

Practices and Trends of Implementation of Prospective Education in the Education System as Drivers of Social Development

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Abstract

Due to the accelerating modern changes a particular emphasis has been placed on the prospective education. The development of informational technologies has highlighted the need to make decisions, taking into account not only the consequences of the past situation or the demands of the present one, but also the implications of these decisions in time and in the future.

Internationally, there is a tendency to focus on pro-active and detailed planning, producing in a centralized manner, long-term projects feasible for education. In this respect, nationally, a series of official documents to optimize the educational process are presented, on the grounds that the way of development of the contemporary world is tied largely to how education can meet the requirements of this development.

Keywords: prospective, school of the future.

Geopolitical changes of the last few years and the awareness of the need for correct and sustainable development have challenged the problem of globalization and its effects. Developed countries were concerned with the improvement of educational systems so that they are in line with the trends of social, human, technical and scientific development. In this regard, the accelerating pace of change shows the need to focus on the prospective education.

Since the middle of the twentieth century, emphasis has been placed on the issue of prospective education (Gaston Berger) Prospective education characterized by orientation towards the future (Robert Dottrens, late sec. XX); anticipation in education (J.Botkin). The term prospective, introduced by French philosopher G.Berger [2. p.11] in the late twentieth century, originally signified the attitude characterized by the need to make decisions, taking into account not only the consequences of the demands of the past or present situation, but also the implications of these decisions in time and in the future.

Prospective studies addressing various issues were made in planning, business, environmental studies, economics [17] policy. The conclusions of this research refer to an analysis of the current situation and an attempt to anticipate the future in these areas. This led to conclude that prospective research trends, especially in technology, are present. Researcher John McHale, in "The Future of the Future", published in 1969, makes forecasts on the development of informational technologies (for the years 1975-1980 - the ability to put handwritten information into the computer, digital television, for the years 1981- 1990 - communication via the internet, television, three-dimensional digital telephony).

Transmitting and maintaining sustainable development and prospective orientation from the personalities involved in policy decisions to those in education generated the application of some modern tactics and strategies, which soon became international practice.

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a) Trends on the International Level

The XXIst century is described as "global innovation" in all fields of culture, economy, technology, and social and personal life. Innovation processes are accompanied by accelerating global development in all aspects of social life, thus further deepening the contradiction between the pace of development of social culture and the culture of personality.

At the beginning of the XXI century, the concept of "school of the 21st century" (the school of the future) has appeared. [12] "The School of the Future" requires the creation of pedagogical conditions necessary for implementation of critical thinking theory and introduction, for this purpose, of innovative educational models, including those targeted at individual creativity. The consciousness of global change and the need for international cooperation led to the signing of conventions and declarations, the campaigns are promoted by international organizations as UN, UNESCO, OECD, OSCE and Council of Europe. Among the best known international documents can be mentioned:

- Agenda 21, Ch. 36: Promoting education, public awareness and training - the UN Conference on Environment and Development, Rio de Janeiro - 3 to 14 June 1992;
- Declaration of Global Education, Maastricht - Global Education Congress, Maastricht - 15 to 17 November. 2002;
- The UN Decade of Education for Sustainable Development 2005-2014, the International Plan of Implementation, January 2005.
- Communication from the commission to the European Parliament, the Council, the European economic and social Committee and the Committee of the Regions. *Rethinking Education: Investing in skills for better socio-economic outcomes*. Strasbourg, 20.11.2012.

The documents above underline the importance of education as a way of addressing, understanding and positive operating of the contemporary world issues, based on its definition as a social practice, as a process of individual and collective development that facilitates the transformation and self-transformation. Both the transformation and the self-transformation aim to the change. The role of changes in education in Europe is explained by the fact that all citizens are encouraged with intellectual capacities, regardless of their social and economic, to continue their education, especially the higher one. This policy of promoting studies are based on awareness of the role of knowledge in the formation of personal and accepting that personal fulfillment determine social cohesion and cultural progress, and that a workforce highly skilled is a required condition for sustaining the competitiveness in the global market.

A quite interesting and valuable practice for society development has been applied in Spain, Sweden and Finland, whose main objective was to develop the non-academic and restructuring branch in order to meet the economic need: the training of specialists in the fields of technology and trade. In Spain, the process of decentralization is about to be completed, while the involvement of the independent communities in planning, have placed a particular accent on *proactive planning*. [18, cap. 7.3]. In Sweden and Finland, it practices *the anticipatory and detailed planning*: an activity that is organized by the central authorities, which is developed according to the local needs and expectations, according to given priorities. In this case, the overall view is expressed through technical solutions, diversified in relation to the local specific. [18, cap. 7.3] Moreover, Sweden explicitly mentions the difficulty of producing, in a centralized manner, long-term projections feasible for education. Swedish practice focuses on how the future is planned, to the extent that leads to the deliberate preference for a monitoring system with continuous assessment of results obtained regarding the fixed objectives. The evaluation practice of the results is based on the Swedish model, prospective aspects of education are being focusing on the concept of long-term development [18, cap.7.3].

Meanwhile, Denmark confirms the need for of strategic planning over a period of 10-15 years to most areas, although it acknowledges the difficulty in obtaining reliable long-term forecasts. Long-term forecasting requires skill, good qualifications in this area, concerning the rapid changes in the international labor market [18, ch. 7.3]. For the same reasons, with the implementation of new reforms, the Ministry of Education, Research and Culture in Luxembourg

is planning the continued expansion and reform of higher education [18, cap. 7.3]. Among the most representative examples of this tendency is certainly Direction du Développement et Programmation from (DPD) in France. The same practice is highlighted in Portugal, the 'Departamento de Evaluar, prospective e planeamento'. (DAPP).

The predictions in the educational process are assigned to educational development policies, in all the cases. In this context, the decentralization takes place and granting the autonomy to local level, focusing on specialized departments capable of identifying educational needs and forward planning. Example of this are Finland, Sweden and the UK [15, p.14], being led divisions responsible at different levels and sectors of the education system, further validating systems of education (school education, higher education, adult education, international education, lifelong education, etc.). In these departments are discussed various topics related to educational issues, including the need to form *future-oriented skills*. This common ground represents a good opportunity for exchange of information and experience between Member States on educational practice, highlighting strengths, trends and results of the *anticipatory planning processes*.

In the international environment, proactive planning is often associated with quantification and extrapolation of trends. As a result, statistical predictions are considerable for much of the information collected. Thus, in Belgium, advance planning in higher education aims at ensuring the quality of teaching, internationalization of teaching programs and statistical projections on the number of institutions and development planning for the structural development of higher education.

In Russia - a transition society – there is much discussion about the school of future with the emphasis on tech school. Currently in Russia there is a tendency for the development of two types of schools [13]: "elitist" and "for work". Most likely the elite school is required to develop new technologies [11]. In one of the research projects and the development of education, Russian researcher A. Шильман proposes a number of objectives including:

- Substantially reduce the gap between actual demand and educational offer;
- Orientation of the schools to the local needs;
- Timely and adequate reaction to the changes in society;
- Improving the qualification of teachers, the accent being placed on strategic thinking and formation of the new skills [14];

In this regard, B. Данильченко believes that these trends in contemporary education development require new approaches to learning beneficial to think and act in new circumstances. The author mentions the need for a new theory of learning, which in future could lead to the formation of a new way of thinking and a new lifestyle for future generations. [13]

In Romania, the trends are highly contradictory, being generated by the desire of the universities to meet the competitive market, reflecting the increased offers from universities outside as a result of EU integration. However, it has not outlined a strategic management of these institutions yet, management able to design long-term future of a university. At present there are no professional market studies to determine the specifics of the educational market [19].

In our opinion, as a result of actions taken by each country with respect to sustainable development through education, it is observed the trends in development aimed at meeting the needs of the present without compromising the ability of future generations in this regard.

b) National trends

To think and act prospectively arises, appears necessary of trend analysis of social development and education issues within the university and the relationship between education and the labor market in Moldova. This analysis is based on the need to identify strategies for balancing the gap between what prepares institution and labor market requirements and strategic planning to avoid in the future.

In 2000, Moldova has developed the National Strategy for Sustainable Development "Moldova XXI", in which were developed the exact recommendations for the country's development for 2001-2020.

The main objective is stated in the Strategy ... 'welfare, health and education of the society with the requirements for conservation and regeneration of natural resources, as well as guarantees for future generations [9. Chapter VIII, p.2].

Regarding the strategic directions of sustainable development in education it is necessary to normalize the current of the situation of compulsory education in the territory. After the degree of importance, the actual guarantee of the equal access to education is tantamount to choosing the correct strategic objectives of sustainable development [9. Chapter VIII, pp.3-4].

In this case, the Education Code (art. 5 The Mission of the education) and the Regulation on organization the continuing education proposes facilitating the social integration of persons in accordance with their professional aspirations and social or otherwise to labor market needs.

Considering the systemic approach of the problems of higher education (challenges of society and the labor market), performance management involves achieving common goals of education and beneficiaries of the educational institution and sustainable development of society. Today, Moldova is in the process of synchronization with the European Union (EU) in an attempt to apply EU standards on the quality of education and organizational structures. Higher Education Strategy of the Republic of Moldova in the context of the Bologna Process [10] refers to the fact that higher education can provide, directly and indirectly, the progress of the whole society. In an epoch, where information and knowledge are the key factors of development, it is expected that the importance of the university to grow. Therefore, education must be seen as a strategic factor of development and exit from crisis.

The main challenge that we must face education in Moldova is tension between societal needs and educational goals. This tension is not new. Universities are forced to challenge the dominance of science, which gives way to "risk society" as environmental risks are growing faster than social progress and technical benefits [8].

Today, increasingly appear, the tendency of development at a level of performance and superior productivity, where forces need to enrich innovation and change existing capability.

Currently, the university is faced with the need to identify realistic needs of the world and to direct its efforts of research and training to solve them. Such integration is not only to prepare specialists required by practical needs, but to meet the needs of the application of knowledge in the socio-economic, environment-oriented sustainable development. The development of university education becomes an essential strategy for sustainable development. Social phenomena of the XXI century impose the need to develop educational concepts and policies so that human resources will help to strengthen the process of change at the national level, but also to face the challenges of change generated by globalization.

In this respect, the approach of the implementation of strategic objectives in Educational System in Moldova has a series of official documents and to optimize future planning of the educational process.

Analyzing the realization of the strategic objectives of the Bologna process in our country, we can confirm that Moldova takes part of the national education system to align with EU standards. This may be justified by the fact that promoting the European dimension in higher education is closely related with attitudes, investment, cultural exchanges modest between academic institutions in Moldova and the European Union. All these impediments are quite significant in achieving this goal strategic.

Investments in education, as modest and with minimal impact, both in technical and material endowment of institutions of higher education and also in training in professional skills of teachers do not allow the promotion of mobility of students and teachers. In this context, we conclude that the University as an institution, on the one hand, faces a number of problems to cope with the demands of society, making part some steps to address these problems through both trends and aspirations that it proposes and by making the general trends in education. Still there is a gap between university's offer and the demand in the labor market [6, p.11-13]

In our opinion, the most important step toward a balanced development of higher education institutions is targeting their marketing. This can be achieved only through careful research of

educational market and adapting to market requirements or, conversely, by identifying market niches from which to start influencing the market direction for change. In this context, our universities, although aim to restore the unity of culture, they are full of possibilities, but always at risk, but the very value, they exist only because it recreates the incessant, both through reforms and through research .

Besides the many reforms realized in Moldova on higher education, an important aspect is the curriculum reform that provides both the theoretical discourse and in the praxis of education a real and significant shift of emphasis from informative size to formative educational process. The new vision no longer crosses curricular educational action on content (as happens in traditional training, contents are considered the main vectors for training), but on complex educational skills training. The finality of this approach is to increase knowledge and functional nature of procurement that will be applied in new situational contexts or in problematic situations. In the context of current educational, "to know" is not an end in itself but a mechanism that provides the prerequisites for "knowing how to do", "to know to be", "to know to lives together" and "to know to become ". It is obvious that these personality dimensions between multiple interactions exist, they form practically a whole [4, p.43].

In our opinion, the education reform measures require the need to adapt the education to social, political and economic evolutions, in general, and in response to developments in education sciences and psychology of learning in particular. In this respect, in Moldova, there is a very strong tendency of youth to university. Studying youth in Moldova attaches priority to the following areas:

- *Economic and financial sciences* (beneficiaries of education what binds hopes of a substantial improvement of the personal economic situation and of the country);
- *Jurisprudence* (educational trends beneficiaries interested in the idea of building a state of law not just a symbolic connotation of political rights, but also a material and vital);
- *Modern Languages* (beneficiaries of educational trends, oriented to international cooperation and wider social space reference).

The professional orientation realized by the society shows a gap between market requirements and training specialists in some specific areas. This requires reforms or revisions in education policy in line with labor market needs.

Statistical sources [5, p.241] have a gap between the number of graduates and the employment trend. This gap is an argument that shows lack of policies that would solve the problem created between the labor market and society demand.

As a result of analysis of the *key issues in the labor market*, there was need to seek new solutions both in the medium and long term, and the involvement of important efforts and resources. In reality, though "everyone recognizes the effectiveness of the market as a social institution to exploit human energies and satisfaction of human needs, its mechanisms can not cope with the global problems that require long-term approach or involve measures of distribution" (energy, environment, fundamental research, equity) [5, p.8] On the other hand, "market forces can have dangerous side effects, it is not based on the general interest". These "forces" should be reported to the mechanisms of democracy, which can turn into "instruments of political action", open public intervention, the intention of solving global problems.

Following a study realized by the Information Office [3, p.8], referring to the educational training of beneficiaries that future human resources and labor market trends, highlighted the need:

- flexibility in providing courses (eg. modules for developing only one competence);
- Implementation of training programs for trainers;
- Information about the trends of economic development at local, regional and national developments on the labor market;
- Promoting information campaigns to employers on training provision and the benefits it can have using well-trained staff;
- Conducting public campaigns to promote the need for employee participation in continuous professional training;

- Reviewing education policy in relation to the labor market;
- Training the graduates of those skills that will ensure the adaptability and finding solutions to employment.

In our view, to have a more permanent actual market training, it is essential to develop studies on trends in the labor market. An important role in this respect is the National Agency for Employment and the National Council for Adult Training with Sector Committees. Thus, compliance preparing beneficiaries identify both educational and labor market demands and anticipate future requirements through predictive aims planning, decision making etc. The organization of higher education, the academic qualification, quality assurance and accreditation hold a strategic position. How they are defined in conceptual terms and procedures and how their combination depends the performance of internal and external higher education.

Compatible specializations, system training and education program requires an analysis and assessment of fund infrastructure for education and research, highly qualified human resources for education and research and a national strategy for training qualified personnel in the medium and long term.

In conclusion we mention that both international and national trends confirm the importance of institutional framework in the education system to enhance approaches to pedagogy focusing on a projection. Although most countries in the European Union promotes the prospective law a priority, have not yet established the tasks and powers relating to it, but focuses essentially on just one element of prospective education (advance planning).

It is important to ensure the development of what today is seen as effective personality, able to integrate directly into social life without difficulties, a multidimensional personality.

Also, sustainable development is perceived as "development that covers the needs of the present without compromising the ability of future generations to meet their own needs" [7, p. 14]. Therefore, the way of developing the contemporary world is linked largely to how education can meet the requirements of this development.

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Section II. INNOVATION AS A SOURCE OF SUSTAINABLE ENTREPRENEURSHIP