

Conception of the Education Development in the Republic of Moldova

On August 4, 1994, the weekly edition »Flacara« published the project of this document of great importance for the development of the education in the transitional period (which, regretfully, no one knows how long it will last). The project had the signature of the Ministry of Education and of the Institute of Pedagogical and Psychological Sciences. It incited very much the pedagogical opinion and provoked contradictory discussions. Today we publish the finalized document for you to see if we really took into consideration your opinions and requests. The Conception is not a Dogma, so it can be analyzed and discussed further on, in total accordance with the dynamics of our life.

GENERAL DISPOSITIONS

In the last decades in the Republic of Moldova there have been accumulated a positive experience concerning the formation of the intellectual potential of the society. But the reckless mimetism of the school pseudo-reformers, the negation of its healthy traditions, the absolutization of the »meaningless forms«, manuals made on normative-reproductive principles which ignored the age particularities of the pupils, the marginalization of the education, the lack of financial support and of a concrete perspective policy in the educational sphere, predomination of the immediate correction measures led to a crisis in the educational system and imposed the necessity of new ways of the development of education.

The constitution of the independent state Republic of Moldova, the new political, social and economic relations, the opening to the values of national, universal culture and to the world educational sciences causes a new vision upon the conceptual development coordinates of the personality of the studying people.

The mentioned factors led to the realization of the idea of edifying the national school, which is the national institute of instruction and education of the youth and children, of their professional, social – cultural adaptation, of the spiritual potential maintenance and development of the country.

Centered on humanistic, democratic and multilateral development principles, the education has the purpose to prepare the generations that will live in the third millennium and by its contribution to their intellectual, spiritual, civil and physical formation, to create human resources which will constitute one of the major premises of the state independence consolidation, of its cultural and economic potential.

In this purpose there will be turned into account the national culture of the Moldovean people and of other co –inhabitants, of the universal culture. There will be created necessary structures and conditions for a basic assimilation of the moldovean language in order to offer all those who study equal possibilities of professional social – cultural identification in the life of the republic. A special attention will be paid to the study of the maternal and foreign languages at different educational level.

The basic idea of the education is the pupil as a central figure, turning into account and enrichment of his creative potential in the process of improving the educational - instructive activity based on differentiated measures of individual level with a transdisciplinary training of the divergent thinking.

The education planed in the Conception is a free of charge education, assured by the state, based on ideological, political, religious, racial and national non-discrimination, favorable for the multilateral development of the preschool children, school children and students, accessible at any level, step, cycle or form according to the proved capacities, aptitudes and options.

The Conception has a concrete aim: to serve as theoretical basis for the elaboration of the state policy in the educational sphere, of the legislative acts and norms concerning the education, of the management models, of new educational contents and technologies. There will be

achieved new educational principles, objectives, strategies and standards, structure of education, new social statute of the teaching staff, implementation of educational sciences, etc., facts that illustrate the basis of a new conceptual orientation of the education.

The conception is harmonized with the Constitution of the Republic of Moldova, with the decisions of the international forums concerning the human rights, the child's rights, the freedom of education, with the modern education theories and derives from the real situation of the educational system established in the Republic of Moldova, from the social and educational options of the population. The conception is based on the idea of offering to the education the statute of national priority, because in that case the society will become humanistic, democratic, pluralistic, with free market economy and it is necessary to use totally the intellectual capacities as the main source of development, of reproduction of the human factor, which influence all the spheres of social, economic and cultural activities that sustains the formation of a new type of social relations.

From strategic point of view, the dynamic and anticipated development of the education is the main component of the social, economic and cultural reforms and from tactical point of view it contributes directly to the accomplishment and advancement of these reforms.

THE BASIC PRINCIPLES OF EDUCATION

The education policy of the state is based on:

- *The principle of democratization*, which presumes the social and state character of the education conduction, an open, flexible, decentralized education, oriented to the accomplishment of the right to education, to the choosing of the education institution, of the methods and languages of education and is also based on the freedom of the education institution to chose the development strategy;
- *The principle of humanization* which reflects the idea that the school is oriented to the interests of the personality, to the recognition of every person as supreme social value, to the appreciation of the primordial general-human values, to the assurance of the free development of the personality, to the education of the civic spirit, of the patriotism, to the multilateral development of the human spirit potential in the establishment of the personality culture;
- *The principle of humanitarization* which presumes the formation of an unitary scientific conception of the world, the harmonization of studying the cycle of humanistic sciences in the best connection with the exact and natural sciences;
- *The principle of accessibility and adjustment* of the educational system, which presumes the correspondence of the content, of the forms and instructive standards, of the structure of instructive process with the individual particularities and with the preparation level of the child;
- *The principle of the developing education* which regulates the transition from accommodation and reproduction school to the school which develops and is developing, by educating a personality which is characterized by innovation and creativity, thinking initiative and highly receptive sensibility, a personality capable to solve new social, economic and cultural problems and to adapt to the conditions of permanent development of the society;
- *The principle of unity and diversity* which presumes the internal unity of the elements of educational system under conceptual aspect, accomplished in a diversity of educational structures, forms, contents and technologies;
- The laic character of the education in the state institutions.

EDUCATIONAL OBJECTIVES

The education in the Republic of Moldova takes over and accomplishes the educational objectives accepted by the world community:

- development of the child's personality, of his spiritual and physical capacities and aptitudes at his maximum potential level;
- education of the respect for the human rights and freedoms regardless the ethnic belonging, social origin and attitude towards the religion – principles stated in the United Nations Charter;
- education of the respect for the parents, for the identity, language and cultural values of the nation, as well as for the national values of the country he lives in, of the country of his origin and of the other civilizations;
- preparation of the children for assuming the responsibilities of life in a free society, in the spirit of understanding, peace, tolerance of the sexes equality and friendship between all the countries and ethnic, national and religion groups;
- implantation of the responsibility and respect for the environment, formation of the ecological conciseness;
- education of the instinct sense of necessity to work for his own welfare and for the welfare of the society, of the respect for those who produce material and spiritual goods;
- assurance of a multilateral physical training – with professional practical character for the studying youth – formation of the idea of necessity to practice physical culture and sport during the whole life;
- children and students will be educated in the spirit of fundamental civic obligations established in the constitution of the Republic of Moldova, the first of these obligations is the devotion to the native country, concern for the consolidation of moldovean statality, conscious accomplishment of the obligations they have.

STRATEGY OF THE EDUCATION DEVELOPMENT

Strategy of the education development presumes:

- assurance of the juridical frame of functioning and development of the educational system; elaboration of the Law of Education and of the teaching staff statute; inventory and reexamination of the normative acts concerning the social protection of the education, of the teaching staff, of preschool age children, of pupils and students concerning the assurance of a new economical policy in the sphere of education;
- elaboration and accomplishment of the national program of the education development, which will include the mechanisms of application of the Law of Education, the stages of stabilization and the perspectives of its development, concrete actions that have to be undertaken in the reform of the educational structures, in the renewal of the educational contents and technologies, in assurance with teaching and scientific staff, in organizing and conduction of the education, in a policy of financing and assuring a technical – material basis of the program;
- elaboration of the education functioning mechanism in free-market economy; creation of a bank of educational services by accumulating new technologies, pedagogical innovations, different forms and models of education; creation, in the frame of the professional education, of condition for the professional improvement of the specialists and fast requalification of the persons left without job; use of the technical-material basis of the pedagogical institutions in the preparation of the specialists for cultural, social and economic spheres;

- elimination of the political and social – economical obstacles which block the education reform, provided in the Conception;
- assurance of the diversity of organizational forms of studies obtaining in the state and private institutions; stimulation of organization of the alternative and private educational institutions, of their activity;
- improvement of the network of education units and the creation of new structures for the assurance of adequate education for the requests of the society, calculated on the basis of a scientific methodology;
- synchronization of the educational system of the Republic of Moldova with the educational systems of the world; creative using of the educational ideas and technologies, taking into consideration the development level of the country;
- establishment of the educational standards which would assure the convertibility of the national education;
- renewal of the content of the education, especially of the humanistic one; elaboration of new didactic-methodic complexes for the education at any level; the assurance of the possibility to experiment new contents;
- organization of the contests for the elaboration of the program projects and school manuals;
- creation of the necessary conditions for a profound study of the moldovean language by the alolingues at all the educational level, according to the Constitution and to the legislation concerning the functioning of the languages, the state assures the right to chose the educational and instructional language;
- guarantee of the preparation and of the profound study of the foreign languages at all the educational level;
- assurance of the abroad personnel preparation for national economy, first of all at the specialties the national education system can not offer;
- constitution of a modern system of organizing and conduction of the education; decentralization of the educational managerial functions on vertical and horizontal; establishment of a system of evaluation, licensing and acredictation in education;
- creation of the conditions and elaboration of the programs for the preparation of the teaching staff and of the leading persons and the creation of various models of improving their qualification inclusively on the basis of self-management;
- organization of the psychological assistance services and of school and professional orientation of the pupils;
- increase of the social role of the education through a permanent implication of the state organs, of the school, family, society in the development of the educational system, in the intensification of the responsibility; propagation of the psychological and pedagogical knowledge in the society;
- elaboration of a system of measures in order to improve the life and activity conditions of the teaching staff, which includes the increase of the salaries, the decrease of the teaching norm of school and university teachers;
- establishment of some justified norms of financing of education by the state and by other sources (sponsoring, charity) which would assure the normal functioning of the educational system and the reaching of the educational standards;
- development of the industry of technical- material and methodic – didactic assurance of the educational institution, creation of the economic mechanisms to stimulate the activity of these enterprises.

STRUCTURE OF THE EDUCATIONAL SYSTEM

The national education system includes the network of instruction and education institutions of different levels, steps, organization and activity forms, totality of educational programs and standards, leading organs and directional organs of education.

The educational system has the following structure:

- I. Preschool education
- II. Primary education.
- III. Secondary education.
 - 1) general:
 - a) gymnasium;
 - b) lyceum;
 - b1) middle general school;
 - 2) professional
- IV. Higher education
- V. Post – university education.

Educational system also includes:

Special education
Complementary education
Continuous education.

I. Preschool education

The preschool education constitutes the first ring of the educational and instruction system. It represents a system of different types of preschool institutions (state and private) with different functioning programs.

The fundamental objectives of the preschool education consist of coordinated, but free development of the personal qualities of the child, in his preparation for the social life. The purpose of the preschool institution consists in forming of motor, cognitive, affective, verbal, social behavior. At the preschool stage there begin the development of the creative capacities of the children which continue at all the education levels.

The state guarantees the material support of the education of children of ante-preschool age (till 3 years old) in family, and of those of preschool age (3-7 years old) in kindergartens.

The preparing for school is compulsory from the age of 5 years old.

At parents' wish, by the decision and with the participation of the local public administration authorities or with private institution directors, in the preschool institutions there can also be admitted children less than 3 years old.

The state guarantees the care and education of the children of preschool age with mental and physical handicaps as well as of the orphan children.

II. Primary education

In the primary classes (I – IV) there are forming intellectual activity abilities of the children, there are created the premises for self – regulation in the instructional process, strong habits of reading, writing and counting, of communication with classmates and schoolmates, with the teachers and society, with nature and art, expression competence in a foreign language. In the primary school the children continue to form their visions about nature, human and his work, develop the physical qualities, form work, hygiene and behavior habits.

Admission of the children in the primary school is made at the age of 6-7 years old, taking into account their maturation degree for educational activity.

III. Secondary education

1. General education

a) gymnasium education

Gymnasium education (classes V – IX) is accomplished in the frame of several units of autonomous education (gymnasiums) with classes from I to IX (also in lyceums, in middle general schools).

The general gymnasium education (class I – IX) is compulsory and assures for all the children the European educational standard, the formation of fundamental educational aptitudes, the development of intellectual abilities, conceived as a decisive level in the personal development and opening of the ways to the lyceum and professional education. One of the main tasks of the gymnasium is to establish the basic aptitudes and capacities of the developing child with the view to his school and professional orientation and self-determination.

Usually in gymnasium education there is no differentiation of the studies by profiles, with the exception of the classes with artistic and sportive profile, but it is encouraged the deep study of some basic and optional disciplines (including of professional orientation of the pupil).

The public local administration authorities carry the responsibility for the compulsory education of the children.

At the graduation of the gymnasium the pupils receive a study certificate which offer several itineraries to continue the studies in the lyceum and professional education (or in X-th class of the middle general school).

b) lyceum education

Lyceum education lasts three years (class X – XII), is accomplished in general theoretical lyceum and theoretical profile lyceum (real, humanistic, arts, etc.). Admission to the lyceum is accomplished on the contest basis.

The lyceum assures a fundamental theoretical training, a strong basis of general culture, which permit to continue the professional preparation in other instructional branches.

The reorganization of the general 11 years education in the gymnasium–lyceum type will allow, on one side, the synchronization with the modern world education by introduction the common standards and the bacalaureat and on the other side, will contribute to a better ulterior professional training in the relevant institutions.

The lyceums network will be constituted of educational units in the cities and in the big villages where there exist the necessary conditions for the functioning of this type of institution. Some lyceums may be created by the universities and other higher educational institutions.

b1) Middle general school

The actual middle general schools (11 years) will be organized step by step to lyceums or in gymnasiums according to their potential and technical material basis.

The opportunity of keeping the middle general schools will be analyzed after 2005.

2. Professional education

Professional education opens for the graduates of the gymnasiums and lyceums (and for those of middle general schools), with no boundaries, the way to the training in a profession and the obtaining of a certificate of qualification, also for a general education which may end with the obtaining of the bacalaureat diploma. The professional education is accomplished in industrial trade school and in professional polyvalent school.

The industrial trade school assures the professional training in a simple trade with one or two years of study. In some of the cases the industrial trade school may function in the frame of the professional polyvalent school.

The professional polyvalent school is organized in stages. It accomplishes the professional successive training in a large sphere of qualification – from worker to technician, concomitantly assuring lyceum education.

The first stage of the polyvalent school (no more than 2 years) assures a narrow specialization and its end with the attribution of the relevant professional qualification (in the professions requested by the mass and series production). At this stage there takes place the first cycle of general training of the lyceum programs (X-th class). The graduates of the first step of the professional polyvalent school may continue their studies in the second stage or in the XI-th class of the lyceum.

The second stage of the polyvalent school (no more than 1,5 years) assures the extinction of the professional qualification and the initiation in the basis of the entrepreneur activity and of the small business, being accomplished along with the general education for the XI-th class of the lyceum. A larger professional training of the graduate will allow him to learn the basics of the services and business sphere in his profession. The student, graduate of the second stage may be employed at the state and private enterprise, may organize its own business, may continue his studies at the third stage of the polyvalent school or in the last class of the lyceum.

The third stage of the polyvalent school (during 1,5 – 2 years) allows the extinction of the professional specialization to the technician level. At this stage there are studied the basics of the management, marketing and business. On professional aspect, the third stage is finalized with the granting of the diploma and the general education (for the XII – th class) is finished with the baccalaureat.

As a basis of organization of the professional educational system there can be actual technical – professional schools, and also colleges. Those three stages of polyvalent school are accomplished at the same educational institution.

The professional post-lyceum education has the purpose to prepare for trade the graduates of the lyceums (of middle general schools). The professional education of this category of children is accomplished according to the special education programs in the industrial trade schools or professional polyvalent schools.

IV. Higher education

The main purpose of the higher education is the training, improvement, requalification and the attestation of the high qualification specialists for the national economy, science, culture and education. The higher education should become »an industry« of science, engaged in solving the immediate perspective problems of life.

The higher education is organized in universities, academies, institutes (during 4-6 years) and in colleges (during 2-3 years), with the exception of the pedagogical education, functioning only as university education. The higher education functions, usually, on the basis of university autonomy (didactic, scientific, editorial, financial juridical, etc. independence). The rectors of the higher education institutions are appointed by the Government.

The graduates having the baccalaureat diplomas have access to the higher education institutions.

In the transitional periods log as there will function the middle general school, their graduates will also have access to the higher education institutions, they will be matriculated on the basis of a contest, after passing the admission exams.

On graduating the college there will be granted the diploma of inferior specialist that offers to the graduate the right to work or to continue the study in the universities.

The university education is finalized with a license exam (including the defense of the thesis) and with the granting, in case of promotion, of the university license diploma and in case of non –promotion – of a graduating certificate.

V. Post – university education

The post – university education offers to the graduates of the university education the possibility to deepen the professional training or to extend it in the related spheres. The deepening of the training and the extinction is accomplished in specialized studies or in doctorate.

The admission in the post – university education is made by contest, to which can participate the holders of the license diplomas.

Special education

Special education consists of a system of special institutions, which include the services of diagnosis and discovery, instruction and education, training for work and social education of the children with deficiencies in physical or psychic development.

Complementary education

Complementary education has the meaning to develop the individual capacities and aptitudes, to satisfy the interests and different options of the personality.

Complementary education is accomplished in different extra-school institutions of artistic creation, technical-scientific, physical and esthetical education, in amateur clubs, courses, distance education, etc.

Continuous education

Continuous education includes all the forms of education and self-education of the adults, which are accomplished independently in different institutions, popular universities, distance education, different courses organized by the enterprises, institutions etc., regardless the form of their management and property.

CONTENT OF THE EDUCATION

The content of the education (curriculum) includes objectives, contents and finalities. It is spaced out on levels, steps, study objects and has a development-formative character with modular and interdisciplinary projection.

The modernization of the content of the education becomes the paramount factor of the social-economic progress, contributing to the development of the society and to the consolidation of the state of law.

The content of the education assures the self-determination and the self-accomplishment of the personality, its integration in the system of national and universal culture values.

The contents of the education synchronize with the new educational structures and have a finite character at every stage of the educational system. On the basis of the content of the education there are elaborated education plans, programs and school manuals

PREPARATION, IMPROVEMENT AND REQUALIFICATION OF THE TEACHING STAFF

The preparation of the teaching staff for the whole educational system is paramount and is effected only on one level (superior) in the faculties of the universities, in an anticipated mode according to the perspectives of the education and to the social-economic, linguistic, cultural, etc. conditions.

The professionogram of the teacher will also include the imperative of application of the technologic organization principles of the work in the school of all degrees.

The evaluation of the professional competencies will be accomplished on the basis of the new criteria which place in the frame of the pedagogic act the performances achieved in the development of children and students, taking into account the educational standards and objectives.

The improvement of the teaching staff is usually accomplished at the relevant faculties of the higher education institutions.

The professional periodical perfection of the teaching staff becomes compulsory because of a permanent growth of the qualification level and conceptual, methodical, curricular and technologic renewal of the education.

The requalification (supplementary specialization) of the teaching staff will be accomplished according to the social-economic and cultural necessities of the society, to the teachers requests.

Periodically (once in 5 years) there is effected the attestation of the teaching staff in order of their in order to reconfirming them in their position and the obtaining of the didactic degree will be made at the initiative of the teacher.

The payment will be accomplished depending on the education level, on scientific and didactic degree, on length of service etc.

SCIENTIFIC – DIDACTIC ASSURANCE OF THE EDUCATION

The reorganization of the investigation system in the sphere of pedagogical sciences foresees the deepening of the fundamental and professional researches for the whole educational system; scientific assurance of the education by elaborating and experimenting theoretical and methodological bases of the educational standards and objectives, the content of didactic and evaluation technologies; experimentation and implementation of the scientific investigation results in the educational practice; creation of a Council of coordination of the researches in the sphere of educational sciences; creation of a mixed type pedagogical academy (based on the reorganization of the Pedagogical University »Ion Creanga«, of the Institute of Psychological and Pedagogical Sciences, of the Institute of Continuous National Education) in which the preparation, improvement, requalification and attestation of the teaching staff would harmoniously combine with the fundamental scientific researches of the most actual problems of the education in the republic and with the elaboration of scientific – didactic methodic literature, of the manuals, etc.

CONDUCTION AND CONTROL OF THE EDUCATION

Creation of a new educational system requests the improvement of the educational management by decentralization of the educational system on vertical and horizontal, optimization of the conduction at local and republican level by promoting new leading staff with a new vision of organizing the teaching – study and evaluation process. In this context the Ministry of Education elaborates and conducts the school and university policy at the level of the national educational system, establishes the criteria of evaluation of the activity of the educational units (including the private ones) and the evaluation system of the teaching staff, applying instruments and standards used on international plan. The functions of the ministry include the pedagogical monitoring, the scientific and methodological assurance of the education, its control and conduction.

The conduction and the control of the pre- university education is effected by the ministry using the local education directions, double subordination organs, which are responsible of the problems of implementation of the legislation and Conception and of the creation of the necessary conditions for the normal functioning of the educational institutions.

The statute and the structure of the education direction, the mode their employees and other teaching staff are remunerated are established by the Government.

TECHNICAL –MATERIAL BASIS OF THE EDUCATION

Technical –material basis of the education will be assured on the basis of the scientifically argued norms and standards, that takes into account the hygienic, psychologic, ergonomic, pedagogic, etc. factors.

The financing of the education is paramount and it is established no less than 7% of the gross domestic product.

An important role in the development and support of the education is attributed to the professional societies of different profile and to the patronage.

THE ACCOMPLISHMENT OF THE CONCEPTION OF THE EDUCATION DEVELOPMENT

The modalities of the gradual accomplishment will be elaborated and included in the National Program of Education Development that has to be adopted by the Government.

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