'how well is well' (levels of performance complexity) in different subjects and at different ages" [216, p. 246].

Structuring curriculum for the 21st century. According to the Israeli Ministry of Education, there are two types of standards: (1) content standards and (2) performance standards.

1. Content standards - define what learners should know and be able to do. These standards list knowledge and skills - thinking, working, communicating, judging and exploring and basic ideas, principles, concepts, problems and focal knowledge in the subjects studied.

2. Performance Standards - are defined as more specific and concrete examples, have explicit definitions of what students need to know and be able to do to demonstrate achievement of content standards. They provide examples of learner activities of what learners need to know and be able to do to demonstrate that the content standards are being met and that they have an expected level of performance or understanding. These are quality indicators that show the level of proficiency or mastery that learner performance should reflect. In other words, '*good is good*'.

These standards indicate the nature of evidence needed to demonstrate that the content standards have been met and the quality of student performance is considered acceptable or excellent. Performance standards include an orderly description of levels of performance in learning so that it is possible to assess student progress in learning.

As a result of the assessment and measurement policy in the "standards" document of the educational institutions, the approach is linked to outcomes and is required in the following subjects: arts, sciences, heritage, humanities and social sciences, foreign languages and physical education. Each subject contains sub-disciplines and branches of the subject matter taught in the educational institutions along clear age lines. For example, the subject 'science' includes mathematics for pre-primary school, mathematics for elementary school, mathematics for secondary school and mathematics for high school. Based on this division, curricula and requirements are added for the subjects of science and technology, high school physics, high school chemistry, biology, environmental science, agricultural science and earth science. Learning is "concentrated" from elementary school to the end of secondary school in preparation for the matriculation examinations at the end of grade XII. As mentioned earlier in literary sources and by the researcher, the education system in Israel is divided into three main stages: elementary school, middle school and high school. However, in each year and at each stage, there is assessment and measurement of knowledge and skills that pave the way for students to the next stage of education [57; 3; 124].

High school classes (grades X - XII) are divided into different levels of knowledge. The routes are divided into two main routes - theoretical studies and vocational studies [87, p. 99-101]. Each has different route directions, and the routes are divided into sub-routes. The theoretical route in secondary schools ends with baccalaureate examinations, where successful candidates obtain matriculation certificates. In the technological route in secondary school, students can be examined in subjects with technological parts. Another route is the vocational route, where students learn a vocation in addition to theoretical studies [136]. The main feature that differentiates secondary schools from elementary and high schools is the division study courses in preparation for matriculation examinations. Several courses of study are offered to secondary school students; each chooses his or her preferred route. These courses of study, called trends, are, for example, physics trends, literature trends, movie trends and the like. Each school has its choice of trends. Some trends are taught at many schools, and others at a few schools. The distinction between trends is expressed in the depth of study in particular subjects. Several levels of learning measure depth called 'points' for matriculation exams. Mathematics, for example, in the practical trend, is learned with *5 study points (*the most in-depth), *4 points* or *3*, the same for English. Over the years,

the use of the term tendencies has diminished, and today, students can choose a combination of subjects from "branches" of learning [253].

In Israel, as of 2021, a lot of criticism of the curriculum has been known to be criticized, with a lack of relevance to the 21st century being noted. Scholars: Fox H., Yanal C., & Weables N. in the article "*Technology-Vocational Education: Trends and Yanai & Weables* Developments in the Years (2006-2017)" observed that although recent efforts have been made in Israel to adapt matriculation exams to 21st century skills, most tests still examine skills required in the past. Changes in assessment methods should be promoted by both the Ministry of Education and the higher education system [87, p. 96-97]. Adapt university acceptance requirements so that they examine 21st century competencies. These changes are expected to influence the whole education system and produce incentives for the development of these skills in schools as well. Serson B.S. complements the statement, emphasizing that the Israeli educational system focuses on instilling general skills and tries to be relevant to life outside the school walls, but adapts to the traits of the students and the characteristics of the communities in which they live [194, p. 176]. In other words, a competency-oriented education system must decentralize and reduce the weight of uniform standards. Opletka Y., in the same context, noted that educational researchers have emphasized that the uniform standards approach has led to "industrial" learning and makes it difficult to promote deep learning processes [162, p. 25].

Although over the years the committees have recommended reducing the number of external matriculation exams in compulsory subjects and the number of quizzes in each subject and replacing them with internal tests, in reality the number of tests has not been reduced and the changes have only increased the burden and ability of the affected to carry out deep learning processes.

Another important argument was made by Michaeli N. the scholar who stated that there is no organized and directed process of a national authority covering the entire process of preparing students in Israel from kindergarten to adulthood. There is no special link between the systems, no common vision of the skills needed, and each body/institution is concerned only with its own needs. As a result, there is a widespread phenomenon: there are students who reach the next stage of education without the necessary level of skills or knowledge [148, p. 188].

The Israeli curriculum and the demands of the 21st century. In a paper entitled "*Adapting curricula and learning materials to the 21st century*" by Professors: Anat Zohar and Oded Bosherian [249], it is stated that the State of Israel has adopted the OECD approach that the system should prepare learners to develop their skills and promotes the well-being and quality of life of individuals in society. Personal well-being consists of three main dimensions [249]:

1. **The functional dimension**. To experience wellbeing, people need to function adequately in their immediate environment: to earn a minimum income, maintain health, establish social ties, develop cultural identity, fulfil civic obligations, protect the environment and use technologies.

2. **The emotional dimension**. This includes the ability to have positive feelings and mental health.

3. **Personal development and growth dimension**. The skills development society and employment agencies expect adults to have when they enter the training and employment systems. The values society values are: self-confidence, communication skills, teamwork and advanced knowledge of science and culture. The third dimension can also be seen as distancing from the accepted framework of personal well-being and addressing the human spirit. Its importance lies in contributing to a sense of personal well-being and intrinsic importance (intrinsic motivation) considered from the normative perspective of a dignified life. The working assumption of this report was that the curriculum should address these three dimensions and promote them in parallel, because well-being is only possible with all of them.

Israel Model Curriculum Guiding Principles. The guiding principles for integrating learning content include general principles:

1. Learning planning should be based on educational objectives that reflect the changes as defined and explicitly interpret them for their realization.

2. Planning for learning in the academic-cognitive area should also take into account and address the social-emotional purposes.

3. Learning planning should encourage pedagogical autonomy at all levels of educational staff, enable its realization and formulate guidelines for its arrangement. Learning planning should strengthen the means of teaching, promoting active learning and striving for deep understanding. In addition to assimilating new curricula, new assessment and professional development processes need to be assimilated into the education system.

4. Knowledge and content learning is essential in the 21st century. Knowledge structuring processes therefore have a central place in curricula.

5. It is recommended to move from learning focused on memorizing knowledge to assimilating dynamic knowledge that can be generalized and widely applied. In other words, it is about moving from learning separate facts to learning knowledge related to other knowledge in the subject and other subjects.

6. The curriculum should give a central place to the development of various strategies and types of thinking, such as: argumentative thinking, critical thinking, systems thinking, creative and

initiating thinking, metacognitive thinking and the ability to learn self-regulated thinking, tendencies thinking and more.

7. The curriculum should integrate knowledge and thinking strategies closely and inspirational. Thinking strategies should be taught in learning areas without distracting from the content. In addition, they must be tailored to the epistemic structure of each subject and aspire to be constructed in a way that is appropriate to their character and structure, as seen by experts in these fields.

8. We should aspire to organize knowledge around big questions or fundamental ideas and principles, some within subjects and some in different domains. Given the changing nature of the disciplines in the 21st century, the curriculum must allow for interdisciplinary learning and the learning of new subject areas to meet future needs [79; 87; 265].

Figure 2.14 will graphically present the fundamental principles, according to the Israeli model.

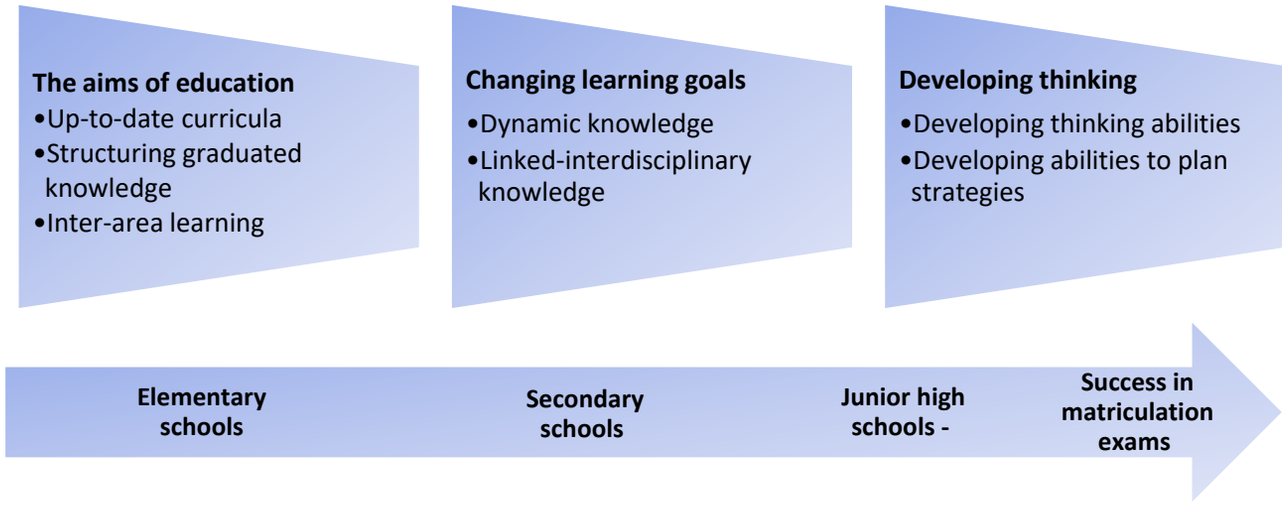


Figure 2.14. Fundamental principles for Israeli education model

Source: made by the researcher [264;265]

Curriculum planning partners. At the Ministry of Education there are several partners in curriculum realization, led by the "subject inspector". According to the regulations of the Ministry of Education, subject coordinators have to appoint members of the committee to help in the development of curricula and tests, as they are members of the committee, who can appoint friends or people who will not criticize the work of the ministry [117, p. 34; 92]. There must be representation from other government ministries (Economy and Industry, Finance, Labour, Social Affairs and Social Services). The committee members who join are individuals with no special influence. According to a document from the Pedagogical Secretariat at the Ministry of Education, the purpose of the committee is to "*consult on the shaping of the policy of teaching subjects in the educational system and to suggest ways of improving the teaching of subjects, advise on*

programmes, changes and innovations. in ways of teaching subjects" (translated from Hebrew) [264].

Committees should also recommend how to train teachers and how to assess students in each subject. In religious and ultra-orthodox schools, the committees are authorized to recommend changes in teaching methods in the light of issues associated with the faith and ideologies of teaching the subjects that characterize them. According to data from the Ministry of Education, there are 129 subjects of choice for high schools. Despite this, the Israeli Ministry of Education has yet to take steps to reduce the number of subjects or organize a list. Members of the subject committee include individual representatives from academia, industry and one or two teachers from the school staff. Figure 2.15 shows the scope of choice of study programs.

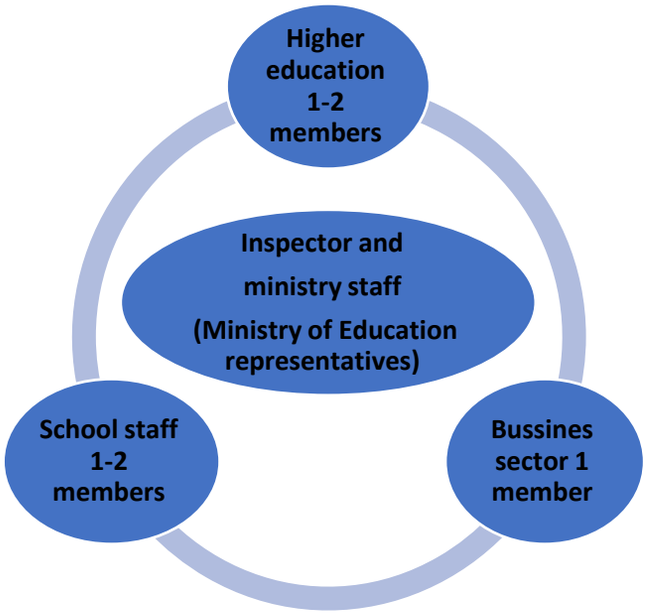


Figure 2.15. The subject curricula committee in the Israeli education system

Source: made by the researcher [264; 265]

Level of compliance between policy and curriculum and implementation in Israel. The policy of assessing compliance between curriculum and implementation is not regulated as a structured process in the Ministry of Education [245, p. 39-40]. Compliance is not reviewed by the curriculum approval bodies, and the review is carried out by the review department in the Ministry of Education with representatives of the education system in the geographical area (local authority / district of the Ministry of Education). The Ministry of Education conducts regular control of all educational institutions at the national level to supervise the implementation of instructions, the institution's management routine, compliance with standards and proper use of allocated resources [92, p. 20-21]. Control is carried out at the national level, in all sectors, by age (kindergartens, primary schools, high schools and secondary schools) and all types of education. Franchise companies carry out the control in two complementary ways:

1. Cross-referencing the different information systems of data reported to the office by field officials (educational institutions, local authorities).

2. Inspectors visit educational establishments. Control includes reviewing the timetable, entering classes, interviewing the head teacher and school staff members and examining documents and parents' enquiries.

Control is based on the routine conduct of the institution, so that the educational institution does not require special training or allocation of additional resources for the control process. The main purpose of control is to stimulate improvement processes in educational institutions; therefore, the controlling staff works in full transparency with the management of the institution and maintains a balance between strict control and fair control.

The main observation on the level of compliance is usually made by examining grades and the level of eligibility for matriculation. The researcher observes that there must be conformity in the content aspect, because conformity between the content of learning and students, and the impact on students' abilities and future abilities does not exist. The secondary education system is mainly driven by baccalaureate examinations and the degree of eligibility for baccalaureate degrees, which are a convenient target to measure.

Teaching staff is one of the most basic components of the education system. Public discourse is undermining the way the teaching profession is shaped. It is heightened in the era of accountability, transparency, efficiency and measurement of national achievements at national and international level.

A critical look at the approach. Berger Z. notes that recent changes in the education system point to a consistent goal over the years: increasing the eligibility rate for matriculation diplomas. This is a convenient index for examining the education system in general and the success of education ministers in particular [32]. Hemmings P. in his article *"Israeli Education Policy: How to Move Ahead in Reform*" argues that this topic makes headlines and public debates every year and is used to examine the success levels of different populations and as an index of social disparities. It has been argued that baccalaureate exams depress students' intellectual abilities and focus them on the exams themselves, not on the content studied. Their very existence raises the tension, anxiety and stress level of the whole system [108]. An additional claim is that the focus on exams puts pressure on the system to reduce the requirements and the level of exams, in addition to the phenomena of exam fraud (bribery, cheating, etc.). Are exams becoming a target instead of a means?

The centrality of the baccalaureate exams has greatly contributed to the growing arguments and criticisms against these exams and the education system, still heard today, and which

characterize uniform measurement systems applied to a large population. Inbar D. mentions that in addition to harming the quality of education and curricula and the expression of skills and creativity at the individual level, it is reasonable to assume that the uniform level will be closer to the minimum, as it aims at a uniform level of knowledge [117]. According to Resin A. & Grunau R., the nature of examinations is affected by the need to make uniform, cheap and easily marked questionnaires for different strata of the population. The result is a limited and superficial examination of material knowledge that does not encourage quality and creative teaching and sometimes examines knowledge irrelevant to the lives of graduates [78, p. 83]. Tamir J. observes that the quality of teaching is impaired due to efforts to cover preparation materials for baccalaureate exams, dictation of materials, and achievement pressure [40]. This pressure, focused on exams, also harms the autonomy of schools and the status of teachers. Yuval D., in the same context, argues that the examination is not objective, is unreliable and inconsistent, and lacks a reliable predictive quality [245, p. 36-41].

Andreas Schleicher, director of the OECD's education domain, recently called on the Israeli Ministry of Education to reduce centralization and give more independence to education stakeholders, principals and teachers [192]. In May 2020, he also advocated for minimizing matriculation exams in Israel [264]. Schleicher Aiasef. advocated minimizing baccalaureate exams and giving school assessments in all other subjects. He said that many systems in Israel teach "a kilometre wide and a centimetre deep", therefore change must start with matriculation exams - learning a small number of subjects, but more deeply. He argues that "*education needs to be more about humanity and relationships, less memorization and content. It is not what you know that is important, but what you know how to do with the knowledge*" [192, p. 40]. Schleicher A. emphasizes that these are important for the near future and the emerging competition with robots and artificial intelligence. Thus, we need to strengthen soft skills (emotional and social), sensitivity and empathy, creativity, creativity, criticism, cooperation and learn to live together as a group [264; 192]. The table in annex 14 will summarizing Finland's curricula criteria for the 21st century**.** In conclusion, the researcher notes that despite the State Comptroller's comments in 2009, 2018 and 2020, no changes in the curriculum structure have yet been implemented to orient the education system to the 21st century [285]. The difficulty in promoting strategic moves to create meaningful change has failed in all the committees formed over the years (2009-2020). Despite all the attempts, there has been no meaningful reform to change the curricula and they continue with the same subjects and formulas until today (2024). For example, due to the lack of coordination between the pedagogical secretariat and the primary education department in the pedagogical

administration, most of the curricula had to be updated in primary schools to match the learning principles.

Teacher status in the educational system: a comparative study. Teachers' professional status refers to the social and professional prestige of teachers both as a professional and in comparison, with other professionals [172]. Teacher's status is influenced by several variables, including prerequisites for entering the profession, education and skills required for employment, economic resources allocated, salary and working conditions and benefits related to employment in the occupation, influence of the occupation. on society, target audience, and professional community. One could also add the contribution to the development of society, the level of independence and involvement of the professional in decision making, societal recognition of the profession and the necessity of the profession [192].

The discussion of the issue of the status of the teacher was introduced earlier. Over the past decades, this topic has been on the agenda: in the media, in public discourse, in educational discourse and in academic research, in Israel and around the world [227]. The status of the teacher is discussed in numerous academic articles and research. The interest in the social status of the teacher develops from his duality of social positioning. Zeichner K. argues that there is no doubt about the immense importance of teachers as agents of socialization and as those who occupy the leading role in the formation of the young generation. The general appreciation for the extraordinary impact of teachers on their students is expressed in the respectable place that the history of education assigns to outstanding teachers [246].

Like many other differences between Israel and Finland that have been presented, so is the attitude towards the contribution of educational values, and the status of the teacher in the system and across the discipline.

Teacher status in Finland. The Finnish education system recruits teachers at a very high academic level [248]. Geeraerts K. et al. emphasize that the teaching profession is acquired in universities (not in teaching colleges, as in Israel). Only excellent university graduates are accepted for teaching. All teachers hold an M.A. degree, and teaching is considered a profession in high demand, third in demand after medicine and law. It was only after the reform of teacher education, which began in 1979, that high school graduates were able to integrate their teaching studies into teacher training seminars. They received two to three years of practical training in seminaries and then integrated into schools. The idea was that if the student has enough basic knowledge in a particular subject, he or she can be trained in pedagogy and become a teacher. This approach failed, and since 1980, the methods of teaching preparation have changed [91]. In the article *"Teacher Education around the World: What Can We Learn from International Practice?"*, Darling

Hammond expresses more than anyone else the professional prestige of the teaching profession in Finland [59]. She argued that there is an equal high quality education system in Finland and it is based on the perception of teaching as a sophisticated profession in which all teachers hold a master's degree (2 years of study) that includes disciplinary and pedagogical knowledge and integrates research and practice. Teaching has become a profession in high demand after medicine, and many teachers aspire to doctoral degrees and persist in teaching. In Finland, the perception is that teaching should be a long-term profession in which people can rise to leadership positions and develop expertise in their field.

The researcher, as expressed in her article: "*Incentives and Rewards for Teachers . The Case of Israeli Education System* " [72], argues that the status of a teacher is the result of several complementary factors that go through a "maturation" process of awareness - social- economic - occupational and eventually from a clear policy. These factors are expressed in the Finnish teacher education method. Here is the factor analysis:

1. *Conceptualizing "teacher education" as a system* - teacher education systems in Finland include a number of policy decisions that coordinate and balance different areas, including: recruiting quality candidates, training them, integrating them, caring for their professional development, evaluation and professional development, preventing them from dropping out of the system. Finland invests heavily in the preparation stage. Teachers receive significant support and autonomy in allocating time for teamwork with colleagues and in developing assessment plans and methods to strengthen the training process. Finland has a process of institutionalizing entry into teaching for beginning teachers, including intensive mentoring, professional development and various other incentives. In addition, the training and induction of new teachers is emphasized in a significantly developed management system, which outlines the knowledge, skills and attitudes expected at each step of the career path based on appreciation and support. This indicates a number of channels of promotion for teachers in Finland. It was found that about 97% of state teachers reported that they had undergone some professional development in 2018, when a survey on this topic was conducted [191].

2. *Standards for teaching as a strategy for building a profession* - one of the growth strategies in Finland (and in other countries such as Singapore, Canada and Australia) is to set standards of what teachers should learn and be able to do. The theory of action is that such standards, which guide the issuance of a teaching certificate and teaching licensure, can guide teacher learning and affect teacher entry and persistence in the profession. Finland leads in this regard and it has been found that higher level teachers who meet the required standards are more effective than those who do not; the licensure process helps teachers improve their teaching [188].

In 2018, a program to assess the performance of beginning teachers (INTASC = Interstate New Teachers Assessment and Support Consortium) was built in Finland, in which 1,000 teachers from all over the country participated, and the standards are presented in terms of Values, Skills, Knowledge, as shown in Figure 2.12.

These quality performance assessments can create an entry standard that negates claims about the quality of traditional and alternative training courses and sets a significant milestone for all programs and candidates. The Finnish Ministry of Education has also adopted the American perception in the Values, Skills, Knowledge model that emphasizes innovation, independent learning, critical thinking, engagement and service. Under the plan, new teachers are evaluated on 8 of 16 competencies in three areas (student engagement and student learning, professional knowledge, and teaching experience). Since 2012, the program has been expanded to include instructional leadership, and additional standards address expectations for training and professional development. Teaching standards in Finland work in two ways:

2.1. A common framework guiding teacher education at the eight universities where teacher education programs are run;

2.2. Through entrance examinations for the teaching of preparatory candidates for primary schools;

The training program aims to train teachers and researchers. Based on research and specialists who take into account the needs of individual children, they have a deep understanding of children's development and learning, a rich repertoire of teaching strategies, and the ability to distinguish between support and teaching [197].

3. *Entering the profession*

3.1 **Recruitment** - strengthening the teaching profession requires reciprocity of standards, training and support. The government funds all training in Finland and candidates receive existing support or salary during training. Everyone receives the same quality training program [221]. Teaching is considered a prestigious profession and only a quarter of candidates are accepted. This cultural model, in addition to supporting integration programs, promotes both continuity and recruitment of new students. Salaries are competitive compared to other professions. There is high demand to be accepted for teacher training, which allows institutions to maintain high admission requirements (grades, interviews, portfolio, volunteering in schools). This approach has reduced drop-outs and attracted minority representatives to teaching. The highest salaries for teachers are in Australia and Finland, while in the United States salaries are the lowest verified [273].

3.2. **Training** - Uniform/similar and quality teacher training is a very explicit objective in Finland; teachers study 2 - 3 years for a master's degree before employment. Building pedagogical

thinking skills in training enables teachers to manage the teaching process in a diagnostic method, using research as a basis for teaching and managing research as practical guidance [229].

3.3. **Continuing professional development** - teachers take responsibility for and jointly develop the curriculum and method of assessment as part of their professional role. The national curriculum is limited to general guidelines. Professional development does not consist of a fragmented collection of courses, but is structured as systematic and theoretical learning to bring about overall school improvement. Various areas of responsibility are integrated into the teacher's role without teachers having to abandon teaching; there is an option to be assigned to hierarchically senior and rewarding positions. They are encouraged to continue their academic studies. A 2017 survey showed that teachers devote an additional seven working days per year to studies at their own expense [163].

4. *A broad professional approach to improving collective action/learning* - conceptualizing professional development in Finnish education policy continues as part of a joint effort, not as individual action. Raising the professional learning horizon of teachers and educational leaders in Finland is essential as a systematic strategic vision. The assumption is that whatever is required of a teacher in school will be implemented somewhere in the country. Finding and sharing applied practices contributes to the educator-led organic improvement process, which is essential for maintaining progress. To avoid sustaining endless experimentation, making reforms that quickly fizzle out, learning projects are budgeted in the vast reality of schools for experimentation. The number of new projects decreases with the comprehensive implementation of those that have been most effective and widespread in the system [146].

The researcher summarizes the issue of teacher status in Finland and argues that teacher status is derived from policy guidelines related to an integrative approach to all problems of education. The efficiency with which the teacher education process in Finland is examined presents the teacher as a top professional in the country. The sequence of actions taken by the state, involving the establishment of mechanisms for recruiting, integrating and sorting candidates, significantly increases the selection of candidates, taking only the most suitable for the educational policy. Then, the guiding principles influence the status of the teacher, keeping them relevant to the local society and economy. According to Finnish literature sources [147; 150; 259; 160], these criteria include:

4.1 Recruiting quality candidates for a quality training program by promising compatible salaries, financial subsidies for candidates in the training process and uniformity in the design and quality of the training program.

4.2 Connecting theory and practice through educational course planning and integrating quality clinical experiences in settings that support good teaching.

4.3 Using professional teaching standards to focus and maintain attention on learning and assessment of knowledge, skills and dispositions.

4.4 Evaluating teacher performance based on professional standards that connect student learning and classroom teaching.

4.5 Establishing induction models that support beginning teachers through skilled mentoring, cooperative planning and reduced teaching loads that provide in-school preparation time and careful repertoire building of teaching methods.

4.6 Supporting professional development by enabling teachers to study with and from colleagues in schools and universities on a regular basis.

4.7 Developing broad professional skills that create strategies for broad sharing in research and good teaching_that recognize teaching methods in successful classrooms and schools and enable expert teachers and principals to lead the whole system.

The status of teachers in Israel has been an issue that has preoccupied policy makers in Israel, as in other countries, for several decades [28;124;88]. Some recent surveys indicate systematic and consistent biases in the status of teachers and the teaching profession in Israel. The social status of teachers, the attractiveness and financial rewards of the profession have concerned many researchers [87; 121]. In addition, there is a shortage of teachers in Israel (in the 2021-2022 school year), and according to the Central Bureau of Statistics, a shortage of more than 15,000 teachers is expected by 2025 in the entire education system [275].

The Ministry of Education in Israel [265] has since 2008 implemented two reforms aimed, among other things, at improving the status of teachers and increasing the attractiveness of the teaching profession - "*Ofek Hadash*" in pre-primary [162] elementary education and some of them. High schools, its application was completed in the 2013 academic year, and "Oz La'tmura" in secondary education, this application began in 2012. In addition, the ministry is conducting special programs aimed at increasing the number of teaching candidates. In the last decade, 2010-2020, the number of teaching graduates in academic teaching colleges has increased by about 68% [253]. The share of teaching graduates in academic retraining of all graduates has increased significantly in these years - about 47% in 2020, compared to about 20% in 2012 [90, p.3]. Currently, teaching colleges prepare about 11,000 teachers per year, and universities prepare about 2,500 additional teachers annually, mostly for secondary education. As in the analysis of the problem of teacher status in Finland, the researcher, based on reliable literature sources [124; 162; 148; 253], presents the factors about which have caused the low status of teachers in Israel.

1. Admission requirements for teacher training institutions - teacher training in Israel in state and religious education is currently done in two courses:

1.1. Teaching studies in academic colleges of education - studies that award B.Ed. graduates with an academic degree and train them to teach in certain age classes in one or two subjects, as offered in the specific training institute.

1.2 Teaching studies in teaching schools in universities and in academic teacher training courses in academic colleges, intended for those studying for a university degree or students who have a degree and are studying for a teaching certificate. It should be clear that the graduate is eligible for an academic degree in both courses.

According to data published by the Central Bureau of Statistics in 2018 [275], about 78% of teaching certificate graduates from academic colleges of education and about half of teaching certificate graduates from universities are employed in teaching. The Department of Teacher Education of the Ministry of Education oversees academic colleges of education. According to the circular of the department (Council of Higher Education - CHE), the prerequisites for admission in 2020 were: eligibility for baccalaureate diploma with a minimum average of 85, psychometric score of at least 425 (out of 800) points and integrated score of at least 181 points and additional interview [253].

2. Teacher training - for some reason, in Israel in 2021, the types of teacher training are still separated on the basis of three main groups: the Jewish society, the ultra-Orthodox society and the Arab society. Since 2006, the basic training assumption has been that an agreed and comprehensive body of knowledge must be established in order to improve the status of the teaching profession. One is that student teachers should study as part of their professional training, as is customary in other professions. A basic outline for teaching studies has been established that includes a theoretical component of education and teaching studies and a practical experience component. In addition, teaching cadets study disciplinary studies. The total studies are 90 to 96 academic hours over four years, while the fourth year will be based mainly on internship (practical experience) when the teacher practices teaching several days a week in the school accompanied by instructors from the school and a mentor from the teaching organization.

3. Bachelor's degree in teaching - candidates for university teaching studies and university teacher training courses must complete a B.A. degree with an average grade of at least 75. Holders of academic degrees in natural sciences, life sciences and exact sciences must have an average grade of at least 70. Students who have completed at least two thirds of their studies and whose average grade average is 71 may be accepted. Students are interested in holding a teaching certificate in subjects in which they do not hold an academic degree are required for

complementary studies. Universities may set additional admission deadlines depending on the specialization course that candidates select. For example, the terms of admission to Hebrew University are B.A. graduation or two years of study for a B.A. degree with an average grade point average of at least 80 (in addition to students in the faculties of chemistry, mathematics and physics who are accepted with an average of 75). In Israel, according to Ministry of Education instructions, a teacher must have a teaching license to work as a teacher in the education system. The grades and subjects that the license holder is allowed to teach are defined in the teaching license. According to the Ministry of Education's protocol, the teaching specialization will generally be in the grade and subjects in which, under certain circumstances, it is possible to obtain a temporary teaching license, which entitles a qualified trainee to teach the subject and detailed grades. Such a license is usually granted within the first two years of teaching and may be extended for an additional year. To obtain a permanent work license, the temporary licensee must complete appropriate education and training. Professional high school teachers must also hold an academic degree in the discipline they teach.

4. Teacher salaries in Israel - The issue of teacher salaries in Israel has occupied the Israeli public for years. The education system is in salary agreements managed for decades by two organizations representing the teaching public in Israel (kindergartens, elementary schools and high schools). The salary grid applies to teachers in the state budget and to all teachers in the public education system. The salary does not depend on where the employee lives. It is mainly determined by his or her level of education, seniority, rewards for advanced preparation, and additional roles that teachers fulfil at the school besides teaching. It should be noted that there is no evaluation component in determining teacher salary, and teacher performance is not rewarded or tied to their salary level. Analysing teacher salary data and comparing it with Finland and other countries with advanced education systems, teacher salaries in Israel are satisfactory. The comparison should be made in relation to the average salary of other academics in the country, thus obtaining a comprehensive picture of the status of the teacher in terms of the educated labour force engaged in professions that require a similar level of education and similar course of development and training. In 2010, teacher pay in Israel (15 years seniority) was 87% compared to academic professions, while teacher pay in Finland was 92% (15 years seniority) and the OECD average was 85%. That is, the salary was low, but there were no gaps justifying significant professional gaps or gaps in the overall status of teachers in the country. For a deeper analysis and a better picture, the reference to teacher seniority is also true. Table 2.6 shows the gaps in financial terms (USD).

Table 2.4. Comparison of annual salary of teachers in Israel and in Finland by Euro (2018-2020)

Criterion / Country	Israel			Finland		
	2018	2019	2020	2018	2019	2020
Early childhood education, 15 years of experience	35,030	36,880	38,079	32,870	34,050	34,594
Primary, 15 years of experience	31,530	32,170	33,163	42,180	43,340	44,179
Lower secondary, 15 years of experience	34,860	35,570	36,717	45,560	46,810	47,714
Upper secondary, 15 years of experience	33,450	34,930	35,768	49,180	50,020	51,496

Source: made by the author [250;276;267;254]

Analysis of the data in the table shows that, with the exception of kindergarten, where the teacher's salary in Israel is higher than in Finland, the Finnish teacher has an advantage at all other levels of education. The average salary of an Israeli kindergarten teacher is about $6,690 more than that of a Finnish kindergarten teacher over three years. However, the three-year average gap in primary education is USD 11,000 more for the Finnish teacher, USD 11,000 more in secondary education and USD 15,728 more in high school. These gaps are significant, especially in secondary schools, where quality education is essential, as preparing the graduate for adult life is critical and necessary.

Summarising the segmental of the paper that discusses the social status of the teacher, the researcher concludes that the status of the teacher in Israel, which is relatively low compared to the status of other professionals, involves several factors. Beyond a low level of expertise and an inadequate salary, the gaps stem from the encroachment of the teacher's authority, which is part of the general trend of the erosion of authority in various domains of life due to the strengthening of postmodern perceptions in Western society. An additional factor is the massive involvement of parents in the educational system in Israel, which is expressed in the pressure to change specific educational decisions and criticize the teacher in front of the child. Another factor in the decline of the status of the teacher is related to violence in schools, which in part is directed at teachers. Finally, the knowledge authority of teachers decreases due to alternative sources of increased knowledge, which harms the status of the teacher. A global examination of teacher status indicates that teachers in Israel are last in this list. In addition, there is great variation between countries. While in some countries, such as: Finland and East Asia, teachers have high status, in other countries, teacher status is low [285]. This comparison shows that teacher status is not predestined but can be improved with the application of appropriate tools.

II.3 Conclusions to Chapter II.

1. A comparative analysis of the typical strategic approach to education policy in each country must begin with an understanding of the national perceptions of the position and purpose of education. Three main perceptions can be identified. The first is the ideology of socialisation, which aims to train students to effectively integrate into society, simultaneously responding to economic, occupational and normative-functional requirements. The second is the ideology of acculturation, which seeks to instil the values and heritage of the culture in question, encouraging its honouring. The third is the ideology of individuation, which establishes the individual as the primary unit of analysis and allows for the pursuit of personal growth, development and creativity. Israel and Finland exhibit similarities in terms of their demographic profile and components of multiculturalism. However, there are notable differences in their perception of strategic educational policy. The Finnish approach to social education is an integral component of their national perception of civic social equality. Concurrently, Israel exhibits a proclivity for a competitive approach, wherein numerous standards are quantified in immediate products.
2. The status of the world of education and of all educational factors in Finland is at the top of the economic-social priorities. The Finnish administration has created a model for the education system (Figure 2.3) that integrates all levels of education and synchronizes the learning sequence in all learning years. Figure (2.3) also presents an equivalent perception between vocational training and theoretical education as part of the response to the economic-occupational needs of the state. However, Israel, which invests considerable amounts in education systems (Table 2.2) and shows significant growth in domestic product (Figure 2.5), practices an educational model (Figure 2.7) that does not maintain working relationships and coordination between systems. Israel is also known as a country that has "depressed" vocational education and reduced training institutions by up to 5% of the total number. From these data, the researcher concludes that Israel, unlike Finland, has "absorbed" the economic approach in its strategic educational policy, and this perception makes it led by expecting short-term products, without the integrative vision of the system.
3. The comparative analysis of the conformity between the curriculum and its implementation revealed a series of persistent discrepancies. In Finland, there is a notable absence of early testing of local students. The process of inquiry and the resulting learning are the primary drivers of the teaching strategy at the early educational stages. Nevertheless, Israeli students are required to undertake numerical estimation tests (pass/fail) from an early age, with the results influencing their subsequent mapping. Israeli students are expected to cope

without the development of emotional-cognitive coping strategies, and this is reflected in the consistent results. Finland has consistently demonstrated superior performance in international test score tables, whereas Israel has consistently exhibited the lowest performance in the Organisation for Economic Co-operation and Development (OECD) table. The researcher concludes that a country which prioritises the development of critical thinking over the immediate acquisition of products is more likely to achieve long-term success.

4. The research variables comprise learning content oriented to the requirements of the 21st century, which are the subject of comparison. The Finnish curriculum places an emphasis on a holistic approach and the delivery of high-quality pedagogy. The national curriculum is developed through a process of shared dialogue with various stakeholders at the local level. This approach enables the identification of local needs, facilitates the detection of shortcomings, and encourages commitment to targets and goals. Additionally, it fosters a national perception that aligns with the fundamental criteria that underpin all stages of education. The characteristics of knowledge, characteristics of thinking, value education and integration of digital technology in learning and practice processes are highlighted in Annex 13 & 14, which present the case of Finland and Israel, respectively.
5. In contrast, the State of Israel places emphasis on three principal dimensions. The first of these is the functional dimension, which enables the Israeli student to achieve a state of well-being, to learn how to function effectively within their immediate environment, to gain employment, to maintain good health, to form relationships, to develop a sense of cultural identity, to fulfil their civic obligations, to protect the environment and to utilise technology. These are all laudable principles. However, the researcher is intimately acquainted with the Israeli institution, and there is no single, uniform, continuous hand that guides the learner's development from entry into the system to graduation. It is imperative that we continuously reinvent ourselves, as there is seldom any overlap or coordination with what has been done previously or subsequently. In light of the aforementioned, it can be concluded that Israeli students are not adequately prepared in their academic curricula to meet the demands of the 21st century.
6. A comparative analysis of the social status of teachers across different countries reveals that it is shaped by a complex interplay of public policies at the educational, social, economic, and occupational levels. The Finnish administration attaches significant importance to the education system, as evidenced by its commitment to the realisation of national values, investments in the system, and the careful selection of teaching candidates.

In conclusion, in order to implement an effective strategic educational policy that reflects national and social values, it is essential to select the most suitable individuals to implement the policy. Consequently, the system meticulously selects prospective teachers, offers them financial incentives during their studies, provides them with remuneration for their years of service, and permits them to access economic assistance to enable them to dedicate themselves fully to their profession. This policy demonstrates to Finnish society the significance of teachers in the economy and occupational society, thereby conferring upon them a high status in the public eye. Conversely, it is observed that the Israeli system permits low admission standards and minimal integration requirements. This situation, coupled with the low socio-economic and public status of teaching, acts as a deterrent for those with the requisite qualifications and skills. The relatively low barrier to entry into the teaching profession in Israel permits the integration of candidates who are not suitably qualified. However, the Israeli Ministry of Education is content with this trend, as it results in a notable decline in the quality of teaching, the production of inadequate products that are not aligned with the demands of the 21st century, and a low ranking on international tests. Additionally, inadequate remuneration for teachers in Israel, resulting from the substandard quality of instruction, represents a challenge in negotiating fair compensation. Nevertheless, the remuneration of teaching staff in Israel is relatively competitive (see Table 2.6), yet they occupy a relatively low social position in comparison to their counterparts in the wider professional landscape.

7. Political public policy has a significant impact on educational organizations. Public policies shape nearly every aspect of an educational institution, from funding and curriculum design to teacher qualifications and student outcomes. These policies are often influenced by the political environment, reflecting the values, priorities, and goals of governments or ruling political parties. The article "Education Policy in Finland " [76] describes the political public policy in Israel and Finland with a profound impact on educational organizations, shaping their funding, curriculum, access, and operations. according to the influence, these policies can promote educational quality and equity, but it can also introduce challenges such as bureaucratic burdens or ideological biases. Educational institutions must navigate these political realities while striving to fulfil their mission of providing quality education to diverse student populations. The effectiveness of these organizations often depends on how well they adapt to and work within the constraints of political policies, advocating for the resources and autonomy they need to thrive.

III. GOOD PRACTICES AND INNOVATIVE PARADIGMS IN EDUCATION

The pragmatic approach adopted by the researcher in evaluating education as a system and a process provides a theoretical and methodological foundation for identifying solutions to enhance the status of education in Israel, the Republic of Moldova, and other underdeveloped countries. In order to achieve this objective, the author of the paper undertook an analysis of the strategic educational policies implemented by a number of prominent countries. Despite differing demographic and topographic values to those of Israel, these countries exhibit similarities in their socio-economic characteristics and in the strategic process by which they have progressed from a position of socio-economic crisis to a global status and the leadership of a celebrated educational system. The presentation of solutions is based on the evaluation of the implementation practices of the mini-models, which are founded on the ideas promoted in this paper. Furthermore, it takes into account the cognitive, applicative and constructive potential of interdisciplinarity. This allows for the argumentation of recommendations that are oriented towards organisational changes that are important for the development of the educational system in Israel.

III.1. Strategic education policies: good practices and solutions

In recent decades, numerous changes have been observed in the governmental and organisational systems of contemporary states. It is anticipated that the educational system and institutions responsible for education will adapt to these permutations. However, this requires monitoring and involvement of all actors in the social-political and economic process. This is particularly pertinent given the demands of the 21st century, which require highly qualified skills and specialists [36, p. 199-200].

In the 21st century, education specialists have emphasised the necessity for a shift in emphasis away from the transmission of defined, repetition-based materials and towards the instillation of general skills that will serve students throughout their lives. Educational systems in many countries are undergoing necessary changes and adjustments to adapt to the changing world. They are working to provide solutions to improve the system's strategic line and, consequently, policy with regard to solving numerous problems. The researcher analyses a number of selected models in order to gain insight into the assimilation of good practices in the education systems of Singapore, Canada, the USA and Moldova. The researcher identifies and examines the key strategic policy principles that underpin the success of each country's educational system.

Singapore. In 1965, Singapore declared independence and is currently the third most populous country in the world. The education system is regarded as one of the most notable success stories in Asia, having undergone a significant transformation from a developing country to a

thriving modern economy in less than half a century. Singapore has achieved a remarkable economic growth trajectory, placing quality education at the pinnacle of its national agenda. The nation and its leadership have been convinced of the link between education and the development of a thriving economy. In 2020, Singapore allocated 3.6% of its gross domestic product to education, representing 22% of total government expenditure, the second highest proportion after security spending. The Singaporean education system is relatively small, with approximately 526,000 students enrolled in 360 schools. The curriculum is structured into six years of elementary education and four to five years of secondary education, with no distinction between high school and secondary school as in other countries.

This results in students completing their studies in grade 11. At the age of 11, after six years of primary school, all students are required to take a test in order to be allocated to either a pre-secondary theoretical or a vocational course, which lasts for one year. Subsequently, those who have completed a theoretical course at primary school are directed to humanistic and technological theoretical and practical schools for a period of four to six years. Meanwhile, those who have completed a pre-vocational course at primary school are sent to technological and vocational lyceums. At the age of 15-16, pupils are subjected to a further examination, the outcome of which determines their subsequent allocation to one of three categories of secondary school: pre-university (theoretical) lyceums, polytechnic (technological) lyceums and technological-vocational lyceums. Approximately 28% of students are enrolled in pre-university theoretical education, with the remaining 72% pursuing vocational studies.

The Singapore system is known for its large class sizes compared to other OECD countries. The number of 10th and 11th grade students is 1.5 times higher than the OECD average [43]. In 1997, the Singapore Ministry of Education started to implement strategic steps called "Thinking Schools, Learning Nation", whose main aim was to prepare the education system for the 21st century with students at the center of learning [228]. The key objectives of this program are:

1. Adapting learning spaces to the qualities required in the 21st century (emphasizing vocational, technical and mathematics education).
2. Increase the number of graduates from the education system (primary, secondary and university).
3. Educating teachers and improving teaching quality.
4. Improve Singapore's relative ranking in international tests.

Singapore's Innovative Thinking Framework for the education system was established in 2004 [157], and in 2007, it acquired the status of a multi-year strategic plan. This framework of thinking is made up of four separate but connected components of the strategic vision: (1) vision

for the nation as a whole; (2) vision for Singapore education; (3) vision for implementing educational change; (4) vision for the collaborative structures - professional learning communities - needed to anchor change in all schools [157; 228].

1**. Vision for the Nation** is "*Thinking Schools, Teaching Nation*." The meaning of this vision is to build a core of life skills (thinking, creativity, problem solving), attitudes (cooperation, wonder) and tendencies (tolerating imprecision, perseverance) among students that produce the thinking patterns of innovation and initiative necessary for the prosperity and well-being of the people and the country. Singapore has synchronicity between city, state and country, enabling the government to plan, implement and sustain broad changes. It is therefore possible to build support within the community, schools and country.

2**. The vision for education** is familiar: "Learn less, learn more". This vision links 20th century education to 21st century skills. 21st century skills include global learning and innovation skills, career skills, science, media and technology skills, and practical life skills (family, school, community, state and nation). The vision "Learn Less, Learn More" was expressed in a pilot for schools called "Learn Less, Learn More (TLLM) Ignite Schools". These schools focused on promoting internal issues in learning. The skills tasks guide primary and secondary schools on different dimensions.

3**. Vision for implementation -** "Tight, Loose, Tight". Under this component, it is necessary to adhere to basic planning principles, with adaptations to needs, resources and constraints that arise in each school or region (loose) when they do not conflict with a theoretical framework and stated goals. and desired outcomes.

4. **Vision for cooperation -** addresses professional learning communities. In this vision, Singapore schools have opportunities for professional development to function as professional learning communities (PLCs), with resources available through the Ministry of Education, schools' TLLM networks and their professional development planning teams. PLCs are found in all Ignite TLLM schools. TLLM Ignite TLLM schools are dedicated to the vision of professional learning communities. The Ministry of Education expects these schools to report their progress annually**.** The schools comprise learning teams, whose members work in structured cooperation to lead the implementation process. Team members are required to implement the outcomes of their professional learning communities and ultimately the process generates teaching and learning links.

Strategy to improve the education system and bring it in line with the demands of the 21st century: Teach Less, Learn More. The Singaporean arrangements focus on the second component of the framework of thinking, the vision which stands for "*Teach Less in School, Learn*

More." The Singapore Ministry of Education [266] argues that the idea behind this vision means that learning is lifelong. They break down the concept into "Learn less, learn more". They explain that the "learn less" idea refers to the fact that the world of knowledge expands daily at an almost imperceptible pace. The curriculum is flooded with information. Teachers are expected to learn all the knowledge in the subject being taught and to keep up to date with a wide range of topics such as politics, economics, medicine, technology and many others. In addition, technology increases the information burden. What's more, today, the digital world of education is locked in an era of learning everywhere and anytime, with platforms like Blackboard and Moodle and shared interactive whiteboards.

Teacher training policy. Teaching in Singapore is a very prestigious profession with a high social image. Among other things, because acceptance standards are high, only some candidates complete the course [157]. Selection teams, including active principals, choose prospective teachers from the top one-third of students in each year; in other words, unlike in the State of Israel, there is no place or mandate for national inspection in the placement of teachers. High academic ability and non-academic qualities are important considerations during the recruitment process. Thus, only candidates with a suitable nature, talent and ability to teach and develop are recruited as teachers. From the moment prospective teachers are accepted, they receive full scholarships and a monthly stipend, similar to the salary of new graduates in other fields. All teachers are educated at the National Institute of Education at Singapore University of Technology and must commit to teaching for at least three years. There are close working relationships between the university and schools. The Ministry of Education closely monitors salary levels to ensure that teaching remains attractive to new graduates and that high-performing teachers can earn notable additional sums in performance pay. To determine its investment and reward strategy, the country has developed an employee evaluation scheme based on the following principles:

- Students studying teacher training courses are eligible for study and living grants. All teachers are educated at the National Institute of Education (NIE) and government measures ensure that the quality of education is maintained. From the training stage, the Singapore Ministry of Education employs students. There are four teacher training courses. Two - primary school teachers and two - secondary school teachers. After postgraduate studies in teaching (during which teachers specialize in the chosen subject and one other subject), it is possible to apply to one of the two one-year courses: one course for primary school teacher training and one course for secondary school teacher training.

- Professional Development - The Department of Education encourages teachers to stay current in their disciplines by offering various learning opportunities throughout their careers.

Teachers can choose between three professional development routes: the teaching route, with a focus on pedagogical practice; the senior expert route, with a focus on the knowledge area; and the school leadership route. Each teacher must devote 100 hours a year to continuing professional development. Teachers can choose courses from the Singapore Teachers' Academy or the National Institute of Education. Continuing professional development courses run by the Singapore Teachers' Academy maintain a culture of excellence in teaching. In addition, the Ministry of Education funds equipment and professional literature for all teachers valued at US $ 400-750 per teacher per year.

- Evaluation and Salary - After three years of teaching, teachers are evaluated annually to examine their suitability for one of three career paths - Master Teacher, Program or Research Specialist Teacher, and Lead Teacher. Each of these routes is built on salary and reward grids.

- Internal management development - teachers with school leadership potential are promoted into middle management teams and receive training preparing them for their new roles. The performance of these workers is also assessed to examine their potential to become deputy principals and later principals.

- Maintaining capacity to update and innovate - each stage of a teacher's progress requires experience and training, preparing candidates to lead schools and innovation. Young teachers are continually assessed to examine their leadership potential and have opportunities to demonstrate their ability to learn, for example by serving on committees or leading departments at a relatively young age.

Singaporean teachers say the opportunities to influence children's development and contribute to society motivated them to choose this career. Singapore's teacher status ranks 10th out of 35 countries measured on a global scale of teacher status. As measured in 2018, the average annual salary of Singaporean teachers was US$50,942, increasing with seniority and professional development.

Canada. Canada is the second largest country in the world, comprising ten provinces and three territories. Despite the existence of a central government, each province is responsible for its own education ministry, which operates independently. In particular, each province is subdivided into smaller administrative units, each with its own budgetary and managerial autonomy. A study conducted by the Organisation for Economic Co-operation and Development (OECD) has identified three potential criteria that could contribute to Canada's success in achieving higher education attainment. The factors that contribute to Canada's success in achieving higher education attainment can be attributed to three key elements: Canadian culture, Canadian welfare policy, and three specific factors in determining policy (teacher choice, equal funding, and curriculum) [48, p.

290]. A decentralised management strategy and welfare policy offer the potential for an optimal approach to learning, as evidenced by the findings of research [131, p. 222-223]. Even in the absence of an optimal educational environment within a given region, alternative options are available in neighbouring regions, as there are no geographical restrictions on the provision of educational services.

In other words, there is competition between educational institutions, a trend that only sometimes exists in other countries. Because the country is divided into English and French speakers, into Catholics and secular people, Canadian law provides that if a minority is large enough, it has the right to its own school. Thus, it is possible to find English-speaking regular schools in every Canadian region, French-speaking regular schools, and Catholic schools for each language [134]. Educational reform in the Canadian provinces, including Alberta (2200 schools), has been accomplished through an agreement between the Ministry of Education and the teachers' unions. It points in an interesting direction: reducing state involvement in individual educational requirements and increasing teacher autonomy. The shift emphasizes learning rather than teaching processes. In other words, greater emphasis is placed on developing competences in all knowledge domains at the cost of reducing content requirements. The aim is to strengthen learning processes in schools that develop students' skills and competences, where knowledge acquisition is achieved by developing and improving students' skills [147]. Another change is the recognition that teachers, like doctors and lawyers, must obtain professional certification and registration from professional staff, not necessarily from the state.

The strategic policy on school styles and belonging provides diverse learning infrastructures for pupils, certain subjects existing only in certain schools and teachers with unique teaching styles. Current (as of 2012) policy lines across the four main types of schools are broken down into dozens of other diverse school types. The strategic principles that Canada has used to run the system successfully over the years and the respectable placement of its system results in international tests are as follows [131].

1**. Fair education system.** Despite the existing features of decentralization (as explained above), it is one of the most equitable education systems in the world. When one examines the Canadian data, there is almost no difference between the different geographical regions, even though no single "head" of the Ministry of Education manages different areas. One explanation for this phenomenon is the high importance that the Canadian government attaches to education, and therefore to the Canadian culture that venerates learning and education. Another explanation for the fairness of the system is the existence of a government office whose role is to regulate, to monitor and identify what is successful in different regions and to share knowledge between them.

The government office can implement its findings and create cooperation and balance between regions.

2**. National mechanism for managing the education system.** As mentioned above, the head of the Ministry of Education only manages the overall system, but it is based on a different organizational model. Below is the structure of the model:

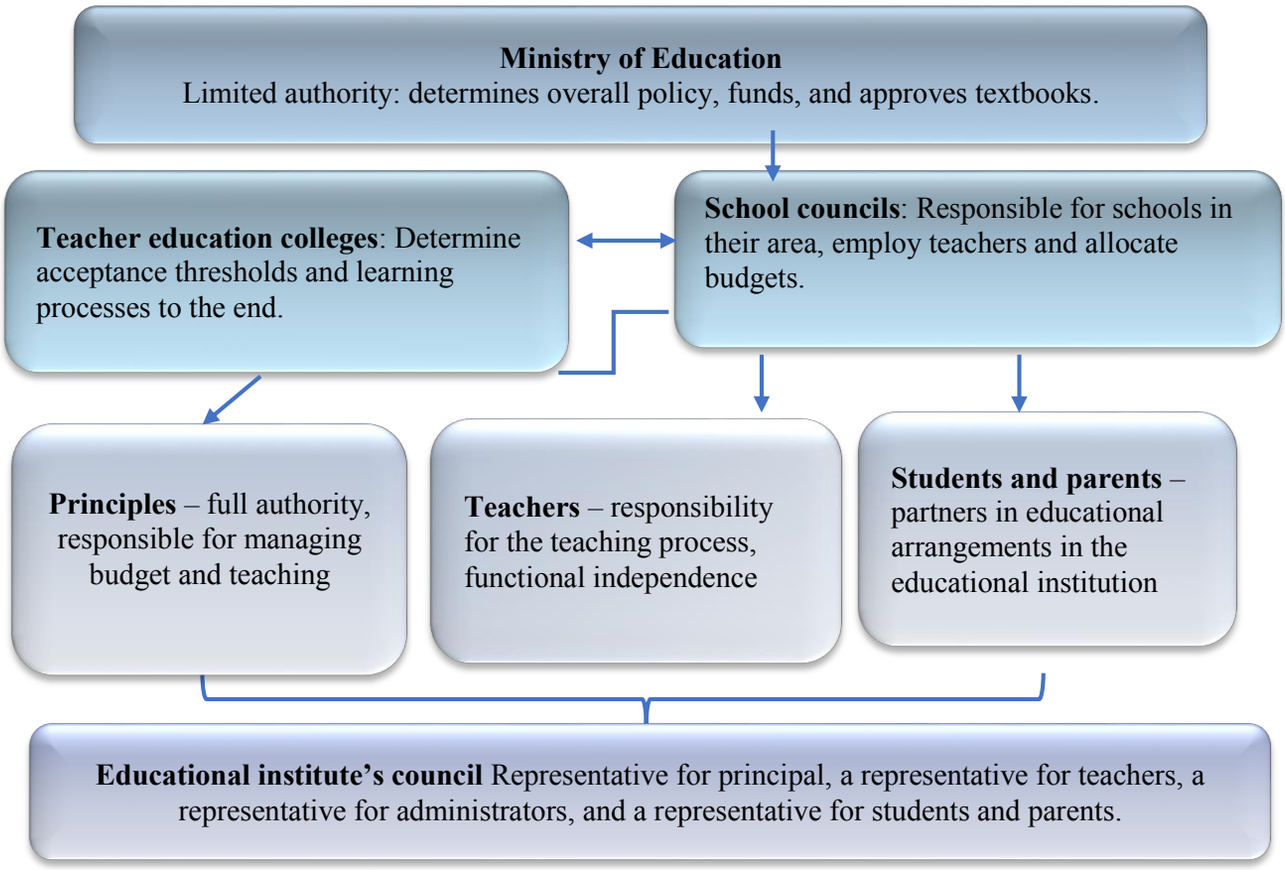


Figure 3.1. The management of the Canadian educational model (Through the local provinces)
Source: made by the author [131]

Analyzing the Canadian model, it can be distinguished that the most significant aspect of its strategy is the involvement of additional stakeholders, which opens the system to other points of view and interests, beyond the known structure, as in Israel and other countries, where instructions and procedures come from the top (ministry authority) down (schools and teachers). In this case students and family cells are involved in the educational processes.

3. **Teacher education policy.** Teacher education and professional development systems in Canadian provinces are significantly different. However, they share a common foundation and include tailored policy decisions that balance different areas, including recruiting quality candidates to the profession, educating them, their education, absorption, professional development, assessment, career development, and preventing attrition from the system. However,

each province has chosen to focus on its unique aspects. In some provinces there is substantial investment in the education phase. In order to empower teachers, they are given visible support and autonomy, expressed in the time allotted to teamwork with colleagues and the development of programs and assessment tools. In Ontario, new teachers' entry into teaching is institutionalized, including intensive mentoring, professional development and various other incentives. In Alberta, the emphasis is on educating and absorbing new teachers into a highly developed management system, which sets out the knowledge, skills and attitudes expected at each stage of the career path and is based on assessment and support, and establishes various promotion pathways for teachers. Stakeholders (according to the model) disagree on the quality of human resources needed to make the process succeed, mainly due to the absence of the government Ministry of Education in the processes of monitoring and evaluation of teaching staff.

4. Application and matching theory with practice. The Canadian system links education to economic and social outcomes (such as Singapore). As a result, there is a structured process for reviewing the system's practice, with a focus on the quality of teaching staff, according to the following tests:

4.1. Recruit quality candidates for quality education programs by ensuring competitive salaries, financial subsidies for candidates, and greater uniformity or similarity in the design and quality of education programs.

4.2. Connecting theory with practice through rational course planning and integrating quality clinical experience into the framework that supports good teaching.

4.3 Using subject teaching standards to focus and delay attention on learning and assessment of knowledge, skills and attitudes.

4.4. Conduct teacher performance evaluations based on professional standards that link student learning to classroom teaching.

4.5 Establish models of absorption that support beginning teachers through skilled mentors, joint planning and reduced teaching load, providing time for in-school learning and carefully building a repertoire of teaching aids.

4.6 Support professional development, enabling teachers to routinely learn with and from colleagues within and between schools and universities.

4.7. Developing broad professional skills, creating strategies to share research and good teaching widely, recognizing the means of successful classroom and school teaching and enabling expert teachers and principals to lead the whole system.

USA. The American education system is one of the most intricate in the world, exhibiting considerable variation from one state to another and even from one city to another. The education

system employs approximately 5.3 million teachers in approximately 100,000 schools. Similarly, as in Israel, there are cities in the United States that successfully provide quality education to their students, while others fail in this task, with excellent and innovative schools alongside those that have a detrimental impact on the future of the communities they serve. Furthermore, they cater to a heterogeneous population, which is characterised by economic and social disparities.

The structure of the education system in the United States follows a pattern similar to that of many education systems: pre-school education (generally starting at age 4 and continuing for two years), followed by elementary school, middle school and high school. After 12 years of schooling, students can continue their academic education at colleges and universities offering six different levels of degrees and certification [40]. There are two education systems in the US, public and private. The public system is administered on two levels, state and local. There is no national education system, although the government allocates resources and advice to federal public and private sector programs. The US Department of Education oversees these programs [281]. The public school system, from kindergarten through high school, is provided free of charge. All US states require children to be involved in the educational process from age 5 through 18. By law, every child is eligible to learn, regardless of religion, gender, race, physical disability, ability to speak English, or citizenship.

The public school system accepts children between the ages of 5 and 16, although the government does not impose a uniform curriculum, but oversees school programs. It is clear and agreed that certain subjects are considered core subjects within the general framework of education. All public schools teach 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.

There is no cost to study in public schools; they are funded from taxes paid by households in a school's region. The common policy for the development of high skills (and hence the budgets are so allocated) includes the following criteria:

1. Teachers in the public sector must be more qualified than those in the private sector, both in terms of education and professional experience.
2. Government laws require these schools to provide diagnostic and physical disability services. The public system is required to provide, in most cases, support staff for gifted students.
3. In public schools you may meet children from diverse backgrounds, cultures and socio-economic status.

In 2002, President George Bush signed an education reform law called No Child Left Behind. The goal was for U.S. states and their communities to take greater personal responsibility for how education systems were run in their areas. During President Obama's administration, the U.S. public education system underwent a fundamental change in direction, and has since undergone a structured process of constant improvement.

The model endorsed by President Obama included three strategic factors placed at the top of national priorities among education policymakers. The model in Figure 3.2 shows these factors.

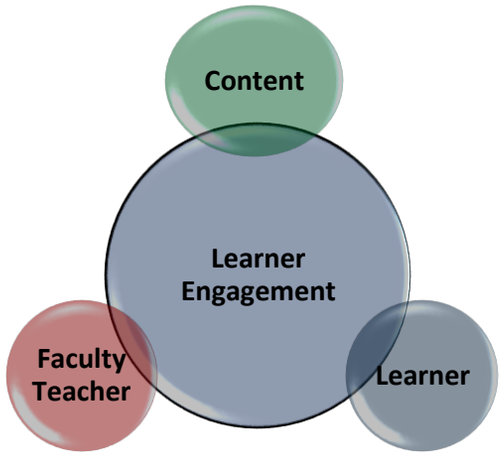


Figure 3.2. Three strategic factors of national priorities in the US
Source: made by the author [281]

Content - learning content, arranging topics and emphasizing technological-scientific topics. This approach generally refers to three aspects that make up all certifications and forces adaptation to the needs of the 21st century:

- Knowledge - discipline-specific knowledge, interdisciplinary knowledge, epistemic knowledge, understanding the limits of knowledge and its power, procedural knowledge.
- Skills - cognitive and meta-cognitive, social, emotional and practical skills.
- Approaches and values - personal values and local, social and global norms.

American educational researchers have emphasized that to instill the skills required in the 21st century, it is necessary to focus on each aspect and examine their outcomes. Instilling the skills also required adapting the whole ecological system around the pupils, including the school, teachers, parents, friends and the communities to which the children belong.

Quality teachers are rewarded according to their results. The plan covers professional development processes in telerichment programs that promote innovative pedagogy in schools across the country. The professional development aims to encourage teachers to rationally integrate digital content and books, draw attention to content, cloud computing and digital tools in teaching, learning and assessment processes and make them relevant in the 21st century.

Therefore, systems in every state need to push teachers to experiment with digital learning in their professional learning settings, allowing them to go through synchronous and asynchronous digital learning experiences and choose between different educational courses according to their personal needs. In addition, the system should develop an interdisciplinary approach to core subjects among staff:

- Increasing teachers' autonomy to co-teach more science subjects.
- Encourage science and technology learning outside school walls and make it accessible to wider populations.
- Integrating computers into teaching; funding, opening and modernizing computer classrooms.
- Educating and professional development of teachers; establishing teacher communities in academic centres for teachers.

Student - preparing learners to assimilate 21st century innovation and creativity. Subjects such as deep understanding as a foundation of knowledge defined in the curricula and subjects of choice (cognitive ability). In addition, 21st century skills require learners to think critically and solve problems, practice creativity and innovation, communicate and live in community, be science and media literate, be ICT literate, develop independent and autonomous learners and lifelong learners.

Community involvement - The Public Speaking program is characterized by essential skills based on cultivating the skills required in the 21st century and has six learning functions. Learner Involvement is a future-oriented idea (similar to Canada's strategic line - Figure 3.1). The new program drives meaningful learning based on three basic principles: value for the learner and society, learner and teacher engagement, and relevance for the learner. Value means that what is learned is seen by the learners as challenging, curiosity arousing, useful and contributing to personal and societal development. Involvement is about the learners and developing a deep and structured understanding of the knowledge.

The Republic of Moldova. The didactic process at national level is presented based on the content analysis of official documents: the Education Code of the Republic of Moldova; the National Curriculum Framework of Reference; the Recommendations of 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; studies/ reports/ policy briefs/ evaluations carried out by other public and private institutions. An important contribution to the elaboration of strategic educational policies in Moldova is made by scholars:

Guțu V.[96], Andrițchi V., Cojocaru T.[16]. According to calculations made by the Global Economy Organization [278], spending on education in 2012 was 85% of the gross domestic product - a high expenditure in international comparison with neighbouring countries. In the Constitution of the Republic of Moldova, the Law on Education states that the state is obliged to provide free high school education, while studies in grades I-IX are compulsory. State education is defined as secular, but the state assumes the responsibility to guarantee freedom of religious education.

Several institutions are responsible for the management and development of education in Moldova. The Council of Curriculum and Evaluation develops educational strategies, and the Ministry of Education and Research engages in curriculum revision and implementation of educational strategies at the national level. At the regional level, the education directorates manage education [251]. School education in Moldova is 12 years, divided by age into elementary (grades I - IV); secondary (grades V - IX) and high school (grades X - XII), in a structure similar to Israel [196]. The government approved the "Strategy 2020" program in 2014 to make education more effective, tailored to each student and emphasizes learning skills to train young citizens for the 21st century [283].

The Parliament of the Republic of Moldova approved in June 2020 the National Development Strategy 2030 called "Moldova 2030". The aim of this strategic program is to significantly improve the quality of life in Moldova, to reduce the brain drain of young people, to increase the country's economic-commercial attractiveness, to create occupational infrastructure throughout Moldova (not only in the capital) and individual development opportunities for young professionals. Professionals call the program "National Development Strategy Moldova 2030". The International Monetary Fund supports it and has declared that its goals are achievable. The authorities of the Republic of Moldova, committed to the United Nations (together with 192 countries) to implement it. Shortly after (2015), the state established a National Council for Sustainable Development, which was empowered to coordinate the implementation of the Sustainable Development Goals (SDGs). This statutory body oversees the adaptation of state organizations, regulations and legislation necessary for the integration and implementation of the 2030 Agenda and its goals. It includes representatives of ministries, the National Bank of Moldova, the National Statistical Authority of the Republic, trade unions, employers' organizations and the National Association of Local Authorities. The central public authorities changed their former development strategy in 2019 to adapt their goals for the 2030 agenda. The project title of this paper is also "Moldova 2030", it prioritizes four areas that their consolidation will support in raising the educational status in Moldova. Figure 3.3 shows the components:

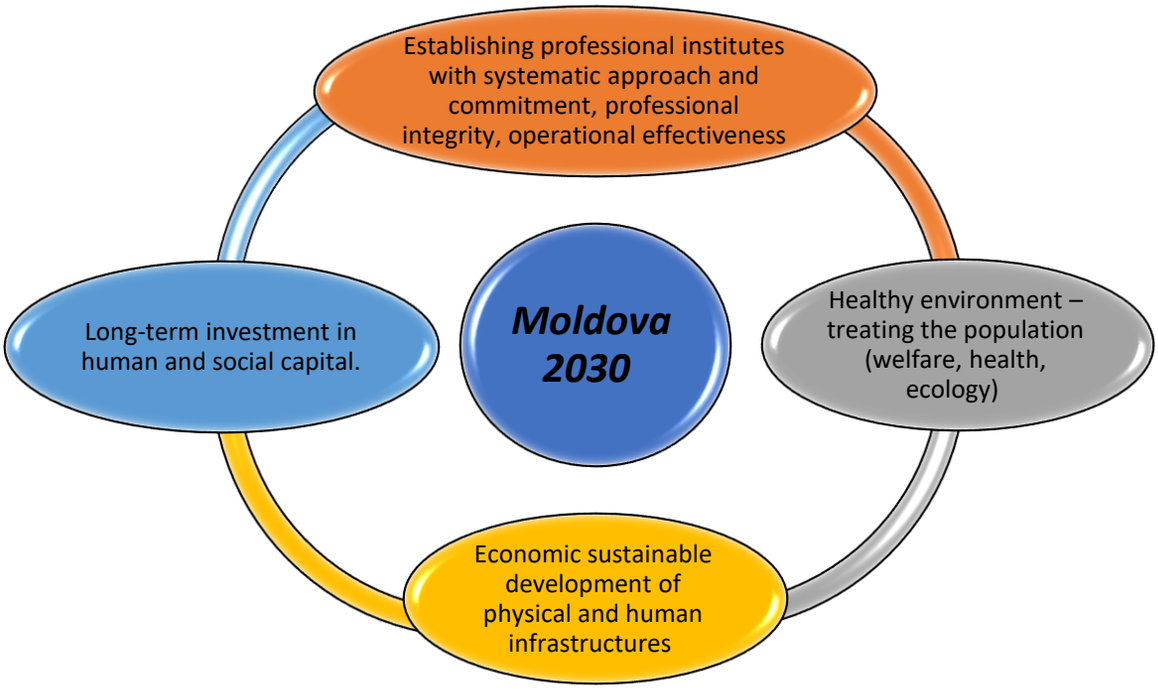


Figure 3.3. The characteristics of the national development strategy "Moldova 2030"

Source: made by the author [274].

The program now includes ten development goals to be achieved by the state by 2030. Unlike in previous years, the focus is no longer on economic development but on people. As a result, the strategy provides a holistic framework for implementing the 2030 Agenda and the Association Agreement with the European Union.

Strengthening the status of education in the Republic of Moldova. A central and significant part of the Moldova 2030 program commitment is aimed at strengthening the status of education. The administration and program planners are convinced that strengthening the status of education will strengthen the economy and its social implications as production and employment. Therefore, the Republic of Moldova has systematically addressed the course structure and built a new system based on the following age groups: (1) Elementary education - the republic has advanced to return to its level of years ago (before it seceded from the Soviet Union). Education is compulsory from ages 6 to 17 and begins in elementary school from ages 6 to 10. (2) Secondary education - pre-secondary education forms human capital as a preparatory stage for the next three years. In these settings, students complete their common curriculum in different subjects based on uniform curricula, and the higher their abilities, the better the framework [277]. (3) High school education - students who continue their university studies spend the last two to three years in "middle school" or high schools. In the latter case, at about 18 years of age, they may be eligible to apply for post-secondary studies with a baccalaureate. (4) Vocational education - alternatively, learners may study in vocational school after graduation from high school (middle school) or they

may study in grades X to XII in vocational school. They will then be free to apply for a tertiary class, even if they do not have a baccalaureate. In December 2010, the Republic of Moldova announced an initiative to create a sustainable framework for improving vocational training in rural areas and thereby significantly boost economic growth and thus increase output in the periphery. (5) Higher education - Moldova has two types of post-secondary education. Colleges provide higher technical/vocational training in many professions, and their programs are typically two to three years. Some lead to B.A. diploma-level skills. The state funds some private universities, but the State University of Moldova, established in 1946, is the most impressive.

Assessment and examination methods in the Moldovan education system. The assessment and examination policy of Moldova bears resemblance to that of Israel. The grading scale is based on a numerical distribution, ranging from high grades (grade A) to sustained grades (grade D). This assessment policy is a legacy of Soviet education, which fosters rigidity and national and high standardisation, necessitating frameworks to meet quantifiable targets. As indicated by ETF [81], the central public authorities in Moldova are aware that the Moldovan society is gradually evolving into a knowledge-based society, and that its economy will require the expertise of qualified professionals. Consequently, educational institutions must adapt their curricula to align with the emerging vision of technology integration.

Updating the curriculum to 21st century requirements. The evolving socio-economic context has necessitated significant reforms in public education programmes as part of the "Moldova 2030" initiative. These changes are a consequence of shifts observed in the global economic landscape, which have set the trajectory of educational development. The advent of digital technologies has led to a proliferation of knowledge, which is now accessible to all. The pace of knowledge renewal has accelerated, with information and knowledge now sourced from a multitude of sources. Additionally, there is a proliferation of interpretations of knowledge, with the shift towards knowledge becoming increasingly important for economic development. The sale of services based on the growth of knowledge consumption, the integration of information technologies and the Internet into all aspects of life and employment, and the emergence of the knowledge economy are further indications of the changing landscape. It is therefore anticipated that in the context of a globally changing labour market, individuals will be required to possess a range of personal attributes, including effective communication skills, the capacity to adapt to rapid change and to work effectively in teams, flexibility in human relations and a broad range of other personality qualities. In accordance with the decision of the Ministry of Education and Research of the Republic of Moldova, as outlined in its publication "Models of long-term educational projects," a requirement for specific content has been introduced for the 2020-2021

academic year. The aforementioned gradual content units will eventually inform the design of the assessment tests and examination methods.

1. Compulsory competence units - are covered in the teaching-learning process and assessed by the EQF;
2. Units of mobile content units as an extensible service - only as determined by instructional staff as part of the teaching-learning process, only when all required provisions are implemented; not necessarily assessed by evaluation and review;
3. Optional competency units - are dealt with by the decision of the teaching staff in the teaching-learning process only when all compulsory and extended provisions are implemented; they are not assessed in formal examinations.

Teachers will act according to curriculum priorities to plan: a) short- and long-term teaching planning; b) during the development/selection/adjustment of assessment examinations.

Teacher status and teacher preparation methods. The educational institution in Moldova has created a system of graded training. According to this professional training, a teacher can only teach in the system for which he/she has been trained. Primary school teachers are trained in teacher training colleges for four years. Secondary school teacher training is divided into two courses: secondary school teachers are trained in a five-year program at university. High school teachers are trained in universities, polytechnics, academies, institutions and conservatories for five to six years. Teachers wishing to teach in higher education will be trained in universities, polytechnics, academies, institutions and conservatories for five to six years. A PhD, degree is mandatory for an emeritus professor and/or professor. Figure 3.4 shows the level of preparation of primary school teachers.

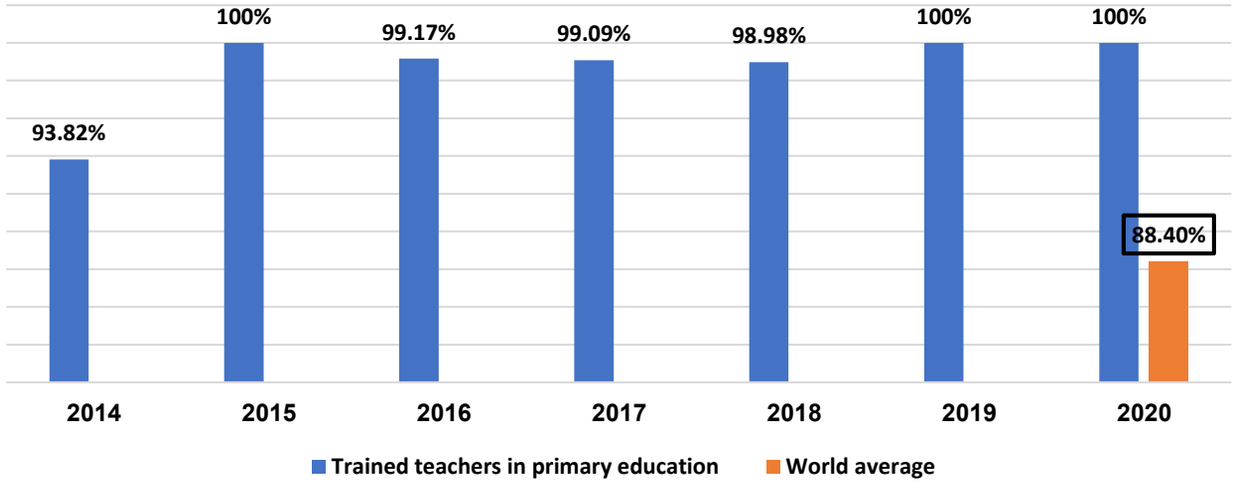


Figure 3.4. Mapping teacher training percentage in the elementary education systems in Moldova 2014–2020
Source: made by the author [251; 274; 270]

Indeed, this orderly policy with the implementation of economic immigration policies, the development of academic mobility of international students and the opening of the Republic of Moldova to the internationalization of studies led the country to the beginning of a positive trend in all social, economic and political indicators, even to the final decision of Moldova's accession to the European Union (July 2022). In order to summarize all the solutions that Moldova is trying to provide for the improvement of strategic educational strategic policies, the researcher proposes integrative solutions, which are not only based on an activity related to the Ministry of Education and Research, but also on a sequence of actions that establish an innovative policy that is reflected in a comprehensive way. Model as shown in the following figure (Figure 3.5).

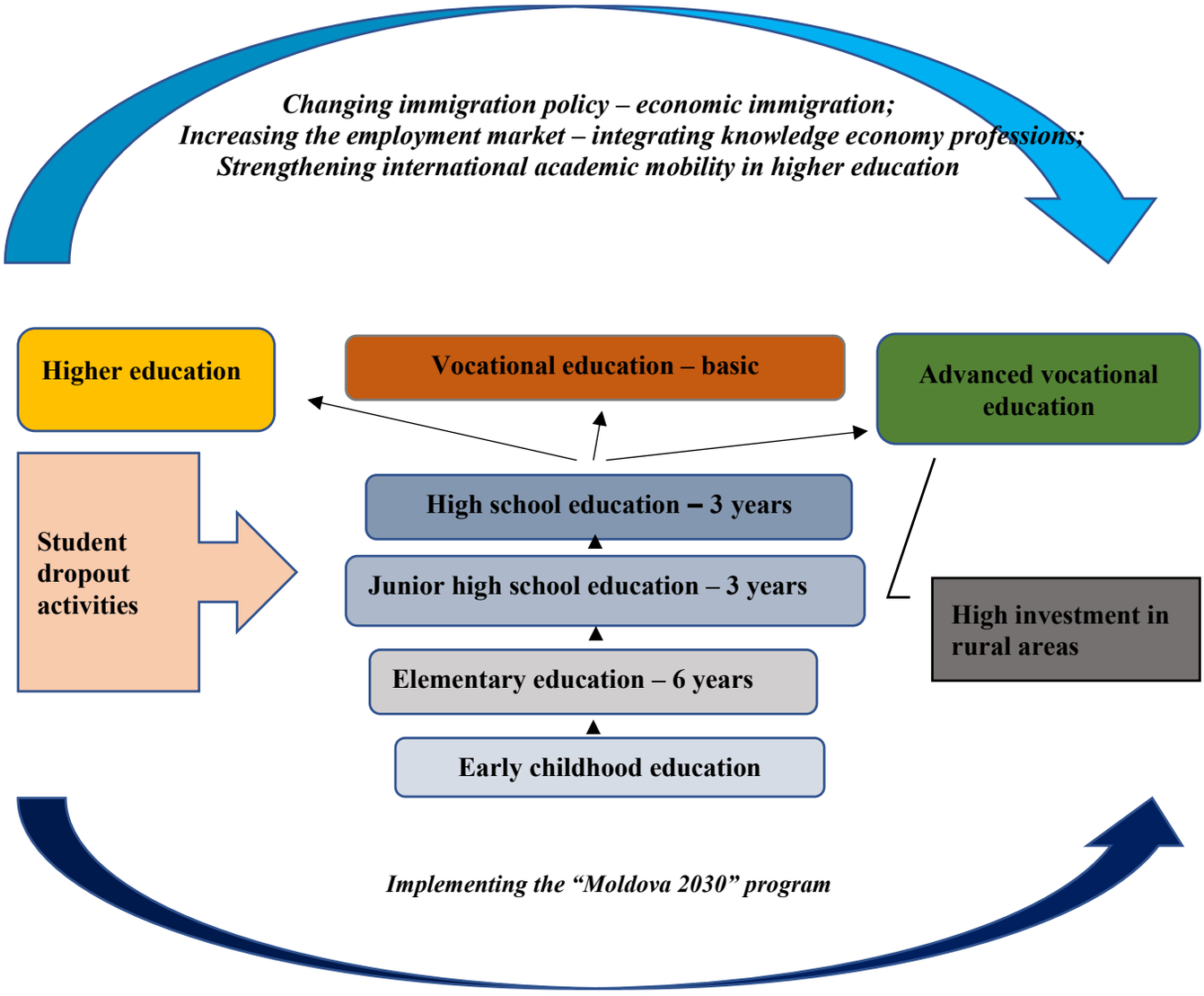


Figure 3.5. The model of education in Moldova and the administration's background activity to promote education

Source: made by the author [274].

The proposed model is a product of the researcher's interpretation of the whole picture. Such a process explains economic growth in spite of the country's objective difficulties, such as brain drain, lack of productivity and an economic-social phenomenon of excessive education whereby employees with higher education do not have adequate skills. It is important to note that the government of the Republic of Moldova is aware of the existing gaps between population groups and that there is an education-training problem that causes significant economic-professional difficulties and social gaps between city dwellers and village inhabitants [165].

According to the World Bank's decision [284] of June 2, 2022, the World Bank's Board of Executive Directors approved an emergency operation, a Resilience and Competitiveness Development Policy (DPO), in the amount of $159.24 million for the Republic of Moldova. This budget support will help the Moldovan government to reduce the influence of the war in Ukraine on refugees and households, as well as build resilience and improve competitiveness to reduce vulnerability to future shocks. According to bank reports [284], Moldova has suffered many shocks in recent years, starting with the "COVID-19" pandemic, severe drought that reduced agricultural production by 34% in 2020, and the European gas crisis that raised gas costs to about 400% in the second half of 2021. Just as Moldova has emerged from these shocks, social and economic transformations, which have been influenced by the war in Ukraine, have jeopardized its short-term economic recovery and long-term economic prospects.

Inguna Dobraja, World Bank Country Director for Moldova, notes in the report, "The recent series of shocks in the Republic of Moldova has significantly affected Moldovan citizens, particularly poor families and small businesses. The government is committed to addressing the unfinished development reform agenda to support economic, social and structural change in the country. This budget support will help the government meet the country's immediate needs while maintaining momentum in the long-term agenda of building resilience and improving Moldova's competitiveness" [284]. This support is part of a package of financial assistance comprising international partners, including the International Monetary Fund, the European Union and the EBRD, prepared in response to the ongoing socio-economic emergency in Moldova. Since Moldova joined the World Bank in 1992, over 1.3 billion dollars have been allocated to over 60 activities in the country. The World Bank portfolio currently includes 12 active projects with a total commitment of 638.1 million dollars. The areas of support include regulatory reform and business development, modernization of government services, tax administration, land registry, education, roads, roads, health and social sectors including emergency response "COVID-19", agriculture, water and sanitation and energy. Annex 15 will summarize (by table) all strategic components of the countries analysed.

In conclusion, the researcher has identified several points of interface in each country that are closely aligned with the topic of investigation and can be presented accordingly. Firstly, it was observed that there were disparate approaches to the level of government involvement in the educational process. On the one hand, there is a notable degree of government involvement, which has yielded favourable outcomes at the local level. Singapore, for instance, is regarded as one of the most prominent economic and educational powers globally. Conversely, in Canada, the provision of educational services is decentralised, with local and regional authorities assuming responsibility for the management of education within their respective jurisdictions.

The United States, which had previously adopted a policy of privatisation in the field of education, subsequently rejected this approach and instead pursued a strategy of nationalisation or consolidation of public education. These represent three successful models, each of which exhibits distinctive characteristics. Another common interface is the issue of the teaching force in education. The researcher's analysis revealed that teacher training represents a significant component of each of the systems under examination, including Finland, which serves as the comparator country. All countries demonstrate a commitment to investing significant resources in rigorous recruitment and funding processes, financial support, fair financial rewards at the end, and a highly esteemed image of teaching. While there are specific differences in the choice of curriculum, in these cases, adapting the content to 21st-century requirements based on personality, technological qualifications and skills is a central dimension in the decision-making process regarding the feasibility of integrating relevant content.

III.2. Innovative paradigms in strategic educational policies

Israel is among the most advanced countries in the world in terms of high-tech development. Many Israeli experts are employed in high-tech centres around the globe, including Silicon Valley. Conversely, a significant proportion of the working population in Israel lacks the requisite skills to compete effectively in the modern labour market. Israel's average labour productivity is not only comparatively low, but also lower than that of countries which have been at the forefront of this measure for decades. The current research variables have been revealed through theoretical analysis to demonstrate significant discrepancies in Israel's strategic educational policy management in comparison to Finland, as well as to educational models in other countries (the USA, Singapore, Moldova and Canada).

The researcher, who has gained considerable experience in the Israeli system, analyses both measurements and opinions in the field in order to present a comprehensive and integrated overview of the system's interface points that require updating and innovation, as well as opinions and policies. Accordingly, a survey questionnaire was constructed for the quantitative study, in which 158 individuals occupying key roles within the education system were invited to share their insights on the pivotal issues and the subject of the variables under investigation. The questionnaire, comprising 34 questions (see Annex No. 1), was analysed to identify key findings. The findings of statements associated with four important factors on the basis of which the paradigm of education in Israel is established are reviewed, analysed and compared in relation to Finland in the third chapter. The factors are as follows: (1) the status of teachers and education in Israel; (2) the methods of evaluation and examination of students; (3) the curriculum and preparation of students to meet the demands of the 21st century; (4) the teacher training process.

The research results are:

1. The demographic questions revealed that of the 158 people surveyed: 82.3% were female (130) and 17.7% were male (28). According to the National Bureau of Statistics, this picture is a representative sample of the employed population in the Israeli educational system.
2. The dominant age range among those surveyed was between 41 and 50, and the second largest group was 50+. This also illustrates the predominant current age spread in educational institutions in Israel (Annex 2).
3. About 58% of those surveyed had postgraduate degrees (M.A.), 36% had bachelor degrees and 6% had doctoral degrees (Annex 3).
4. 76 respondents were teachers, 48 had leadership roles and 36 were educational inspectors.

5. The majority of those surveyed (62%) worked in schools (primary or secondary level), and some were employed by the Ministry of Education or had a teaching role combined with a management role (Annex 4).
6. The following Figure 3.3 is an integrated presentation of the expected outcomes of the statements that schematically represent questions 7-12 and address education policy and educational status in the eyes of policy makers and leaders of education policy and funding.

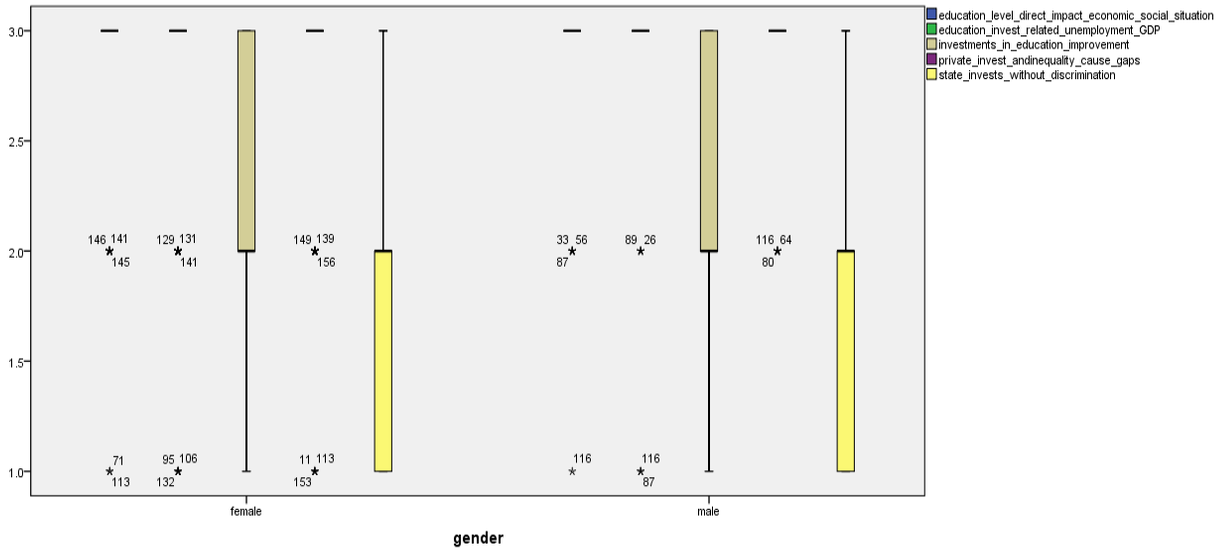


Figure 3.6. Common results of statements representing questions 7-12

Source: made by the researcher.

Findings: The author states that the majority of respondents agree that educational attainment has a direct impact on the economic situation, investment in education is linked to GDP and unemployment levels, and private investment and inequality in education cause gaps. About half of the respondents disagree that government investment in education improves the education system and many disagree that the state invests in education without discrimination. There are no differences between male and female subjects. The researcher concluded that the respondents did not consider that there is a budgetary problem, but a problem of priorities. The following figures (3.4 and 3.5) present integrated responses to questions 13-18 (adapting the means of testing) and questions 19-24 (curriculum and preparing learners for the 21st century), each of which examines from a different angle the contribution or detriment to students' future abilities as a result of testing the means used in Israel and, consequently, preparing students for the challenges of the 21st century. The researchers summarize their findings in 2 figures.

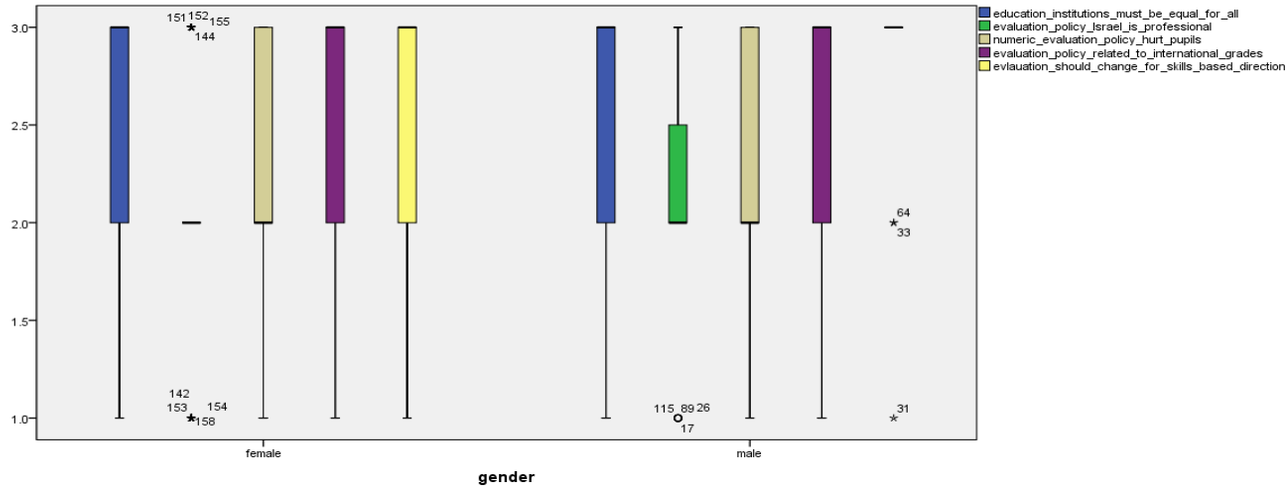


Figure 3.7. Levels of satisfaction with assessment means policy versus equality of opportunity and investment
Source: made by the researcher.

Most agree that educational institutions should be equal for all, disagree that the assessment policy is good and professional in Israel, disagree that numerical assessment harms students, agree that there is a relationship between assessment methods and lower student achievement, like international grades. Most agree that assessment should change in favour of a competency-based direction. No significant gender differences can be observed. The researcher concluded from the findings that there is no single investment policy for the whole population and therefore the assessment and testing policy, although professional and satisfactory, needs to be more equitable due to the lack of equality. Furthermore, the staff is satisfied with the quantitative-numerical means of assessment in Israel, but the assessment still needs updating based mainly on instilling skills.

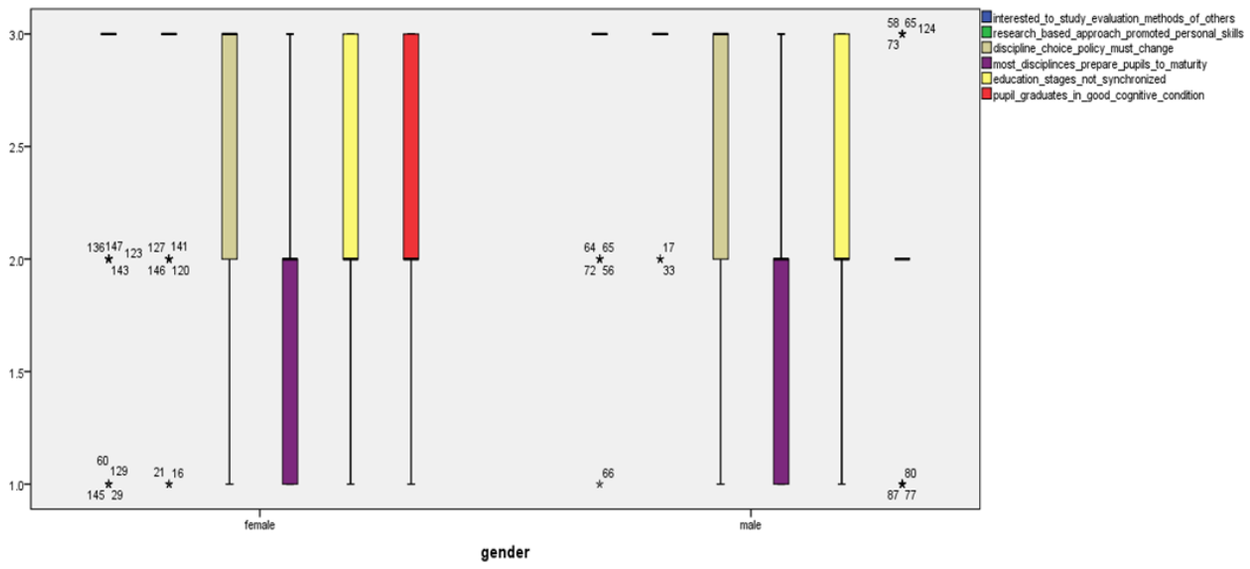


Figure 3.8. Comparative findings in approaches to assessment and testing between Israel and Finland
Source: made by the researcher.

The findings of the study are as follows: The majority of respondents expressed interest in studying assessment methods employed in other countries, with Finland being a notable example. The majority of respondents concur that a research-based teaching approach fosters students' autonomy and personal capabilities. Furthermore, the majority of respondents concur that the current Israeli policy regarding subject choice in the education system requires immediate revision. The majority of respondents expressed disagreement with the assertion that existing subjects adequately prepare students for mature life. Additionally, not all respondents concurred with the view that the stages of education are synchronised. The majority of respondents expressed disagreement with the assertion that Israeli students graduate in good cognitive condition. No significant differences were identified based on gender.

7. The researcher concluded that although the respondents expressed support for the existing means of assessment and testing (which are primarily based on numerical data with grades), they indicated a willingness to consider alternative approaches, such as those observed in Finland. However, they did not concur with the assertion that innovative research-based learning methods would be demonstrably more beneficial than existing programmes. The majority of paradigms and disciplines that do not incorporate curriculum synchronisation are inadequate in preparing learners for the 21st century.
8. Regarding the questions about the status of teachers in Israel, working conditions and training programs (questions 25-30), it emerged that female respondents agreed more than males that studies do not contain sufficient economic knowledge. Most respondents agree that the education system needs to adapt to the 21st century. Most disagree that the position of the teacher in Israel is high. Most disagree that Israeli teachers are professionally free. Most respondents agree that the leaders of the educational system should be responsible for the position of a teacher. An absolute majority agrees that the school environment harms teachers (Annex 5.)
9. In summarizing the questions (31-34), we highlighted the following findings, which together summarized the findings of the variables and combined them, from which resulted:
    9.1 The majority of respondents agree that teacher recruitment and training influence their employment. An absolute majority agree that decision makers need to change the position of teachers and education policy is directly related to socio-economic status. The majority support the statement that there is no equal approach in educational policy in Israel. Most of the respondents agree that synchronization and innovation are

important in the education system, and quality educational policy is necessary to attract better human resources in teaching. No gender differences are revealed.

9.2 The majority of respondents disagree that the position of a teacher in Israel is high and that a teacher is a free professional, especially teachers (and fewer principals and inspectors). The majority of respondents agree that the leaders of the education system are responsible for the position of a teacher, that the school environment harms teachers, and that recruitment and training have an impact on the position. The majority also agree that policy makers need to change the position of teachers in Israel.

9.3 All respondents agree that significant changes are needed in the Israeli education system: more equality, more synchronization and innovation, as well as changes in policy-making to attract more qualified human resources to teaching.

The survey questionnaire was statistically analysed and possible differentiations and correlations between variables were examined in order to identify the most relevant factors, which, if addressed, would change the educational map in Israel and perhaps even improve the capacity of the educational system in a similar way to what is happening in Finland. Therefore, several tests were chosen and below are their results:

1. Independent samples **t-tests** reveal no significant gender differences in all 28 variables (Table in Annex 6).
2. One-way **ANOVA tests** (Table in Annex - Table 7) were used to compare the mean values for the three job types (teacher, principal and inspector). Significant differences were found for education_level_direct_impact_economic_social_situation (teachers agree less than others), state_invests_without_discrimination (inspectors agree more than others), interested_in_study_evaluation_methods_of_others (teachers agree less than others), valuation_for_should_directions_based_others_changes (inspectors agree less than others).
3. From the **Spearman correlations** (Annex no. 8), we can see that the following three factors were highlighted in the factor analysis:

3.1 Age, education, inspector, teacher (negative), General claims of the state, teaches willingness to innovate, policy change needed;

3.2 Principal, General optimistic claims of students, Optimistic claims for teacher's position;

3.3 Gender, Equal professionalism (gender is higher for male respondents).

4. All tests found a possible correlation and association between several underlying factors, whose actualization in a renewed and updated paradigm would enable change. These are marked in the following Figure (3.9).

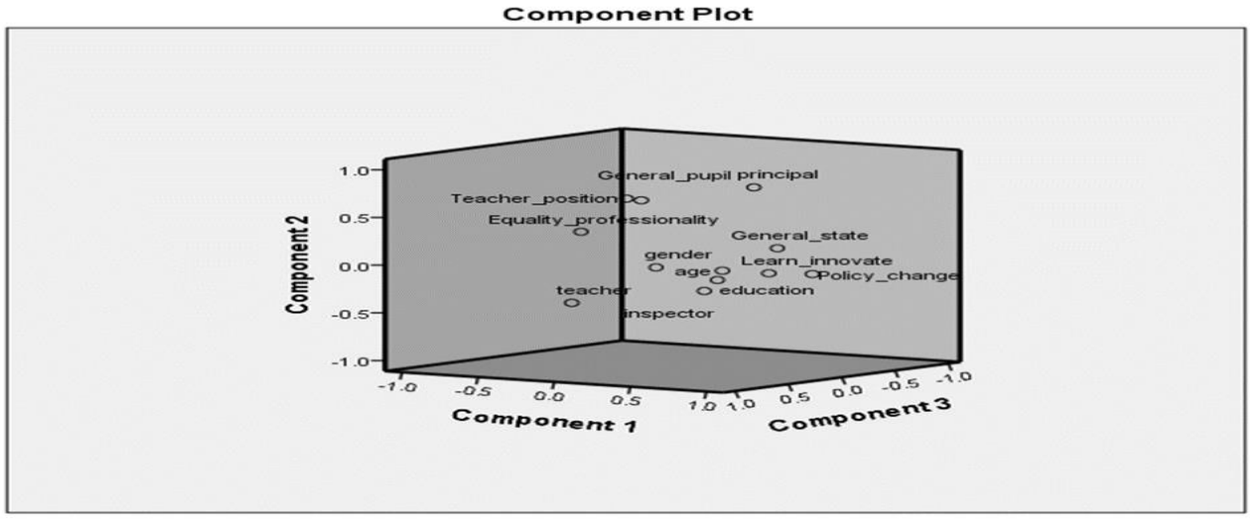


Figure 3.9. Presentation of core factors to change the educational paradigm in Israel
Source: made by the researcher.

The linear regression model (Annex 9) explains the needs for policy change. The explanatory variables are general status (whose impact is positive) and equality professionalism (whose impact is negative):

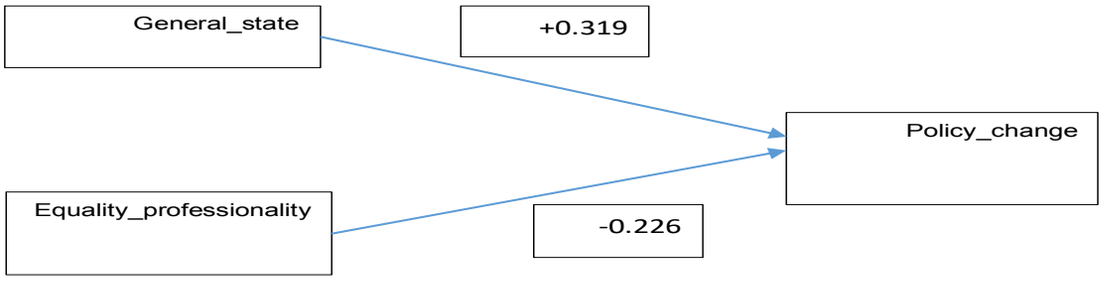


Figure 3.10. The main factors for changing the educational paradigms in Israel
Source: made by the researcher [According to Annex 9].

From the regression model, two factors associated with teaching quality (content quality and quality and professionalism of teaching staff) and general factors associated with government policy (educational status among policy makers and budgetary investment) would improve and change policy. These findings prove the researcher's hypothesis and led her to propose a change in the educational paradigm in Israel.

Proposal for renewal of the educational paradigm in Israel. From the findings of the literature review, the comparative analysis conducted between Israel and Finland on the research variables, the analysis of existing models of successful educational systems in other countries, and the results of statistical research from 158 workers in the Israeli educational system, the researcher proposes the following innovative paragraphs according to the variables examined:

1. The status of education in Israel - although Israel is a highly "educated" country (according to the National Bureau of Statistics data), the state needs to focus more on approaching the field of education in a socio-economic context based on the following criteria:

1.1. **Organized and consistent collection of data on over-education** - data on the premium for undergraduate study in terms of average earnings, external earnings and, as far as possible, the rate of graduates who have found employment appropriate to their field of study. In addition, the government must intentionally discriminate in funding and investment in populations that are known to have lower benefits to the economy and society, such as the demographically and ethnically weak.

1.2. **Modify the Planning and Funding Committee's funding model to address "superfluous" education** - most of the funding for subsidized universities and colleges comes from direct government budgets. This approach means less funding for courses where the education premium is lower. The idea is to increase the status and value of education and not to continue with a policy where the contribution of the majority of the educated population is not productive. The opposite step is therefore being taken.

1.3. **Allocating budgets to vocational education systems.** At the same time as reducing subsidies for academic courses in subjects at risk of unemployment (low wage premium), funding needs to be allocated to vocational training systems to make them more attractive to students for whom the academic premium is relatively low, as well as to workers in all sectors of employment (public or private) interested in accumulating knowledge relevant to their work. The same need is for the re-opening (after the 2006 closures) of vocational training directorates similar to the Finnish model for young people and students.

1.4. **Re-establish vocational education in Israel** in educational institutions by adapting them to the subjects and especially to the skills required in the 21st century. This step will be part of the necessary change to update and refresh the curriculum. The necessary emphases in re-opening vocational training routes are: school involvement - vocational training can be an additional route for students with personal and cognitive abilities; equal education for all - vocational training arrangements will be equal in opportunity and investment in infrastructure (equipment and teaching staff) equally and uniformly for all, without discrimination against certain populations. This method should be seen as a springboard and an opportunity for students to acquire skills needed for the labor market and higher education; skills development - the important advantage of vocational training is that it prepares students for innovative professions in the knowledge economy and in general not just for a specific field of work. We need to understand that the world of work in the 21st

century is very dynamic. Students need to be equipped with the broadest possible set of skills, which meet not only the employment needs of the economy, but also the social needs of these students; choice - vocational training courses should reflect as much as possible the choice of students and increase their employability in the long term and not just in the short term.

2. **Means of assessment and testing** - the researcher tries to emphasize that, in her opinion, the means of assessment are associated with the means of teaching and learning, not only with their outcome. The means of assessment should be diverse, adapted to the means of teaching and accompanied by constant feedback and dialog between students and teachers. They are important in order to assess achievement and to receive continuous feedback on teaching and learning according to this renewed agenda. Below are proposals for innovation:

2.1 **Assessment of achievement will be carried out throughout the learning process, called formative assessment**, by providing detailed feedback to progress and improve students. However, matriculation exams (as is customary in Israel) remain substantially weighted in writing and labs (which will be known as summative assessment).

2.2 A new step, known as assessment for learning, will be integrated and adopted, including several critical steps in which teachers and learners are partners: (1) preparing teaching and learning steps, (2) setting objectives whose achievement is assessed, (3) designing tasks and determining the criteria against which performance will be assessed, (4) evaluating performance while providing constructive feedback, (5) identifying strengths alongside difficulties and failures and re-planning the necessary steps.

In this assessment process, learners should understand what is expected of them in terms of content, learning skills and thinking, what they are expected to achieve and how they can achieve the goals they have been partnered in context. Learners will be active participants during the learning and thus improve their performance in understanding the material learned.

Therefore, the researcher is trying to convey a message taken from this point of view that evaluation should address the following issues:

- Maintaining the link between teaching, learning and assessment processes (throughout the school years, kindergarten - university);
- Assessment will relate to learners' comprehension performance in content, thinking and learning skills.
- Assessment will take place through a continuous dialog between teachers and students to demonstrate their skills and understanding of the material learned and the learning processes (including self and peer assessment).

- Assessment will include meaningful and challenging tasks carried out in a variety of learning environments (laboratory, computers, use of web-based tools and methods).

3. Innovation in curriculum and preparing learners for the 21st century - the researcher proposes innovation in content based on three main principles: (1) up-to-date and relevant literacy in knowledge and content areas; (2) skills in personal cognitive; skills, and social-emotional domains; (3) emphasis on social, community and individual education and values. The innovation in these three knowledge domains and learner value system are intended to adequately respond to the gaps in knowledge and skills compared to leading countries in strategic educational policy worldwide. Under this proposal, it is recommended that the Ministry of Education adopt the following innovation:

3.1 **Up-to-date and relevant literacy in knowledge domains** and content subjects of study will include innovation in the arts; humanities and social sciences and foreign language emphasis; STEM (science, technology, and mathematics) subject emphasis; health and wellness subjects (physical education, health education, religion, and ethics); labor market subjects; and career education and counselling and business management. Interdisciplinary learning: as part of the innovation, it is proposed that areas of study should be based on 21st century integrative learning skills rather than isolated knowledge areas.

3.2 **Skills in personal cognitive and socio-emotional skills:** in the researcher's opinion, thinking skills and strategies are essential in the development of new skills. Therefore, she proposes:

3.2.1 **Develop: meaningful skills** to develop critical, independent and creative thinking, as well as analytical and problem-solving skills. It is essential to teach thinking as an integral part of all learning disciplines, and to combine this with specific learning material tailored to the learning stage and age of the pupils.

3.2.2 **Emphasis on different types of thinking:** emphasis on the development of strategic thinking, emphasis on reflective thinking and spatial-visual thinking which is critical for design and technology studies, while computational thinking and algorithmic thinking are needed to be taught in computer studies. Instilling social and emotional skills contributes to individuals' ability to develop their personalities and cope with an uncertain and frequently changing reality. These include: self-efficacy, self-awareness, decision-making skills and interpersonal skills such as empathy and cooperation.

4. **Teaching knowledge skills and using them is a value.** It is therefore recommended to integrate innovation in learning in order to develop valuable skills such as curiosity, initiative, determination and perseverance, and social skills such as tolerance of others, socio-cultural awareness and ethics.

4.1 **Status of teachers in Israel and their training courses.** For this variable, the researcher proposes to learn from all the countries analysed in this study by adopting support and control policies and selection processes, as well as educating and accompanying teachers in their first years in the system. The innovative proposals therefore include the following principles:

4.1.1 **Conceptualizing "teacher development" as a system** - teacher development systems will include tailored policy decisions, balancing across different domains, including recruitment of quality candidates for the profession, their education, absorption, professional development, career path assessment and development, and prevention of their departure from the system.

4.2 **Teaching standards as a strategy for building a profession** - it is recommended that the standards should be reformulated in terms of what teachers need to learn and be able to do. The working theory is that these standards, which guide teaching certification and registration, will likely guide teacher learning and affect entry and retention in the profession.

4.3 **The application of innovation** will be expressed in the following steps and components:

4.3.1 **Recruiting the supply of teachers** - strengthening the teaching profession requires reciprocity between standards, education and support. Government needs to produce a feasibility equation of candidates for the teaching professions. It is therefore expected that there will be significant financial support at the candidate selection stage and requirements that all complete a comprehensive and intensive training program. All will receive the same quality training program, but teaching will be considered a prestigious profession and only 1 out of 4 applicants will be accepted (similar to the policy in Finland). In addition, there is generous support in salaries, training, books and laptops. 3–5-year teaching commitment depending on the type of program (Singapore model).

4.3.2 **The educational process** - teacher training will continue up to the postgraduate level (Finnish model) before teachers start working. The additional step of receiving teacher certification and registration creates organized procedures between existing

education programs at universities, even when other pathways offer completely different levels and types of education (models in the U.S., Singapore and Canada). The extended two-year postgraduate degree significantly broadens practical experience and deepens education to teach heterogeneous student populations. Teachers will be found to feel much more prepared for the challenges in the classroom at the end of such a program.

4.3.3 **Accompanied by continuing professional development - the absorption phase.** It is recommended that comprehensive support is provided where graduates are recognized and rewarded on a progressive scale, with the clear aim of supporting teachers in their first two years. New teachers will receive a 'support package', which includes mentoring, various courses and peer support, general guidance, mentoring and professional development in the critical areas identified by the beginning teachers.

If we present these innovations schematically, it can be seen that an innovative paradigm is being proposed that does not exist in the Israeli educational system and which, if adopted, will integrate more professional which indicates that it is reasonable to assume that their implications will also be on the whole system that needs refreshing and innovation. The structure of innovations and emphasis are expressed in the model figure.

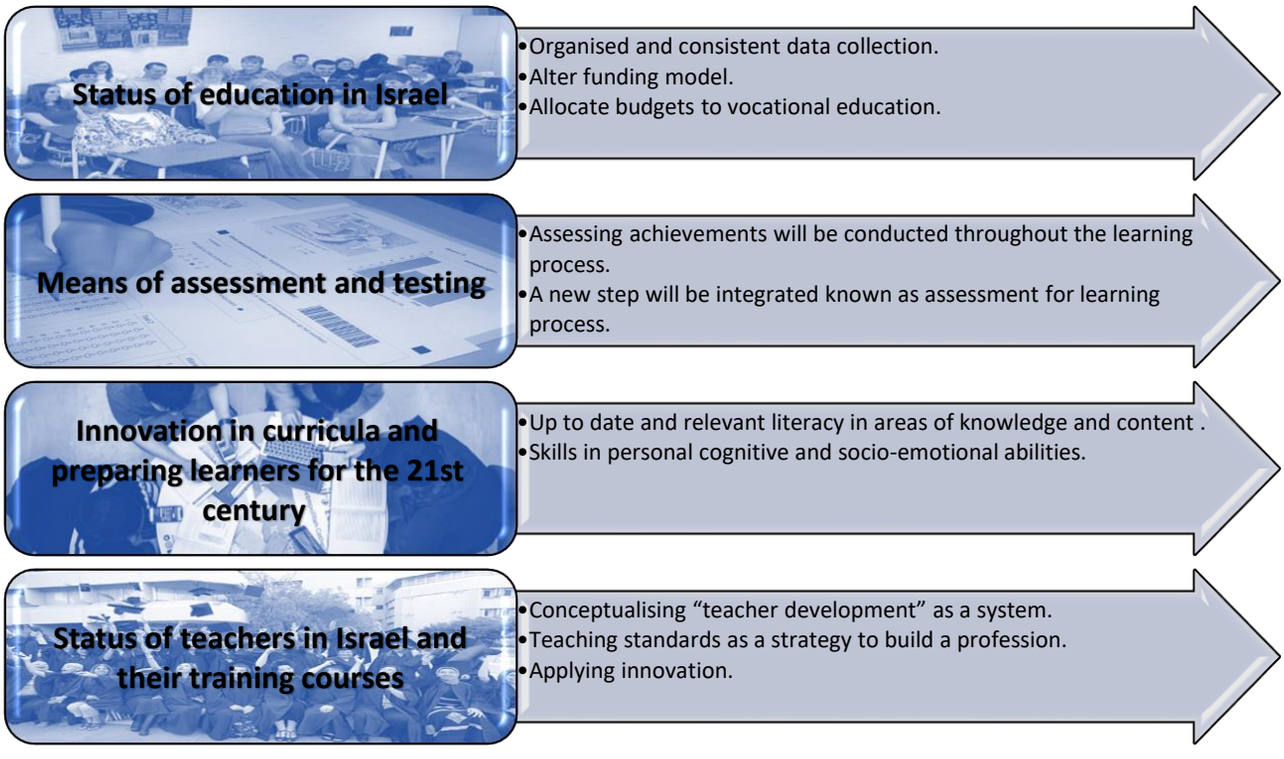


Figure 3.11. Innovation model for educational system in Israel

Source: made by the researcher.

In conclusion, it can be stated that the education system requires organisational and systemic innovation, and that the state has a crucial role in encouraging and developing innovation. In her book, The Entrepreneurial State, Mariana Mazzucato, an economics professor at the University of Sussex, demonstrates that a considerable proportion of the notable technological innovations in our society, which are often attributed to the private sector, have been primarily financed and developed by the government sector [144]. In terms of innovation within the system paradigm, the researcher refers to change that targets the learning system. The entity in question invests resources in the development and enhancement of its performance, based on innovative research and data, in which experiments with new ideas and methods are conducted. Furthermore, it has organisational mechanisms and budgets that facilitate learning, renewal, creativity and cooperation, which can potentially result in breakthroughs. The proposed innovative infrastructure comprises processes arranged between relevant units and four main research variables. The application of these variables within the system demonstrates that innovative activity is not a transient, coincidental phenomenon, but rather a continuous process of exploration, dissemination and extension.

The implementation of novel paradigms within the Israeli education system. The new paradigms proposed by the researcher have already been implemented in a number of educational institutions, but not sufficiently comprehensively to represent a clear policy. The Israeli Ministry of Education has not yet declared its initiative with regard to innovations and insights learned from the education system in Finland and other countries. Over the course of several years (2012-2017), numerous delegations undertook "peer learning" visits, including the researcher herself in April 2019. This visit, undertaken as part of the central region of the Ministry of Education, was intended to facilitate the observation and analysis of the Finnish education system. Nevertheless, there is no established systematic adoption process, and in the most favourable cases, it is contingent upon local initiatives. Prior to presenting examples of the uptake of the ideas presented in this paper in educational institutions, the researcher will present the ideas and messages that the Israeli education system is attempting to implement. The objective is to present a master programme that will implement a renewed strategic educational policy based on the following principles and measurements:

1. The objective of this programme is to enhance **the status of teaching staff** in Israel. It is based on the ideas presented in Chapter 3.1 and comprises measures at the governmental level to elevate the status and image of teachers in Israel, which will consequently elevate the status of education in Israel.

1.1 Salary conditions must be improved. In order to attract and retain the best teachers and educational staff, the government must implement improved conditions of employment, in line with the models observed in countries such as Singapore, Canada and Finland. It would be prudent to initially consider the transfer of teacher employment from the state to local and education authorities, with a view to eventually devolving this responsibility to schools. Such responsibilities should be delegated to local authorities, which are more closely aligned with schools in terms of budgetary and operational matters. The system should facilitate the recruitment of teachers on personal contracts, where both parties are amenable to such an arrangement, particularly in subjects facing local or national shortages. The introduction of personal contracts will enable heads of educational establishments to address the specific requirements of their institution by offering higher remuneration, irrespective of seniority or qualifications.

1.2. Re-establishing vocational education in Israel - from the moment the graduates of vocational education systems exit the labor market and take up jobs, the status of education and, mainly, the essentiality of the educational system as a "lever" for the economy, will raise its status in Israel. The recommendation for implementing innovation consists of the following two steps:

1.2.1. Engineering-Science Route - a route that serves as a "*foundation for further studies in universities and colleges of technology*". In such a pathway, students will study "basic sciences" (physics, chemistry, biology) as an introductory subject, as well as students specializing in the theoretical-scientific pathway. These students will be directed towards future professions in the knowledge economy.

1.2.2. Technology Pathway - a pathway that serves as "*a foundation for promoting future learning and employment*" based on advanced technology and that contributes to learners themselves, their communities and the national economy. In terms of the curricula along this route, it should be noted that they will be based on the assumption that the nature of occupational knowledge and skills will change over time and that they will form a continuum to study the "technological sciences" subjects as a mandatory introduction to the route. These students will be directed towards future professions in the knowledge economy, emphasizing technical-technological roles.

1.2.3. Employment pathway - a pathway that serves as a "*foundation for the development of a lifelong employability career for a student and enables social and economic mobility for the student and his/her family*". In connection with this pathway, it should be noted that an introductory topic (such as technology pathways) will need to be studied. These pathways will combine a notable component of practical, relevant and up-to-date experience to promote students into creative employment, contributing to them, their families and the national economy.

2**. Means of assessment and testing** - the recommendation to implement an innovative program to improve the means of assessment is mainly aimed at changing the general perception of testing and assessment as it is currently carried out in education. From the analysis and comparison with Finland and other countries, the researcher proposes an innovation that does not reject the numerical means of assessment and testing, but tries to emphasize a new paradigm to be implemented:

2.1. Comprehensive and multidimensional assessment approach that examines a diverse range of abilities and focuses on cognitive and ethical skills.

2.2. Continuous assessment approach that accompanies teaching-learning and thus encourages metacognitive, reflective and social processes.

2.3. Assessment linked to the learning context in which it takes place, examining real, authentic situations that are meaningful to learners.

2.4. Assessment sensitive to differences between individuals and the range of their abilities.

2.5. Translating objectives into assessment criteria. It is also possible to translate the objectives into general dimensions and each dimension into assessment criteria.

2.6. Decide the relative weighting of each criterion according to the importance of the goal and the time devoted to its achievement during the teaching process.

2.7 Break down each criterion into 3-5 well-defined performance levels (standards).

2.8. Divide the criterion points between the performance levels assigned to it.

These suggestions will be passed on to decision-makers at content and management level in the educational regions.

3**. Curriculum and preparing learners for the 21st century** - the researcher emphasizes that the curriculum is necessary for meaningful reform and needs to re-conceptualize the core concepts and the various provisions that the system needs to teach learners. Below is an overview of the 21st century skills that the researcher noted:

3.1**.** Based on digital tools: in the field of pedagogy, there is a wide world of digital applications with the potential to make a notable contribution to learning processes. These include learning apps that are much more effective than standard learning workbooks and books; modern tools for analysing information; tools for effective communication between teachers, pupils, parents and other staff; and a diverse range of tools. The education system must adapt to the modern world and exploit the pedagogical possibilities found in these tools. Furthermore, it is important to emphasize that digital tools are central outside the education system and ignoring them will probably make schools irrelevant.

3.2. Shifting the source of knowledge from teachers to the Internet: today, with infinite knowledge on the Internet, the role of the teacher is changing - from the authority with most information in his or her hands to a figure designed to help students track and analyse knowledge acquired from various sources. This change can be expressed by the fact that most of the teaching will be devoted to processing and analysing the knowledge acquired by students from external sources, transforming teachers from lecturers into mentors. Therefore, in the digital age where vast amounts of knowledge are accessible on the internet - the place of teachers in the system is changing from the knowledge source who transmit specific content to students to mentors and creators who support students in independent, exploratory and creative learning processes. In other words, educators are meant to instil independent learning skills that will remain relevant throughout life.

3.3. Transition from subject-specific learning to interdisciplinary and multidisciplinary studies: today's curriculum is mainly based on a division into separate subjects, where, on the whole, there is no interaction between them. This approach leads to narrow views and sometimes to simplification of the areas of learning and the types of possible solutions to problems. Contrary to what is accepted today - many scholars emphasize that curricula that seek to instil 21st century skills must encourage interdisciplinary and multidisciplinary studies. Such studies require integration between different subjects, content studied and methods acquired for analysing knowledge. Therefore, for example, it is possible to approach certain events from different aspects of the social sciences - from historical, geographical, economic and social. Consequently, it is possible to analyse different natural phenomena on a broad scientific basis - including mathematics, physics, chemistry and biology - by examining the relevant technological applications and even addressing the social and economic philosophical aspect of discovery.

3.4. Project-based learning/problem-solving/research/quizzing: The transition from disciplinary learning aimed at instilling defined knowledge to broader studies aimed at developing skills is incredibly complex, as a result of being used to referring to defined knowledge as the basis of the pedagogical process, which allows for methodical learning and simple assessment of learning outcomes. An alternative basis for the pedagogical process, much more suited to the demands of the 21st century, is problem-based learning and project-based learning, where 21st century skills are acquired and practiced through the accomplishment of project challenges.

4. The status of teachers in Israel and their training pathway - building a quality teaching force requires the education system to provide resources to attract good people into the profession and prepare them to best fulfil their role. Demanding courses of study and high thresholds for entry into the teaching profession, including registration and specialization tests, are means applied by

many countries (Finland, Singapore, Canada, the Netherlands, Estonia) to guarantee the quality of teaching staff and thus enhance the prestige and status of the teaching profession. However, given the shortage of teachers, there is concern that the number of candidates who meet this threshold will not meet the needs of the system and it will be forced to accept into teaching teachers who do not meet these conditions. Therefore, the researcher recommends making several changes in the policy of hiring and training teachers in order to raise their status and image among the Israeli public and systems (at the same time as raising the status of education). The following changes are therefore recommended:

4.1. Strengthening the culture, politics and status of teaching_- the system's success in attracting talented people into teaching (or its failure) is attributed to factors seemingly beyond the control of policy makers: the history, culture and status of the profession. In the specific context of large education systems, their success lies in the particular importance of their education, their culture and the traditional respect accorded to teachers.

4.2 Reconstruct the mechanisms for choosing candidates for training - examine the qualities that will enable them to be identified before they go into teaching: high general literacy and numeracy skills, high interpersonal and communication skills, willingness to learn and willingness to teach.

4.3. Systematic recruitment processes - the state must manage the selection of student teachers. The state must screen candidates before they enter the training process. A two-stage process is recommended. In the first stage, candidates undergo a national screening process. In the second stage, each university selects candidates from those who have passed the first stage. Limiting the number of places on training courses is recommended in order to strike a balance between the supply of graduates and the demand for them.

4.4 Budgetary control over the number of places - following the argument in subchapter 3.1 about 'over-education' in the system, the researcher recommends turning off some 'funding spigots' to limit the number of applicants and, as a result, the supply of training places. This approach assumes that limiting supply will lead universities to operate strict selection processes to ensure that only the best candidates are chosen. This approach apparently works best in England, which defines the skills new teachers need, operates a strict system to guarantee quality and punishes training providers who have yet to meet the required standards. All this incentivizes training providers to operate strict selection processes.

4.5. Good starting salary - one of the key components in attracting the right people into teaching is a good starting salary. All excellent education systems pay starting salaries comparable

(at least) to average earnings in OECD countries in relation to their gross national product per person.

In conclusion, the recommended changes to governmental and municipal education systems are possible and will contribute significantly to the national and local education system. Today several localities/institutions have already adopted the ideas of this scientific paper, to be presented according to the list of variables examined: the status of education in Israel in socio-economic contexts; means of assessment and testing, curriculum and preparation of learners for the 21st century; the status of teachers in Israel and their training path.

Implementing innovation in the issue of the status of education in socio-economic contexts. Here we note that some localities and educational institutions have an innovative approach to the place of education in the decision-making processes of the settlement. Strengthening the status of education as a municipal policy and school policy is certainly expressed. Examples of institutions that have adopted the ideas of the policy thesis have strengthened the status of education:

Municipality of Lod (where the researcher lives) - the leadership decided to strengthen the status of education and therefore adopted the steps, including various programs in the central notions of educational activity in the city. These actions include:

The city works to empower educational leadership and staff by developing a respectful and personal dialog in teacher-student contact and by creating a unique learning environment that promotes creative and activating teaching. Within this framework, the city encourages and initiates unique programs and various educational initiatives including: (1.1) Maximum use of budgets and resources and participation excellence programs; (1.2) Programs that promote community involvement and contribution; (1.3) Learning programs corresponding to the central locality's theme and the Ministry of Education's general content guidelines.

In addition to benefiting from the education charter, the education division promotes innovative pedagogy in science, technology, and information and communications technology. It provides a unique and tailored response to students with special needs. The division enables students and families to tailor enrichment, support, diagnostic, counselling and therapeutic services. The Division's activities reflect its educational vision and are carried out in a multi-year program corresponding to the programs of the Department of Education. The education system pursues this vision and works to realize it through cooperation and by linking the resources of all factors of formal education in the city. An educational institution called "Scientific Future" operates in the city, which has achieved excellence in management as a result of its achievements: graduation rate - 100%; excellent graduation rate - 69.7%; dropout rate - 0%; English 5 point

English take percentage - 92.5%; math 5 point math take percentage (highest level) - 62.5%; most popular subjects perfected at the school and average grade in each subject: computer science - 91.38; physics - 87.96; chemistry - 87.58; average Israeli measure of success in education - 9.5 (2019 measure - 9.8). The educational institution has also decided to change its means of testing, and today, it has a different assessment policy, which is expressed by adopting the main ideas of this paper about formative assessment. The assessment process and the means of testing today are based on the following figure.

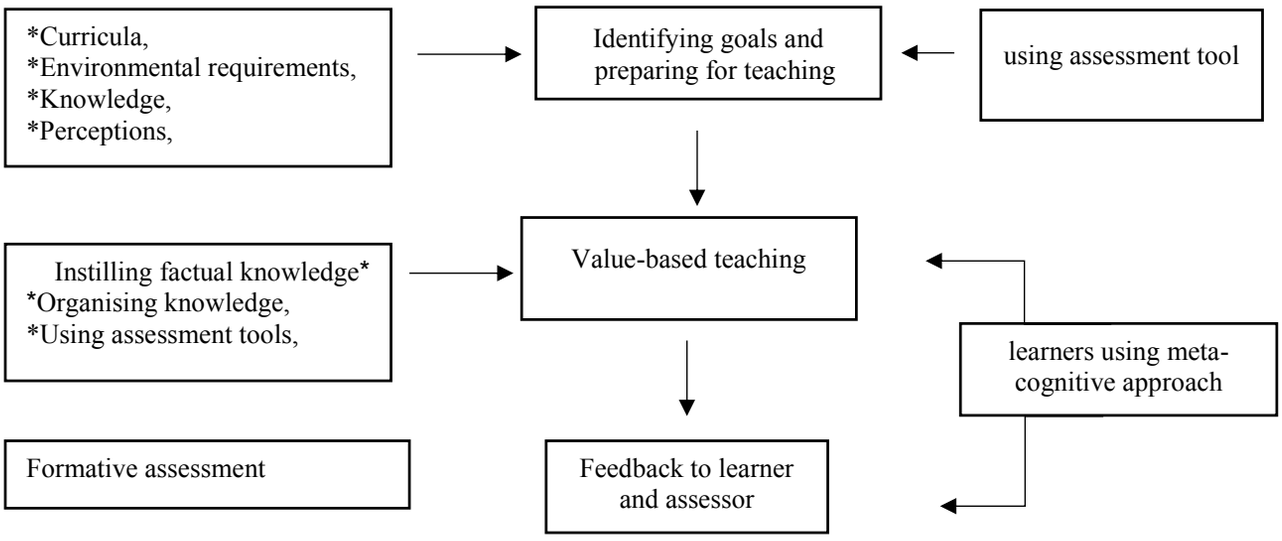


Figure 3.12. Educational institution model in the town of Lod (Israel)
Source: made by the researcher

The innovation analysis showed that the educational institution adopted some of the researcher's ideas and applied an innovative approach to the means of evaluation based on continuous dialog between all stakeholders. The change in testing modes resulted in the fact that the assessment and testing processes were assimilated after instilling a culture of organizational assessment achieved by learning the principles of formative assessment and how it is conducted. As mentioned, all this was done in a continuous dialogue and organized learning over the long term. Therefore, the test results and the success of the educational institution are not surprising.

Municipality of Tira - a city in eastern Israel whose authorities have consistently addressed the issue of education and provided a wide range of educational services to its residents. While dialoguing with the leaders of the municipal authority, we learned that the central role of the leaders of educational institutions is to lead educational institutions educationally and pedagogically (pre-school - graduate) to improve the education and learning of all students. There are five additional areas of management to raise the status and support education: (a) formulating the future image of educational institutions - vision and change management; (b) team leadership; (c) team management and professional development; (d) focus on the individual; (e) managing

school-community links. The City is actively working and has adopted the ideas in this paper: strengthening the status of education, recognizing that the power they have in solving the problems facing educational institutions: to take individuals out of vicious circles and move them onto the right path that will contribute to the development of socio-economic skills is real. Details of the main actions:

- Formulating the school's educational vision, emphasizing the requirements of higher learning, social and personal-behavioural achievement; developing a sense of personal dignity and collective efficacy; strong motivation to learn; encouraging learner involvement in the learning process; promoting quality learning outcomes that are meaningful for learner development.
- The development of school culture and ethos in the sphere of ethical-moral and civic-democratic behaviour, accompanied by an emphasis on individual and group commitment to act based on the recognition of diversity and equal opportunities for each person to shine and to establish a way of life rooted in the recognition of the rights and obligations of each individual and social group, in the community and society.
- Defining educational and learning goals based on mapping the needs of the students and the school community and continuously monitoring everything related to the achievement of the goals, the processes and the means to achieve them.
- Develop basic skills of familiarization with cultural assets, world knowledge, research processes and higher-order thinking skills by adapting appropriate and diverse teaching-learning media and environments to support meaningful learning for all students.
- Designing educational institutions to be educational institutions that cultivate the friendship of children and young people rooted in mutual respect, thoughtful and open discourse, cooperation and the encouragement of active initiative.
- Leading the processes of evaluation, reflection, feedback and measurement in the educational institution in all aspects of teaching, teaching and learning in classrooms to support the improvement of teaching, learning and educational achievement.

The city operates **teaching and training arrangements for adults**. The Tira Municipal College is a learning and enrichment centre, which operates for the benefit of the residents of the town under the Adult Education Directorate, the Community Directorate of the Municipality and with the assistance of the Ministry of Social Equality. As "a learning city" whose motto is the promotion of education and knowledge acquisition, Tira is proud of the unique activities of its

municipal college, which enables applicants to expand their knowledge, employment opportunities, career retraining and personal development.

Implementing innovation in assessment and testing methods; Renewed, 21st century-oriented curriculum. The researcher believes that alternative assessment tools are being used to assess progress, reflective and critical thinking, metacognitive thinking and more. Alternative assessment is currently being implemented in many schools by a variety of actors in the education system: teachers, students, colleagues and external experts. Although the question of how to evaluate and test the methods applied in Israel is hardly debatable (although statistical findings have shown that professionals demand this), there are still localities, institutions that have been willing to adopt the results of research and try alternative teaching methods that they have experimented so much. Alternative assessment methods are being used in several elementary schools, high schools and some high school classes. The Education Department of the Municipality of Tira adopted a significant part of the ideas of this paper. Table 3.2 below summarizes the changes implemented and feedback received during the 2021-2022 school year.

Table 3.1. Old versus new education paradigm and participants' feedback

Criteria	Previous Paradigm	New Paradigm	Participants' Feedback
Change of assessment methods and testing.	Tests and quizzes in each period (grade and quantitative assessment).	360° assessment. Adopting formative assessment process approach; Involving stakeholders in the process.	A decrease in the level of students' anxiety; Sense of constructive criticism; Increased level of motivation for learning; Partnership in the learning process and pedagogical interaction.
21st century-oriented curricula.	Classical curricula with no link to the contemporary world of reality; Frontal learning.	Curricula based on economic applied knowledge (sciences, mathematics); Shift to research-based learning; Interdisciplinarity between subjects (finding connections); Developing curricula to impart interpersonal skills and technological capabilities.	Partnership within the study teams; Interest and motivation in learning processes; Raising the level of interest in the study material, particularly in its application; Emphasis on scientific-economic aspects in study materials and STEM subjects.
Integrating vocational education (curricula renewal towards the 21st century).	Closing study frameworks for students and adults.	Opening technological routes in high school frameworks (industry, metalworking, electronics systems, mechanics, electricity). Additionally, opening vocational training frameworks in computer subjects (software and hardware) for adults.	Students joining high school study frameworks and expressing high satisfaction (December 2021); Collaboration with the Ministry of Economy and Industry for budgeting adult education; Decrease in rate of unemployment in the town.

Source: made by the researcher

From the findings presented in the table, the researcher has identified an intra-organizational process that took place in coordination with the administrative system of the Department of Education and indeed the results are not surprising. The researcher wishes to present the challenges for the Tira education system to continue the successful process that has already taken place - the focus on improving the capacity and status of teachers (which has not yet been emphasized in the local system):

1. It is recommended to plan and implement the reform in the bodies authorized to train teachers and city teachers (if not carried out by national training institutions).
   1.1 It is advisable to ensure that teachers coming to work in the local authority are familiar with the principles of adapting pedagogy to the 21st century. New teachers should experience the content, teaching and learning methods they are expected to apply in the classroom independently.
   1.2 It is recommended to monitor the effectiveness and uptake in classrooms of the content, skills and approaches taught in the training.
2. It is recommended to encourage the formation of communities of teachers to support each other in the implementation of innovations in city schools. It is advisable to explore the use of technological tools to engage in mutual learning processes among teachers (e.g. videotaping of lessons and retrospective lesson analysis).
3. It is recommended that an environment be created to support communities of teachers and individual teachers who seek to promote a unique pedagogy in terms of organizational, financial resources and physical conditions. The city administration should provide adequate incentives that enable the practical implementation of pedagogical autonomy in schools.
4. It is recommended that strong incentives be created for the uptake of advanced educational technology in schools according to clear standards. Ways must be found to deal with teachers who avoid adopting such technology.

Ramla - St. Joseph School. The City of Ramla has been a leading education authority for many years. According to its problematic objective data such as: socio-economic structure, the city administration realized years ago that education is the best way to address the city's problems. The researcher proposed her findings to the managers of the city's educational system and decided to organize an urban experiment at St. Joseph's School. The researcher suggested implementing the following ideas:

- Improving educational and academic achievement;
- Prevent pupils dropping out of schools;

- Reducing education gaps between population groups;
- Developing science and technology education and creating a natural transition to vocational education;
- Advancement of students with special needs;
- Building and developing advanced education and learning environments and developing them to meet the challenges of the 21st century economy and employment;
- Develop local educational leadership to implement and enforce future programs.

All topics are structured objectives derived from the research variables and are, in fact, the outcome of a process in which the city, and in this case the school, will effect change. The main project at St. Joseph's School started with a pilot in which the main focus was on strengthening the status of teachers. The following steps were taken to make the process a success:

1. Recognizing the importance of the profession and its professional-social-image status. The role of teachers in the current era has changed beyond recognition. If in the past teachers were the only source of transmitting knowledge to students, then according to the plan, today teachers in schools are facilitators of learning, they do not apply authoritarian control, but are in constant dialog with their students in order to build knowledge and learning processes.

2. Professional authority. Teachers' professional and value authority is not a function of their role, but is built into their interactions with colleagues, students, and parents. Teachers have to work hard to earn their status, which may discourage those who want instant status, and therefore the teacher will receive guidance through the regional inspectorate.

3. 360° open communication. In addition to teachers who need to gain the status and trust of their students, they also need to gain the trust of parents. Teachers in schools involve parents in school leadership. One direction in which school staff have chosen to improve the status of teachers and make teaching a sought-after profession is to increase trust in teachers and their professionalism. Mutual respect is the basis for dialogue between teachers and pupils and between teachers and parents. An open, respectful discourse, based on the recognition of teachers' professional and valuable qualities, now establishes the status of teachers. Demand for this vital profession is growing among teachers in the city.

4. Professional autonomy (similar to the Finnish model). Confidence in teachers' professionalism was also reflected in giving each teacher greater autonomy, allowing for initiative, various options in curriculum design, teaching and assessment methods, encouraging educational initiatives and 'getting out of the box' in determining the regularity of teaching and learning.

Strengthening teacher autonomy has deepened teachers' perceptions of their capacity and ownership of the education system.

In collaboration with the inspectorate and the teaching staff, the leadership created a model for implementing changes in the school, some of which were inspired by the author's recommendations. The following are the actions taken according to the new paradigm versus the old one.

Table 3.2. Old versus new education paradigm at the St. Joseph Educational Institution – 2021

Criterion	Previous Paradigm	New Paradigm	Outcome of Change
Teacher status upgrade.	Exclusive source of knowledge based on frontal teaching and dependence on teacher feedback.	Learning facilitator, class leader; Conducting a continuous dialogue with students; A source for regulating knowledge.	Developing independent learners by reviewing and examining their steps independent of teachers; Developing learners' specific skills.
Strengthening education and teacher status - contact with stakeholders.	High parental involvement or severance of teacher-parent relationship.	A partnership model that describes a situation of shared responsibility and authority between partners working to achieve a common goal – the development of learners.	Rise in teachers' status. Higher self-esteem and professionalism. Stable and professional organisational conduct and work processes without parental intervention.
Plans for the 21st Century.	Curricula by a curriculum determined only by the Ministry of Education	Core subjects based on compliance with Ministry requirements. Development of teachers' and students' cognitive skills: -ability to absorb, process and organise information – understand and analyse (analysis) and join (synthesis), critical thinking and creative thinking; -Ability to represent knowledge in a variety of ways; -Ability to apply knowledge in broad contexts – "elaboration"; -Developing personal-emotional skills – the ability to internalise relevance from events and learning; -Interpersonal skills reflected in the ability to collaborate, work in a team, empathise with others, negotiate, and solve local and global problems – "Global competence".	Teachers and students with creative and innovative abilities, ways of thinking. Critical thinking, Problem solving. Decision Making. "Teaching Leadership" and meta-cognition. ICT Literacy.

Source: made by the researcher

The table shows that the educational institution started the general change and implementation of educational innovation by developing the status of teachers. The educational institution cannot directly influence the teacher training because the state is responsible. On the

other hand, the institution guides teachers to adapt to the needs of the local system and thus contributes to the process. The educational institution believes that the development of teachers' status will lead to the multiplication of teachers' manifestations to make various changes in assessment and testing, to update and develop the curriculum for the 21st century and to eventually raise the status of education. Figure 3.10 shows the application model of St. Joseph's educational institution.

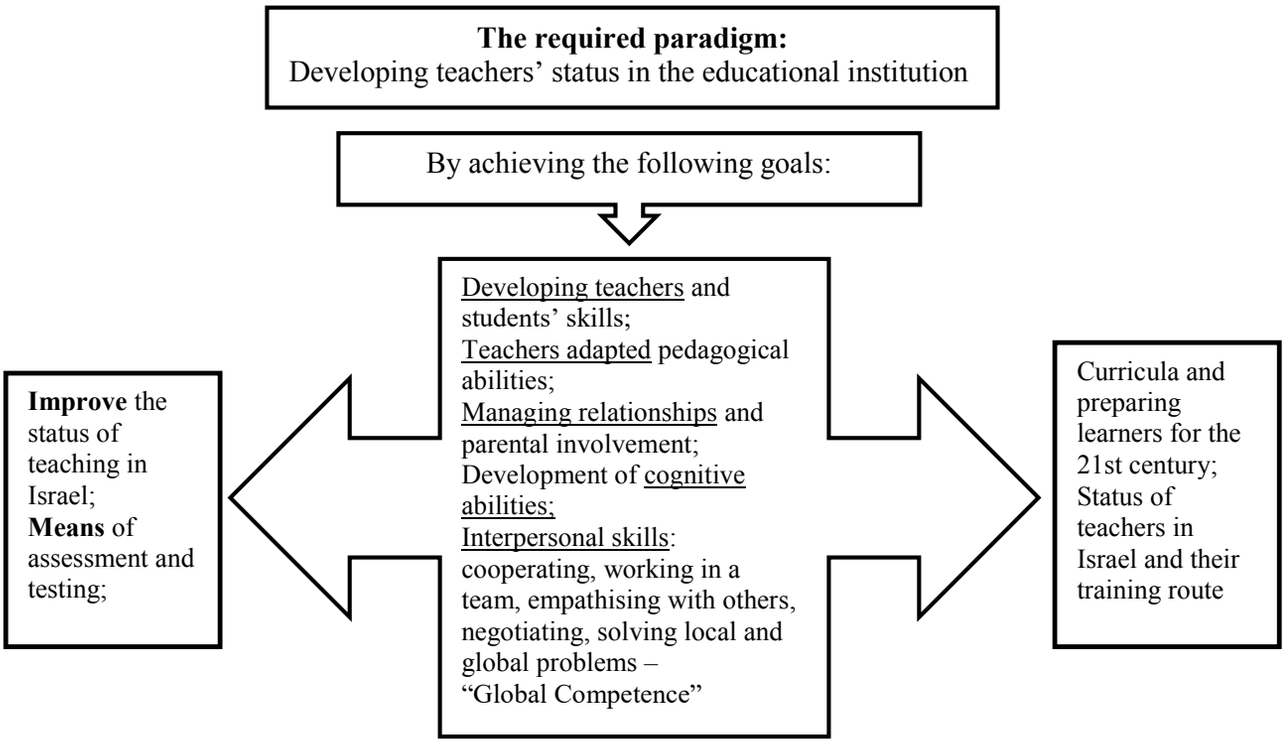


Figure 3.13. St. Joseph Educational Institution's application model

Source: made by the researcher.

It is this researcher's opinion that the model of action, as illustrated in the figure, also exerts an indirect influence on research variables and perspectives. This is because an improvement in the status of teachers through the implementation of policies designed to manage advanced educational paradigms in schools will, in turn, facilitate their capacity to influence and update curricula, as well as invigorate teaching and testing modalities. The feedback from the implementation of the model at St. Joseph's School is noteworthy. For example, the school's status in the community has increased significantly, and the teachers report feeling more beneficial to themselves and their students as a result of the change.

In conclusion, it is recommended that the findings of this study should not be regarded as merely experimental editions for a limited number of educational institutions. Rather, they should be regarded as integral to the process of implementing new strategic educational policies at educational institutions in Israel. The applications from the selected educational institutions

underscored the significance of innovative educational paradigms that have already been implemented in countries such as Finland. Nevertheless, it is also necessary to consider the need for adaptation to the Israeli work culture. The role of the teacher in the educational process has historically been of paramount importance. The principal conclusion of this research is that the defining characteristics of educational systems that have succeeded in improving and becoming world leaders have been the promotion of the idea that "the quality of an educational system cannot exceed the quality of its teachers" [24; p. 11].

This perspective is particularly pertinent in the context of a 21st-century education system that places a premium on the development and enhancement of students' skills, rather than on the specific content that they are required to acquire. It is imperative that teaching staff demonstrate the capacity to adapt to evolving circumstances and modifications in pedagogical approaches. The challenge is particularly pronounced with regard to technological applications, given that the younger generation has been socialised in a digital environment. Conversely, the cohort of teachers in Israel is still regarded as a "migrant" generation in the technological, economic and employment spheres.

III.3. Conclusions to Chapter III

1. The countries under analysis initiated an educational paradigm shift with starting points analogous to the present situation in Israel. Singapore, which until the late 1990s was a country facing significant economic and educational challenges, has undergone a comprehensive transformation across multiple domains, including the economy, society, labour market, and education. This has positioned it as a global leader in both international and educational contexts. The concepts of a "vision for the nation", "vision for education" and strategies for system improvement have collectively yielded a successful organisational model, the efficacy of which is evidenced by economic data. Similarly, comparable changes were implemented in Canada, where the government opted to reduce its control and policy direction, thereby empowering districts and provinces to govern themselves (Figure 3.1). The third country to be analysed was the United States. Despite the lack of excellence in the management of educational institutions, the significant increase in investment in public education and the reinforcement of the principle of equality (Figure 3.2) are regarded as successful measures for the reform of the education system in the country. Annex 15 presents a comparative and summary analysis of the solutions presented in the aforementioned countries.
2. In order to gain a comprehensive understanding of the subject matter, it is necessary to consider a range of perspectives, including those of experts in the field and those involved in the educational process. This will enable a more nuanced analysis of the theoretical review, pedagogical-management data and findings in the context of the comparison of educational policy in Finland and Israel, as well as the review of other countries. To this end, a comprehensive quantitative survey was conducted, involving interviews with 158 teachers, principals and supervisors. The survey questionnaire was validated by the Ministry of Education's Department of Chief Scientists in accordance with legal and normative requirements. The findings of the research study were found to align with our initial hypothesis, and the results were subsequently subjected to rigorous statistical and quantitative analysis. The chapter on demographic questions yielded noteworthy findings. Notably, the number of women is significantly higher than that of men, with the nature of the profession in Israel being predominantly female. It is also noteworthy that the average age of the participants (staff) is over 50. This is a population with professional experience and a comprehensive perspective, having observed the Israeli system for a considerable period of time.

3. A review of questions 7-12 revealed a clear understanding of the intrinsic relationship between education and the economy. Furthermore, it was evident that the theoretical frameworks that bridge these two domains are well-known among educational professionals across various roles, including teachers, managers, and supervisors. Furthermore, the government's commitment to the education system and the financial resources allocated to educational institutions are acknowledged. A significant concern is the distribution of financial resources and the question of equity. The majority of education professionals have identified disparities in the system and a historical bias towards Jewish sectors over others. A synthesis of the findings and personal knowledge indicates that the questionnaire data mirror the extant reality, which represents a significant impediment to the success of the education system and its products/results (Figure 3.3). The responses to the questions were oriented towards the research variables. The alteration in student examination and assessment methods has proved beneficial for staff. Furthermore, the staff members surveyed indicated that there is a need to alter the prevailing perceptions and paradigms regarding the status and training of teachers, regardless of role or organisational hierarchy. It is notable that there was minimal opposition to the proposed changes, including the adaptation of the curriculum to align with the demands of the 21st century.
4. The survey questionnaire was subjected to a series of statistical tests with a view to enhancing the validity of the data pertaining to each group variable. The following tests were performed: a T-test (see Annex No. 6), an ANOVA test (see Annex No. 7) and a Spearman correlation (see Figure 3.7). The objective is to identify the most relevant factors that will alter the educational landscape in Israel and potentially enhance the educational system, as exemplified by the Finnish model. The Spearman correlation test (Figure 3.7) indicated a number of consistent and salient variables that could potentially inform policy decisions in education, with the aim of steering the system towards success and alleviating its long-standing crisis, which has persisted for over 30 years. These factors include the "education generator," which encompasses teaching quality, content quality, teaching staff quality and professionalism, as well as administrative policy. Figure 3.7 illustrates the statistical significance of the factors in question in relation to the policy change outcomes.
5. The section discussing innovative, renewed paradigms of education presents several educational institutions where the managerial echelon has adopted some of the ideas put forth in the paper and adapted them to align with the specific characteristics and objectives of the educational institution in question. It is incumbent upon the leaders of educational institutions to effect the requisite changes, which may entail direct intervention on their

part. The initial case study concerns an educational institution in the author's hometown of Lod, which elected to prioritise reform of its examination and evaluation procedures. The formative assessment approach was implemented in lieu of the conventional classical method. Subsequently, processes were initiated to identify objectives, renew the use of assessment and measurement tools (not solely qualitative and numerical), examine the curriculum, prepare and analyse environmental requirements, transmit personality skills and transition to develop a meta-cognitive approach to learners. It serves as an exemplary illustration of an organisation that takes an idea derived from research, develops it further, and adapts it into a practical application (Figure 3.10).

6. Further applications of the educational paradigms were also evident in the city of Tira, where significant changes were observed in the field of education as a result of the intervention of the educational leadership, which was supported by the local authority. In educational institutions that have adopted the ideas of the thesis, there has been a focus on three main aspects: changing assessment and examination methods, refreshing and changing the curriculum for the 21st century, and additional aspects adjusted to two age groups (adults and children) – namely, the integration of vocational education as part of curriculum innovation for the 21st century. The three ideas were identified by managers of educational institutions and city politics as being of central importance and requiring immediate attention, and as being feasible within the prevailing socio-political context. They have devised meticulous financial plans and benchmarks for optimal staffing levels, and are currently in the nascent stages of implementing these changes. Table 3.2 presents a comparison between the traditional and the revised paradigms, together with feedback from the field. There is considerable satisfaction with the resulting products of change, and the stakeholders (teachers, officials, local authorities, students and parents) are cooperating effectively. The update of the results of the investigation is welcomed and facilitates a renewed interaction in the application of the strategic educational policy adapted to the requirements of the 21st century.
7. The city of Ramla implemented an innovative educational paradigm at the Saint Joseph educational institute, which has a reputation for being receptive to advanced educational concepts. The institution in question adopted a number of the ideas and recommendations set forth in the paper, including the social status variable of the teacher. The educational staff demonstrated a high level of engagement with the author's recommendations, prompting the question of where these ideas had previously been overlooked. A series of "brainstorming" discussions were held at the educational institute, the outcome of which

provided a model according to which the perceptive view in question enhances the status of the teacher and thus directly influences other indices (which are also part of the research ideas/variables). This model (Figure 3.10) was subsequently endorsed by the institute's management and approved by the local authority, with implementation commencing at the beginning of the 2021–2022 academic year. The responses to these developments have been remarkable. The implementation of the teachers' ideas was straightforward, and the collaboration of all parties resulted in a policy change that is likely to have a lasting impact.

CONCLUSIONS AND 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 Ruska [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 (Annex 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). The U.S., with a heterogeneous and multicultural population, experienced a massive crisis in the public education system in the 90s. In the early 2000s it experienced a perceptual and evaluative turning point, and comprehensive reform. In order to focus, a strategic vision was written and quantified in policy, part of which set out three main directions for the development of an innovative system (Figure 3.2). 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 serval recommendation:

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 neighboring 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 21th.
8. To upgrade Finland's education policy structure, there are some strategic recommendations which include an innovation process according to 21th 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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ANNEX

Annex No. 1.

The Survey questionnaire

Survey questionnaire: FINLAND AND ISRAEL: A COMPARATIVE ANALYSIS OF STRATEGIC EDUCATIONAL POLICY

Hello,

My name is Dasman El-Fahel, and I conduct a Survey questionnaire for my PhD dissertation. My research theme is FINLAND AND ISRAEL: A COMPARATIVE ANALYSIS OF STRATEGIC EDUCATIONAL POLICY, and would like to distribute a survey questionnaire to teaching staffs, principals and supervisors. The questions subjects are: Personal details; Questions regarding the status of education in Israel in social-economic context; Questions regarding evaluation and examination methods; Questions regarding curricula and preparing the learner to the 21st century; Questions regarding teacher status in Israel and his training course; and general questions. Each question includes several answer options. The survey is anonymous and used for research purposes only. I would appreciate filling in the questionnaire by marking a circle around the most suitable answer.

Personal details:

1. **Gender:** a. Male - boy / b. Female - girl
2. **Age:** a. 21-30 b. 31-40 c. 41-50 d. 51+
3. **Education**: a. Senior teacher b. B.Ed. c. M.Ed. c. Ph.D. d. other
4. **Role in the education system:** a. Teacher b. Principal c. Supervisor
5. **Teaching subject:** a. social sciences b. Exact sciences c. foreign language d. Technological subject e. Discipline combination
6. **Employment education framework:** a. Elementary school b. Junior high school c. high school d. Ministry of education supervisor e. Integrated role (teaching + supervision)

Questions regarding the status of education in Israel in social-economic context

7. The education level in Israel directly impacts the state's economic and social abilities.

Agree	***Moderately agree***	***Disagree***
1	2	3

8. There is a correlation between education level and investing in it, and the unemployment level and the economic product of Israel.

Agree	***Moderately agree***	***Disagree***
1	2	3

9. The Israeli government invests budgets to improve the educational system's abilities.

Agree	***Moderately agree***	***Disagree***
1	2	3

10. The private expenditure for education and inequality in the educational-social system in Israel cause educational gaps between students.

Agree	***Moderately agree***	***Disagree***
1	2	3

11. The Israeli government works hard to increase the education level of students regardless of their societies and cultures (Jews, Arabs, Ultra-Orthodox, periphery).

Agree	***Moderately agree***	***Disagree***
1	2	3

12. The Israeli educational establishment should act for all educational service components equally among all societies and cultures increase the educational system's positive impact on the economy and society in Israel.

Agree	***Moderately agree***	***Disagree***
1	2	3

Questions regarding evaluation and examination methods

13. Israel's policy on student evaluation and examination methods is good and professional.

Agree	***Moderately agree***	***Disagree***
1	2	3

14. The Israeli policy of evaluation and examination methods, based on numerical quantification of each product and the evaluation node, harms the student on the long run.

Agree	***Moderately agree***	***Disagree***
1	2	3

15. There is a correlation between evaluation and examination policy and the decrease in student ability in tests, independent/hybrid (integrated teaching method developed during the COVID-19 crisis) learning and the grade level in international tests.

Agree	***Moderately agree***	***Disagree***
1	2	3

16. I want to learn about the evaluation and examination methods in other countries like Finland.

Agree	***Moderately agree***	***Disagree***
1	2	3

17. The education system based on research and teaching leads students to independent thinking and develops personality skills.

Agree	***Moderately agree***	***Disagree***
1	2	3

18. The Israeli educational unit should change assessment and examination methods and develop students' skills; take your time evaluating them in grades and relative assessments, which usually depress the student's growth process.

Agree	***Moderately agree***	***Disagree***
1	2	3

Questions regarding curricula and preparing the learner to the 21st century

19. The Israeli education policy of selecting learning disciplines requires an immediate change.

Agree	***Moderately agree***	***Disagree***
1	2	3

20. Most learning disciplines in schools in Israel prepare the learner for his adult life.

Agree	***Moderately agree***	***Disagree***
1	2	3

21. There is no content-professional synchronisation between educational contents of all education systems (kindergarten – 12th grade).

Agree	*Moderately agree*	*Disagree*
1	2	3

22. The average student arrives the next education level with good scholastic-cognitive readiness.

Agree	*Moderately agree*	*Disagree*
1	2	3

23. The system of learning contents does to include sufficient preparation for knowledge economy professions (science, computers, energy, industry, economy, biology).

Agree	*Moderately agree*	*Disagree*
1	2	3

24. The educational establishment must change its approach and adjust its contents to the 21st-century learning requirements.

Agree	*Moderately agree*	*Disagree*
1	2	3

Questions regarding teacher status in Israel and his training course:

25. Israel's teacher's social and professional status in Israel is high, like other senior occupational professions (medicine, industry, computers).

Agree	*Moderately agree*	*Disagree*
1	2	3

26. Teachers in Israel has professional independence regarding teaching methods, selecting relevant contents, and examination methods.

Agree	*Moderately agree*	*Disagree*
1	2	3

27. The educational leadership (minister of education, senior officials in the system) is responsible for the teacher status in Israel and not the teacher himself.

Agree	*Moderately agree*	*Disagree*
1	2	3

28. The salary and reward levels, the professional burnout, and school's organisational environment harm teacher' status.

Agree	*Moderately agree*	*Disagree*
1	2	3

29. The teacher's acceptance terms and training course in Israel influence his status in occupational society.

Agree	*Moderately agree*	*Disagree*
1	2	3

30. The political establishment in Israel is obligated to change the attitude toward teaching roles, including changing the acceptance terms and the training process, thinking about salary and reward levels and re-examining professional independence to increase teacher status.

Agree	*Moderately agree*	*Disagree*
1	2	3

Summarizing questions

31. There is a direct and binding connection between education policy in Israel and the impact on the economic-social situation.

Agree	***Moderately agree***	***Disagree***
1	2	3

32. The State of Israel does not take an equal approach to all populations and the educational needs of each community and culture.

Agree	***Moderately agree***	***Disagree***
1	2	3

33. The professional systems, which include setting learning contents and evaluation and examination methods, need a reform and system and content synchronisation, which are adjusted to the 21st century.

Agree	***Moderately agree***	***Disagree***
1	2	3

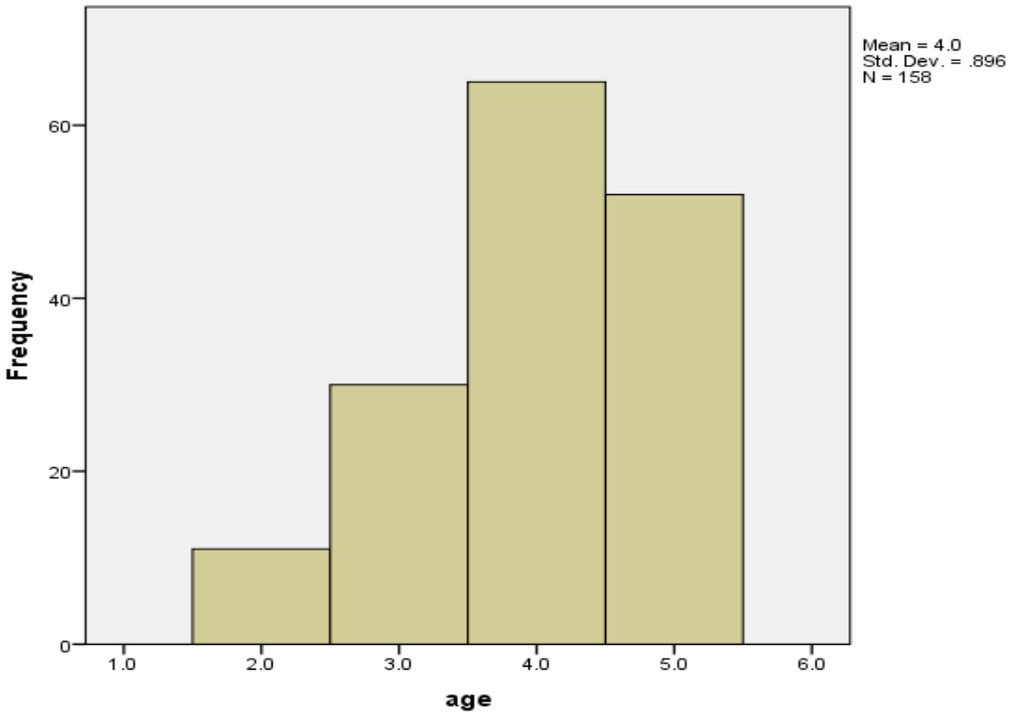
34. The political establishment in Israel needs to change its attitude regarding education and teacher status in order to attract quality human capital to teaching and create future influence on the system and its learning products.

Agree	***Moderately agree***	***Disagree***
1	2	3

Thank you for filling the questionnaire!

Annex No. 2.

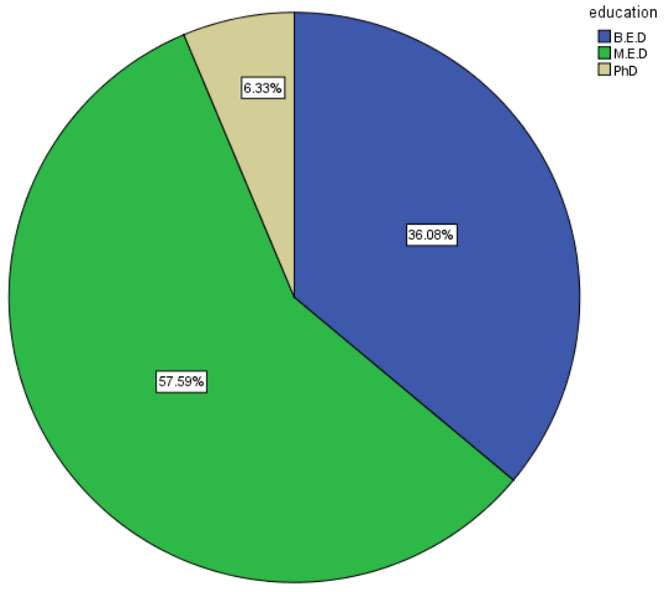
The age of respondents in the research questionnaire



Source: made by the researcher

Annex No. 3.

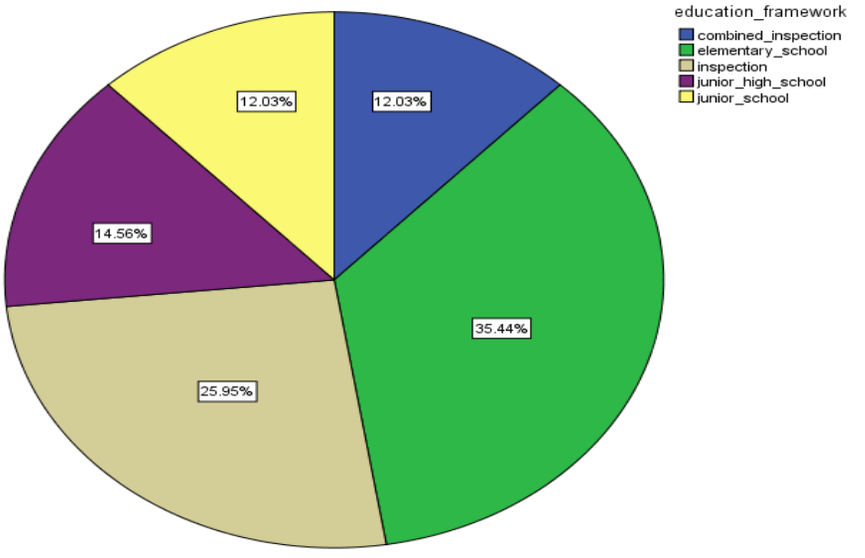
Higher education degrees of the respondents



Source: made by the researcher

Annex No. 4.

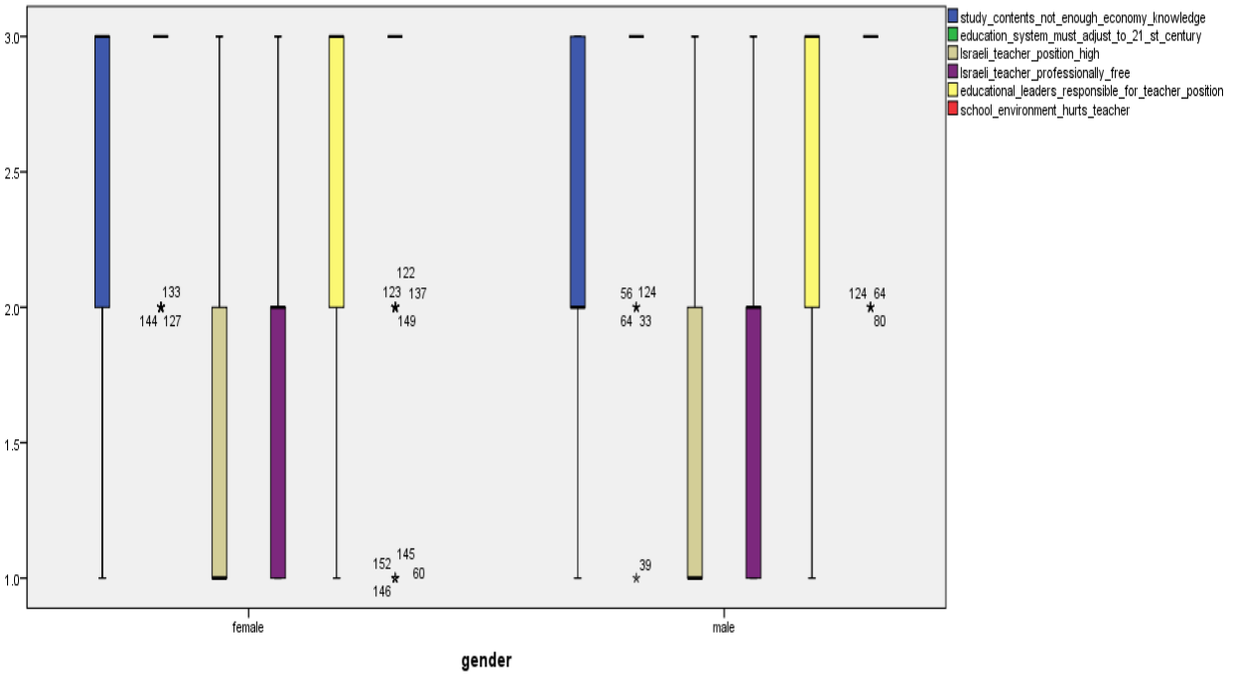
Labour force of the respondents



Source: made by the researcher

Annex No. 5.

Results of the connection between education and economic



Source: made by the researcher

Annex No. 6.

T. test statistical findings

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
education_level_direct_impact	.0	130	2.815	.4274	.0375
_economic_social_situation	1.0	28	2.750	.5182	.0979
education_invest_related_une	.0	130	2.746	.5181	.0454
mployment_GDP	1.0	28	2.750	.5853	.1106
invetments_in_education_imp	.0	130	2.100	.6803	.0597
rovement	1.0	28	2.179	.7228	.1366
private_invest_andinequality_	.0	130	2.792	.4773	.0419
cause_gaps	1.0	28	2.821	.3900	.0737
state_invests_without_discrim	.0	130	1.715	.7178	.0630
ination	1.0	28	1.750	.7993	.1511
education_institutions_must_b	.0	130	2.592	.6188	.0543
e_equal_for_all	1.0	28	2.643	.6215	.1174
evaluation_policy_Israel_is_pr	.0	130	1.946	.6139	.0538
ofessional	1.0	28	2.071	.6627	.1252
numeric_evaluation_policy_h	.0	130	2.331	.6396	.0561
urt_pupils	1.0	28	2.286	.7127	.1347
evaluation_policy_related_to_	.0	130	2.531	.5865	.0514
international_grades	1.0	28	2.679	.5480	.1036
interested_to_study_evaluatio	.0	130	2.815	.4788	.0420
n_methods_of_others	1.0	28	2.750	.5182	.0979
research_based_approach_pro	.0	130	2.862	.4083	.0358
moted_personal_skills	1.0	28	2.893	.3150	.0595
evlauation_should_change_for	.0	130	2.723	.4983	.0437
_skills_based_direction	1.0	28	2.857	.4484	.0847
discipline_choice_policy_mus	.0	130	2.600	.5651	.0496
t_change	1.0	28	2.607	.5669	.1071
most_disciplinces_prepare_pu	.0	130	1.754	.6596	.0579
pils_to_maturity	1.0	28	1.714	.7127	.1347
education_stages_not_synchro	.0	130	2.315	.6474	.0568
nized	1.0	28	2.321	.6118	.1156
pupil_graduates_in_good_cog	.0	130	2.077	.6543	.0574
nitive_condition	1.0	28	1.964	.6372	.1204

study_contents_not_enough_e	.0	130	2.585	.5943	.0521
conomy_knowledge	1.0	28	2.357	.6785	.1282
education_system_must_adjus	.0	130	2.892	.3112	.0273
t_to_21_st_century	1.0	28	2.786	.4987	.0942
Israeli_teacher_position_high	.0	130	1.415	.7020	.0616
	1.0	28	1.464	.6929	.1310
Israeli_teacher_professionally	.0	130	1.646	.6804	.0597
_free	1.0	28	1.821	.6696	.1265
educational_leaders_responsib	.0	130	2.485	.6498	.0570
le_for_teacher_position	1.0	28	2.464	.6929	.1310
school_environment_hurts_tea	.0	130	2.800	.4886	.0429
cher	1.0	28	2.821	.3900	.0737
teacher_recruitment_and_train	.0	130	2.615	.6273	.0550
ing_impact_job_position	1.0	28	2.714	.5345	.1010
policy_makers_must_change_	.0	130	2.846	.4215	.0370
teacher_position	1.0	28	2.821	.4756	.0899
education_policy_directly_rel	.0	130	2.692	.5952	.0522
ated_to_socio_economic_state	1.0	28	2.821	.3900	.0737
policy_approach_no_equality	.0	130	2.708	.5348	.0469
	1.0	28	2.536	.7445	.1407
synchronization_and_innovati	.0	130	2.700	.5520	.0484
on_need	1.0	28	2.679	.6118	.1156
quality_HR_attraction_policy _neede_in_education_system	.0	130	2.838	.3899	.0342

Annex No. 7.

Anova statistical findings

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
education_level_direct_impact_economic_social_situation	Between Groups	1.746	2	.873	4.638	.011
	Within Groups	29.172	155	.188		
	Total	30.918	157			
education_invest_related_unemployment_GDP	Between Groups	.266	2	.133	.473	.624
	Within Groups	43.607	155	.281		
	Total	43.873	157			
invetments_in_education_improvement	Between Groups	2.205	2	1.103	2.382	.096
	Within Groups	71.744	155	.463		
	Total	73.949	157			
private_invest_andinequality_cause_gaps	Between Groups	.617	2	.309	1.453	.237
	Within Groups	32.902	155	.212		
	Total	33.519	157			
state_invests_without_discrimination	Between Groups	4.771	2	2.385	4.682	.011
	Within Groups	78.976	155	.510		
	Total	83.747	157			
education_institutions_must_be_equal_for_all	Between Groups	1.522	2	.761	2.021	.136
	Within Groups	58.358	155	.377		
	Total	59.880	157			
evaluation_policy_Israel_is_professional	Between Groups	.921	2	.461	1.192	.306
	Within Groups	59.920	155	.387		
	Total	60.842	157			
numeric_evaluation_policy_hurt_pupils	Between Groups	.336	2	.168	.393	.676
	Within Groups	66.202	155	.427		
	Total	66.538	157			
evaluation_policy_related_to_international_grades	Between Groups	2.051	2	1.025	3.120	.047
	Within Groups	50.937	155	.329		
	Total	52.987	157			
interested_to_study_evaluation_methods_of_others	Between Groups	1.702	2	.851	3.745	.026
	Within Groups	35.216	155	.227		
	Total	36.918	157			
research_based_approach_promoted_personal_skills	Between Groups	.426	2	.213	1.389	.252
	Within Groups	23.783	155	.153		
	Total	24.209	157			
evlauation_should_change_for_skills_based_direction	Between Groups	1.945	2	.973	4.196	.017
	Within Groups	35.928	155	.232		
	Total	37.873	157			
discipline_choice_policy_must_change	Between Groups	.194	2	.097	.303	.739
	Within Groups	49.686	155	.321		
	Total	49.880	157			
most_disciplinces_prepare_pupils_to_maturity	Between Groups	1.143	2	.571	1.289	.279
	Within Groups	68.731	155	.443		
	Total	69.873	157			
education_stages_not_synchronized	Between Groups	.423	2	.212	.515	.599
	Within Groups	63.754	155	.411		
	Total	64.177	157			
pupil_graduates_in_good_cognitive_condition	Between Groups	1.701	2	.851	2.035	.134
	Within Groups	64.786	155	.418		

	Total	66.487	157			
study_contents_not_enough_economy_knowledge	Between Groups	.806	2	.403	1.070	.346
	Within Groups	58.384	155	.377		
	Total	59.190	157			
education_system_must_adjust_to_21_st_century	Between Groups	.149	2	.074	.596	.552
	Within Groups	19.320	155	.125		
	Total	19.468	157			
Israeli_teacher_position_high	Between Groups	2.546	2	1.273	2.665	.073
	Within Groups	74.042	155	.478		
	Total	76.589	157			
Israeli_teacher_professionally_free	Between Groups	2.697	2	1.349	2.993	.053
	Within Groups	69.841	155	.451		
	Total	72.538	157			
educational_leaders_responsible_for_teacher_position	Between Groups	.134	2	.067	.154	.857
	Within Groups	67.309	155	.434		
	Total	67.443	157			
school_environment_hurts_teacher	Between Groups	.424	2	.212	.952	.388
	Within Groups	34.494	155	.223		
	Total	34.918	157			
teacher_recruitment_and_training_impact_job_position	Between Groups	1.008	2	.504	1.354	.261
	Within Groups	57.700	155	.372		
	Total	58.709	157			
policy_makers_must_change_teacher_position	Between Groups	.225	2	.113	.606	.547
	Within Groups	28.819	155	.186		
	Total	29.044	157			
education_policy_directly_related_to_socio_economic_state	Between Groups	.846	2	.423	1.328	.268
	Within Groups	49.338	155	.318		
	Total	50.184	157			
policy_approach_no_equality	Between Groups	.080	2	.040	.119	.888
	Within Groups	52.458	155	.338		
	Total	52.538	157			
synchronization_and_innovation_need	Between Groups	.278	2	.139	.439	.646
	Within Groups	49.140	155	.317		
	Total	49.418	157			
quality_HR_attraction_policy_neede_in_education_system	Between Groups	.398	2	.199	1.326	.268
	Within Groups	23.254	155	.150		
	Total	23.652	157			

Annex No. 8.

The component Matrix

Component Matrix[a]

	Component		
	1	2	3
Gender	-.045	-.063	.092
Age	.542	-.007	.307
Education	.517	-.106	.318
Teacher	-.688	-.518	-.036
Inspector	.610	-.175	.575
Principal	.202	.719	-.474
General state	.537	.152	-.217
General pupil	-.127	.635	.112
Equality professionality	-.140	.383	.659
Learn innovate	.547	-.096	-.122
Teacher position	-.226	.643	.111
Policy change	.537	-.166	-.544

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Annex No. 9.

The model summary

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.288	2	1.144	27.952	.000[b]
	Residual	6.344	155	.041		
	Total	8.632	157			

a. Dependent Variable: Policy_change

b. Predictors: (Constant), Equality_professionality, General_state

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.196	.172		12.746	.000
	General_state	.319	.059	.373	5.417	.000
	Equality_professionality	-.226	.044	-.352	-5.119	.000

a. Dependent Variable: Policy_change

Annex No. 10

Implementing letter 1

בית ספר סנט ג'וזף
רח' הרצל 83, ת.ד. 154 רמלה

ST. JOSEPH SCHOOL

مدرسة راهبات مار يوسف
شارع هرتسل 83 ص.ب. 154 الرملة

Tel: 08-9220249 :هاتف
Fax: 08-9227473 :فاكس
stjosephsram@gmail.com

To: Academy of Public Administration of Moldova ***Date: 2.12.21***

Ph.D. Dissertation: Dasman El Fahel (028313955)

I would like to remark Mrs. El Fahel PhD in her dissertation and the conclusions and recommendations that summarize the paper.

The PhD dissertation is edited professionally and presents a sincere and genuine comparison between Israel and Finland policies and education systems.

The theoretical analysis along with the statistical presentations brings the reader to conclude a profound change is required in the education system in Israel.

I thank the researcher for the ideas she had presented and indicated applying the thesis ideas and its two main subjects from the thesis recommendations regarding improving the teacher status, which significantly improves education importance and status.

We have also decided to adopt and apply the idea of changing the learner testing and evaluation methods, and we have already started a pilot in the largest high school in town.

We wish her all the best, and successes in her academic career.

Yasmin Alkalak

Director of Saint Joseph school Ramla

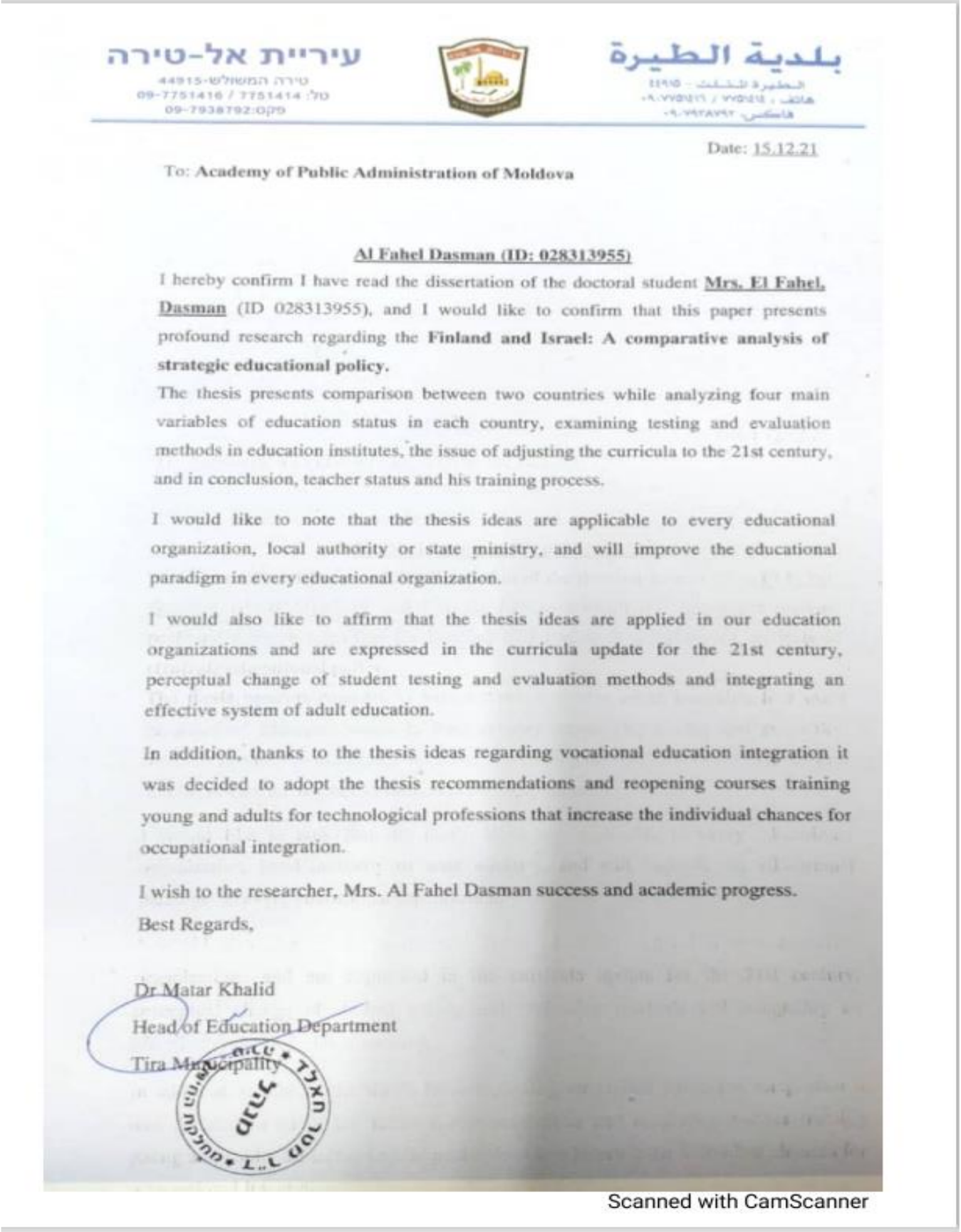
בי"ס סנט ג'וזף
רח' הרצל 83 רמלה
טל' מנהל 417022

Annex No 11

Implementing letter 2

Annex No. 11

Implementing letter 2



עיריית אל-טירה

טירה המשולש-44915
טל': 09-7751414 / 7751414
09-7938792:פקס

بلدية الطيرة

الطيرة المثلث - ٤٤٩١٥
هاتف : ٠٩-٧٧٥١٤١٤ / ٧٧٥١٤١٦
فاكس: ٠٩-٧٩٣٨٧٩٢

Date: 15.12.21

To: **Academy of Public Administration of Moldova**

Al Fahel Dasman (ID: 028313955)

I hereby confirm I have read the dissertation of the doctoral student **Mrs. El Fahel, Dasman** (ID 028313955), and I would like to confirm that this paper presents profound research regarding the **Finland and Israel: A comparative analysis of strategic educational policy.**

The thesis presents comparison between two countries while analyzing four main variables of education status in each country, examining testing and evaluation methods in education institutes, the issue of adjusting the curricula to the 21st century, and in conclusion, teacher status and his training process.

I would like to note that the thesis ideas are applicable to every educational organization, local authority or state ministry, and will improve the educational paradigm in every educational organization.

I would also like to affirm that the thesis ideas are applied in our education organizations and are expressed in the curricula update for the 21st century, perceptual change of student testing and evaluation methods and integrating an effective system of adult education.

In addition, thanks to the thesis ideas regarding vocational education integration it was decided to adopt the thesis recommendations and reopening courses training young and adults for technological professions that increase the individual chances for occupational integration.

I wish to the researcher, Mrs. Al Fahel Dasman success and academic progress.

Best Regards,

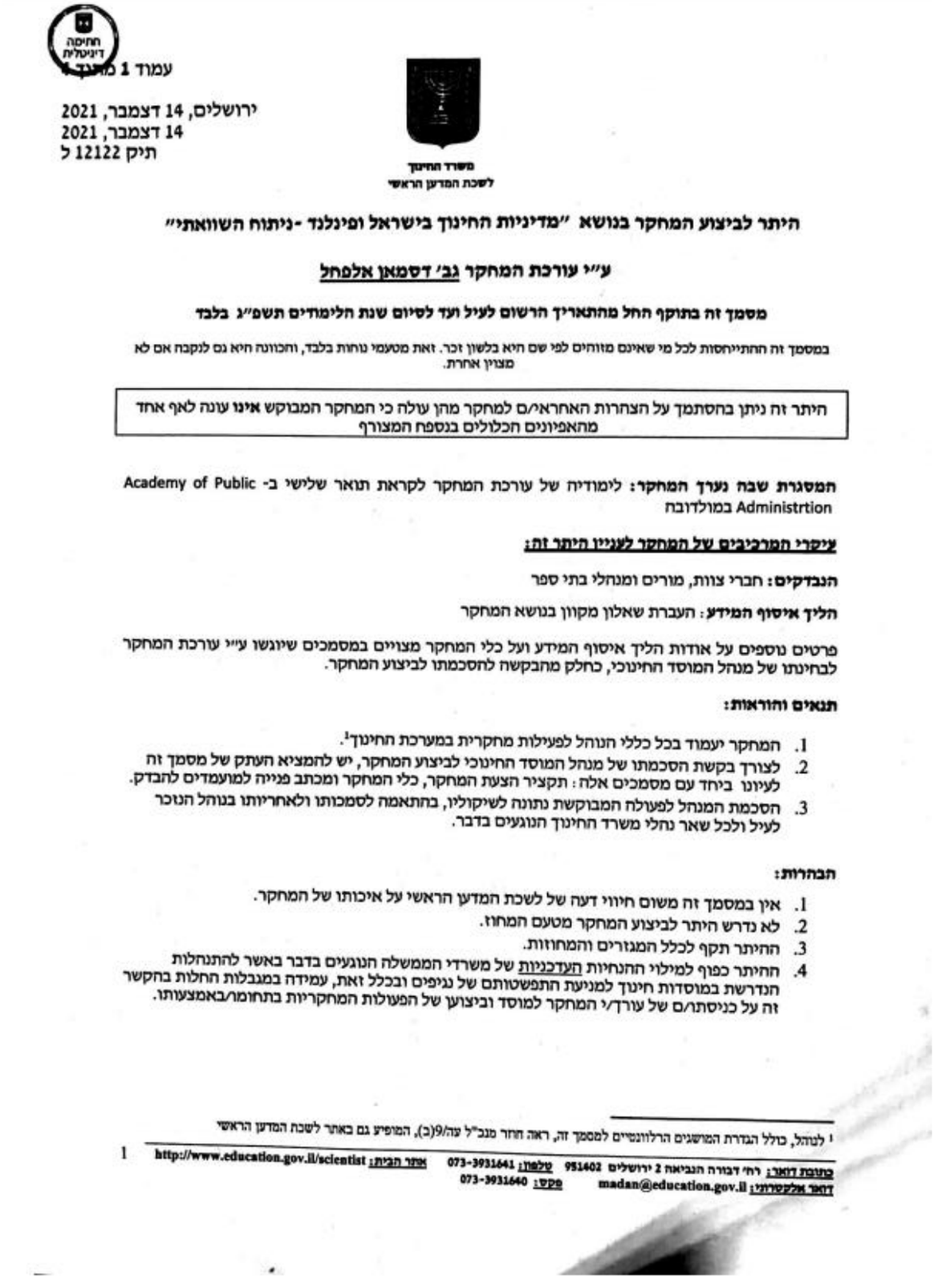
Dr Matar Khalid

Head of Education Department

Tira Municipality

Annex No. 12

Government Certificate for the questionnaire



חתימה דיגיטלית

עמוד 1 מתוך 1

ירושלים, 14 דצמבר, 2021
14 דצמבר, 2021
תיק 12122 ל

משרד החינוך
לשכת המדען הראשי

היתר לביצוע המחקר בנושא "מדיניות החינוך בישראל ופינלנד - ניתוח השוואתי"

ע"י עורכת המחקר גב' דסמאן אלפחל

מסמך זה בתוקף החל מהתאריך הרשום לעיל ועד לסיום שנת הלימודים תשפ"ג בלבד

במסמך זה התייחסות לכל מי שאינם מזוהים לפי שם היא בלשון זכר. זאת מטעמי נוחות בלבד, והכוונה היא גם לנקבה אם לא מצוין אחרת.

היתר זה ניתן בהסתמך על הצהרות האחראי/ם למחקר מהן עולה כי המחקר המבוקש **אינו** ענה לאף אחד מהאפיונים הכלולים בנספח המצורף

המסגרת שבה נערך המחקר: לימודיה של עורכת המחקר לקראת תואר שלישי ב- Academy of Public Administrtion במולדובה

עיקרי המרכיבים של המחקר לעניין היתר זה:

הנבדקים: חברי צוות, מורים ומנהלי בתי ספר

הליך איסוף המידע: העברת שאלון מקוון בנושא המחקר

פרטים נוספים על אודות הליך איסוף המידע ועל כלי המחקר מצויים במסמכים שיוגשו ע"י עורכת המחקר לבחינתו של מנהל המוסד החינוכי, כחלק מהבקשה לחסכמתו לביצוע המחקר.

תנאים והוראות:

1. המחקר יעמוד בכל כללי הנוהל לפעילות מחקרית במערכת החינוך[1].
2. לצורך בקשת הסכמתו של מנהל המוסד החינוכי לביצוע המחקר, יש להמציא העתק של מסמך זה לעיונו ביחד עם מסמכים אלה: תקציר הצעת המחקר, כלי המחקר ומכתב פנייה למועמדים להבדק.
3. הסכמת המנהל לפעולה המבוקשת נתונה לשיקוליו, בהתאמה לסמכותו ולאחריותו בנוהל הנזכר לעיל ולכל שאר נהלי משרד החינוך הנוגעים בדבר.

הבהרות:

1. אין במסמך זה משום חיווי דעה של לשכת המדען הראשי על איכותו של המחקר.
2. לא נדרש היתר לביצוע המחקר מטעם המחוז.
3. ההיתר תקף לכלל המגזרים והמחוזות.
4. ההיתר כפוף למילוי ההנחיות העדכניות של משרדי הממשלה הנוגעים בדבר באשר להתנהלות הנדרשת במוסדות חינוך למניעת התפשטותם של נגיפים ובכלל זאת, עמידה במגבלות החלות בחקשר זה על כניסתו/ם של עורך/י המחקר למוסד וביצוען של הפעולות המחקריות בתחומו/באמצעותו.

[1] לנוהל, כולל הגדרת המושגים הרלוונטיים למסמך זה, ראה חוזר מנכ"ל עה/9(ב), המופיע גם באתר לשכת המדען הראשי

1 http://www.education.gov.il/scientist :אתר הבית

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Annex No 13

Table summarizing Finland's curricula criteria for the 21st century

National goals	Planning process	Knowledge characteristics	Thinking	Education for values, socio-emotional education	Digital technology and professionalism
-Equal opportunity to receive education services and quality training; -Education as a basis for competitive skills and welfare in Finnish society	- The process comprises three critical stages led by the National Education Committee of Finland and with participation of representative from the Ministry of Education, teacher learning institutions, education publishers, teachers' unions, educational providers, and teachers. - Additionally, in the final stage, information was presented that was open to reactions from all state citizens	- Curriculum included traditional knowledge areas such as mathematics, language, and literature. - Alongside them are new study subjects, including consultation, religion and ethics, environmental studies, handicrafts and reference to design and technology. - Secondary school studies include subjects such as philosophy, psychology, and mathematical studies. These studies are intended to be integrated, understanding links between areas and applying knowledge from diverse areas. - Emphasis is put on interdisciplinary learning in various subject frameworks, as an independent unity developed by teachers, students, and interdisciplinary study subjects.	- Thinking is expressed in the framework to instil lateral thinking abilities and learning as well as part of the ability to read and comprehend texts involving analysis and thinking. - Teaching in Finland is meant to be aimed at lateral abilities. Moreover, there is reference to thinking in the framework of study subjects and specific goals.	- Ethical education is expressed both in the goals of the Finnish education system and lateral abilities. - Among values included: tolerance and reference to human dignity and rights, as well as active citizenship and sustainability. - In some study subjects, especially ethics, religion and environmental studies, there is a structured reference to the issue of values. - Reference to emotional and social education is provided in the framework of activity to enable students' growth as human beings and moral members of society.	- Technology is learned in the framework of study subjects but not as a subject in and of itself. - It is a tool and platform referring to achieving goals such as: Instilling communication abilities, transferring information in diverse ways, and the ability to act in day-to-day live in a technological environment. - In addition, technology is used as a tool aiding teaching and learning.

Source: made by the author from [35; 251; 253]

Annex No 14

Table summarizing Israeli's curricula criteria for the 21st century

National goals	Planning process	Knowledge characteristics	Thinking	Values education, emotional social education	Digital and professional technologies
-Providing knowledge and tools that will use the students in their adult life - in their work or as part of the basic knowledge the state believes an adult must have. -Values education and behaviour codes accepted in society. -Strengthening the students' national feelings. -Creating equal opportunities for students of different socio-economic classes.	-The pedagogic secretariat and the discipline coordinator perform the planning process. -A planning team is appointed for each discipline, composed of the Ministry of education representative, the higher education representative, and the teaching staff (teachers) representative. National knowledge bodies like the National Authority of Education are not involved. -The compliance control also is not executed by those who planned it, but it is divided between the Ministry of Education control institute (administrative control), the Ministry of Education district and the local authority that examines test results (international tests/matriculation exams).	-The education system has to define an agreed upon and uniform definition of knowledge, skills and values that must be instilled in its graduates. -Make professional tools accessible to teachers to impart them and promote various aspects of learning, such as interdisciplinary and independent learning. -In addition, the learning has to be adjusted to all ages and to requirements of specific students.	-The Ministry of Education, as part of the systematic perception of standardisation in the educational system, emphasises thinking abilities development as blossoming of skills and creativity, critical thinking, independent thinking, initiative, vigilance for innovation, intellectual curiosity, physical activity encouragement and leisure culture.	-The ministry policy leads the system into value "basket" that includes personality and national values as dedication and responsibility, desire for mutual help and contribution to the community, respect to cultural identity, respect and responsibility for nature, as well as value education as respect the other's culture and views, love of the people and country and loyal citizen — striving for peace, tolerance and involvement in Israeli society.	-Computer, communication, and internet technologies and the 21st-century skills caused significant changes in teaching various disciplines and in broke the boundaries of time and place of learning. -Innovative learning technologies are an infrastructure for challenging learning opportunities that promote thinking performance, understanding and learning.

Source: made by the author from [257; 256; 44; 43]

Annex No 15

Summarize of all strategic components of the countries analyzed

Strategic component	Singapore	Canada	United States	Republic of Moldova
Emphasis on educational arrangement structure	A system with government mechanism to lead a national programme "Thinking Schools, Learning Nation".	Provincial/regional division. Self-management with almost no government intervention. Integrate mechanism with community – school council.	Federal Department of Education coordinating doctrinal-regulatory side of education. Every state conducts itself independently – self-management of institutions.	Emphasising gradual educational structure and hierarchy on transitioning to the next age grade. The system has a national approach regarding structures, handling the weak points (dropout, treating the periphery).
Curriculum	Government curriculum with core components: a vision of the nation, vision of education, vision if application, vision of cooperation.	Curriculum based on dialogue between all stakeholders (education system, teachers, parents, and students). Emphasis on equality for all citizens and residents. Increase school autonomy to choose learning content adapted to the 21st-century	Choice in core curriculum of relevant subjects. Allocating significant resources in favour of state public education. State independence to choose programme emphases. Support programmes promoting innovation and integrating technology into learning processes. The requirement to implement three flower programme (Figure 3.2)	Structured curriculum that integrates instructions on a national level (obligatory programme) and academic freedom in selecting local teaching staff. Integrating the evaluation and examination contents and the skill imparting contents (without evaluation).
Educating teaching staff	Selective choice of teaching candidates. Need to meet measured goals. Education route integrating theory and practice. Financial support for teaching students.	Prioritisation for those choosing teaching routes. Financial support and education grants for candidates. **Not over strict about teaching qualities.**	Emphasising choosing and educating teaching candidates. Arranging education programmes and requirements to have development pathways for teaching staff in educational institutions.	Integrating teacher training centres and universities ensures an M.A. degree when entering work. A national approach for making teaching a professorship with interdisciplinary requirements.

Source: made by the author [267; 257; 275; 273; 282]

RESPONSIBILITY STATEMENT

The undersigned, declare on my own responsibility that the materials presented in the present doctoral thesis is the result of my own researches and scientific achievements. I am aware of the fact that, otherwise, I will bear the consequences in accordance with the law in force.

El- Fahel, Dasman

Signature:

Date: 14.10.24

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2019 – Today - Supervisor of kindergartens in the Ministry of Education in the Central District.

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1995 – 2018 - Principal of the Preschool Kindergarten (Arava Kindergarten) in Lod City.