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The Necessity of Educational Politics in Opting for a Prospective Education

Viorelia LUNGU*

Abstract

The National Development Strategy Moldova 2020 suggests the connection of the educational system to the requirements of the labor force. The way of development of the modern world is connected, to the way that education is able to satisfy the requirements of this development. The long term development has proved to be a directive phenomenon in the social, ecological, technical, economical and scientific politics with the major impact on the way of formation and managing the human resources generating some strict requirements for them. That means that the Prospective Education (PE) has the mission to project, estimate and analyze performances that is to prospect the future. PE implies the awareness of new conditions deciphering the probable situations, encouraging the tendencies and innovations bearing the future of the consolidation triangle: anticipation, planning and directing through the observation of a chain of principles. Respecting these principles will lead to the realization of the educational processes to revise the present from the future perspective and implicit ensuring the quality and performance of human capital. The achievements of these desiderates implies the awareness of transforming actions, future preparations, thus, determining the necessity of prospective pedagogical foundation from the strategically perspective, methodological and technological developments.

Keywords: educational politics, educational system, labor force, national development strategy

Today, the globalization process launches the education new challenges:

- a) the social inclusion challenge (educational systems must provide young people on the labor market);
- b) the knowledge challenge (educational systems must generate a society based on standing education);
- c) the decentralization challenge (educational systems must offer beneficiaries modern educational opportunities).

Since, we are in a period where the globalization occurs in large proportions, a

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change of values is highlighted. The changes of economical, social and political paradigm suppose a significant modification of the way in which the university needs to emphasize the personality training to face the society requirements of tomorrow.

It is obvious, that in conditions of a quick evolution of getting to know and of the society, in general, much of the knowledge and practice that are valuable today, tomorrow will be overcome, old and inefficient.

Even though, the permanent character of the education implies the necessity of educational influences at all stages of ontogenetic development as it was noticed, is in permanent change, generates new demands towards education in which the individual is in permanent quality receiver and agent of educational action.

Innovation and creativity in the XXI-st century, being the main progress force needs a change in educational paradigm, the emphasis being on action and participation.

In an (economical) society based on knowledge the investment in the intellectual human property (capital) has the priority because:

- the biologic body – the personality becomes an economical and social resource;
- the main power of world competition becomes the quality of work force;
- the logic progress can be mastered only through performance, human resources being the key-element in the world competition for resources.

At the moment both the Republic of Moldova school and Romanian, Russian school speak much about the personality development, training the human resources...but these do not satisfy completely the specialist training, so that in the future to be ready to give solutions to the society requirements to any problem.

From here comes the necessity that educational politics should be centered on prospective education.

One of four critical problems (education, roads, financial access and the business environment) of the National Development Strategy “Moldova 2020” under the aspect of long term strategic objectives is focused on The Connection of the educational system to the requirements of the work force market with the purpose of enhancing the work force productivity and increasing the economical occupation rate.

Respectively, the way of development of the modern world is connected in a great measure with the way in which education can satisfy the requirements of this development.

It must be stressed that the educational sciences' system directs explicitly, structurally and functionally towards the educational practice which is complex, inter and multidisciplinary. But the connection of educational system to the requirements of labor market is imperative. The perpetuation of this situation (stipulated in Strategy 2020) constitutes a major risk to the educational system, too, because, in the context of extending the educational access possibilities in European space, the potential students

will prefer other educational destinations.

A truly sustainable society can rely on the directing the educational phenomenon towards a desirable future and caused depending on the educational politics. The directing principle towards future is a fundamental one as value.

In this respect, educational and cultural politics are required to be open not only regarding national values, but, also, international ones, because the economical and political cooperation will become impossible if it doesn't ally with the comprehensive and cooperation spirit in the educational and cultural domain.

In this respect both countries from EU, USA and Republic of Moldova make efforts, implement strategies in order to realize the caused changes, thus, being promoted more and more, the idea of the prospective education. These caused changes are considered natural actions, because are associated with those afferent to general principles of planning, organization and evaluation in the domain.[6, p.23]

As a result of analyzing the key-problems on the labor force market [7], it has been noted the necessity of the identification of new solutions both in the medium term and in the long term, as well as, the involvement of important efforts and resources.

In reality, though „all the world recognizes the market efficacy as a social institution of capitalization of human energies and of meeting the human needs, its mechanism doesn't get through global problems, which demand a long term approach or involve distribution of measures” (energy, environment, fundamental research, impartiality). And “the market forces may have dangerous side effects, because they are not based on general interest”. These “forces” must be reported to the democracy mechanisms, which can transform them in “instruments of political action”, open to the public intervention, having the intention of solving global problems.[6, p.32]. These problems present, once again, the necessity of educational politics to centre on a prospective education.

The scientific approach for a possible theoretical and methodological foundation of the prospective education has become one of the key problems of contemporary pedagogy. The conception of pedagogy and prospective education is in the formation process both in Moldova and in other countries. The constitution of these as a scientific field may be perceived only in the context of prospective education together with or, and especially in science of education.

Studies in this sphere were intensified beginning with the middle of xx –th century, emphasizing the prospective educational problem(Gaston Berger); prospective education oriented towards future (Robert Dottrens);There are tendencies for the prospective education research(especially in the technological domain) John Mchale who edited the book” The future of the future”, in the early ages. Alvin Toffler, John Naisbitt and Patrick Dixon have published the respective book conclusions. At the same time, some business personalities presented themselves as pragmatic

futurologists rather than theoretical, for example Frank Feather invented the phrases: The global thinking action, Action at the local level in 1979 in (Practical Foresight [14]). [6, p.10].

In Romania, the researches about the education perspective have been realized by Dm. Tudoran; education future modeling (Vaideanu); anticipation in education (J.Botkin); prospective pedagogy (Sorin Cristea); education under the sign of prospectiveness (M. Stanciu), these researches being in a general manner, or, to the other authors, on the contrary, an element approach is observed.

In R. of Moldova investigations of prospective education have been realized, in general, by the researches L. Cuznetov [apud.6., p. 10], tangentially, some aspects referring to the finalities and necessary objectives in specialist training and prognostic competences have been approached in the Vl. Gutu, E. Muraru and O. Dandara researches.[apud6, p.10]. In N. Silistraru work the essence of prospective character of education is analyzed [apud.6, p.10]. Though the Educational Conception in Republic of Moldova (2000) demands an education with a prospective character, there are relatively little capitalized and investigated the ways of efficient implementation of this.

In the pedagogical science and actual educational practice has been created a contradictory situation when on one hand, prospective education is realized under some different aspects(the projecting of educational process on the bases of finalities), and on the other hand, the methodological and theoretic problem of this remains insufficiently studied.

In these conditions, appears the necessity of new data and ideas for the elaboration , implementation and evaluation of educational politics to sustain and promote the prospective education at the university educational system level, the proposal of the prospective educational program addressed to the students and teachers in the process of continuing formation, and others. From those exposed is being outlined the necessity of exploration of prospective pedagogy domain as a direction of fundamental sciences system of education which is unexplored.

Thus, the Prospective Pedagogy (PP) finalities in the academic setting are determined by:

- the necessity of graduator adjusting to the employers expectations and requirements, as well as to those of the society;
- the performances and quality of educational offer which ensures the university viability on a market that has become national and global;
- the necessity of recognizing the educational institutes on the European and world market.

These necessities, as V. Popa mentions, emphasize the education importance, of which quality depends, in great part, not only the wellbeing of a future nation, but, at the

same time, the power, the influence and even the existence of this as a distinct entity worldwide [10, p.4].

Prospective Education (PE) may encourage the concepts utilization, instruments and processes which allow the personality to think on long term, in consequence of, and of imagination. PE helps, in general, the person to:

- conceptualize more correctly and more sustainable the human future and,;
- develop competences in exploring the probable and favorite future;
- understand the progress and influence which the human social and ecological systems have alternative future;
- be aware of the responsibility and action on behalf of the educational beneficiaries towards creation of a better future.

In this context, recapitalization of the educational process in the light of prospective education, demands a theoretical and practical substantiation.

In conceptual aspect, prospective education represents the object of study of the prospective pedagogy, in praxiological aspect it integrates with fundamental theoretical domain.

In this context, recapitalization of educational process in the light of prospective education, demands a responsible treating, because future creates higher and higher requirements. These requirements need changes that depend on the prospective education tendencies which will lie at the basis of elaboration of new educational politics and at the bases of university educational system.

Thus, the necessity of Republic of Moldova Educational Politics to centre on Prospective Education is determined by the following imperatives: [6]

1. Political. The adopting of national documents referring to the directing and training the personality for future (the strategic importance of prospective education has at the base the major objective of educational politics of Republic of Moldova and namely connecting the quality and the national educational level to the European standards.
2. Social-economical. The prospective segregation on the labor market, the discrepancies between the necessary competencies and professional training offered by university studies are, in great measure, conditioned by the society requirements and by the existent educational politics. These phenomena seriously affect the sustainable development of the country. As a strategy to surpass the above mentioned situations is proposed a reorganization of educational process. This reorganization provides a new valuable organization of the human needs through the valuable and significant ranking of competencies which will contribute to the Achievement of the educational ideal. The sustainable social- economical development supposes the human potential capitalization.

3. Psycho- social. The global social- economical transformations and the accelerated changes at the national level constitute serious challenges for humanity. On one hand, in the society appears the necessity of active involving in political, social- economical and cultural life, on the other hand, the accelerated rhythm of changes, the modern world problems generate psychosocial discomfort for the individuals. The training of the personality to face the accelerated rhythm of changes will help people to surpass the internal conflicts, will determine the growth of adaptability and the creativity development etc.
4. Pedagogical. Reevaluation and adjusting the educational process to the life realities and to the modern tendencies of development may be realized more efficiently through PP, the process having the purpose the prospective personality formation. For PP efficiency assurance, the educational process must be projected and realized at the theoretical and practical level.

In our opinion, the change in education, reported to the new progress of the social phenomenon requests an approach from the future and global perspective, in which the industrialization, scientific-technical revolution have launched ample researches, inclusively, concerning future. In this order of ideas, the prospective education needs to be seen as a many-sided phenomenon, through which the education must assimilate the change, but, also, to ensure the change managing capabilities, listless the professional domain [9]. The change assimilation in educational system supposes taking over the change directions, but, also, the adequacy of curricular content to the changes content and rhythms in the respective domain, fact which can be achieved only through the application of invention, through intention and innovation by teachers and others [6,p.17] transmitted and developed, respectively to the students.

The efficient organization of the educational process under the prospective dimension aspect needs capitalization of some important moments through presenting the contents in relation with reality:

- from the local level to the global level;
- from the personal perspective to the collective one;
- from the emotional to rational.

Starting from the studies in the domain [3, 4, 5, 12], have been specified the main elements that target the prospective dimension in education, at the general and particular level.

Analyzing PE as a dimension at the general level, have been highlighted three aspects; horizontal, vertical and temporal [6, p.47]

The horizontal aspect operates with the indicator transdisciplinarity. In our opinion PE ensures the trandisciplinarity through:

- directing the learning through reality;

- forwarding the global vision of reality;
- insurance of knowledge transfer in different contexts.

The vertical aspect analysis centers on the learning from experience, highlighting that what is useful to face the difficulties in a subsequent situation.

This supposes the capacity of educational beneficiary to modify his actions on the bases of anterior results, also, the passing from the inferior level of development to a superior one, that is, the passing from the unidirectional solving of the problem to the multispectral solving [6, p.47]

And the temporal aspect provides for the identification of the educational hypostasis connected to the relationship past - present – future.

Investigating the PE dimensions at the particular level, points out to another 3 components:

- the anticipating aspect(the prospective thinking) which supposes the anticipation of perspective changes, their risks and the consequences of the present actions;
- the strategic action and planning of the provoking future actions
- the destination of mobilization towards development, adaption and creativity.

These provide the quality of the training process and specialist's responsibility performance more adequately and completely to the work market requirements.

We support the idea of the Russian teacher G. Vorobiov who considers that anticipating in Pedagogy does not mean to solve the learning problem, but also why? Whom? Where? With the help of what? [12.p8]

Anticipation is the ability to foresee the future, the events that are going to happen and long or short term consequences of the decisions and actions[3,p.46], developing certain personality features. Thus, we can mention that the personality development depends on the relationship between anticipation, action and destination.

In this context, we can state that the necessity of PE depends on the general goal of the prospective studies, which consists in contributing more efficiently to the understanding of the contemporary world through the transdisciplinary and holistic investigation of the current problems as well as the approach to the possible future, considering the present politics and strategies.

In our opinion, the PE orientation implies the awareness of the new conditions, deciphering of probable situations, encouraging the future bearing innovations, of transforming actions, that prepare the future [8], That's why, in educational institutions, the presence of a new field of studying "the Prospective Pedagogy" should be felt, through which the present should be rethought from the future perspective and the quality assurance and the human performance should become a priority.

If the world changes so quickly that we cannot foresee exactly the kind of activity that the future beneficiaries will have after graduating, a strict specialization

becomes less efficient, that is why” education should come before training”[2p.60], thus, educating in the new generation” a certain interior attitude, the first of this features will be the calmness, followed by imagination, team spirit, enthusiasm and the human sense”[2,pp.61-62.] in The Report of Concrete Educational Objectives and Forming Systems (Brussels, February 14, 2001), V.Popa supports [11] that the EU Council Representatives started from the hypothesis that the society attributes different centering points, because, what our epoch particularizes is not changing existence but the rhythms of over accelerations.

Having in view the systemic problems of the higher education, (the society and market force challenges), the management performance reveals the mutual goals of the beneficiaries and of the training institution and the importance of a long term society development.

A long term development proved to be an inseparable phenomenon from the international systems, as well as from problems that our national educational system faces. At the same time, the sustainable development proved to be a directing politics phenomenon in the social, ecologic, technical-scientific and economic fields, with major influences on the way of forming and managing the human resources, generating some strict requirements towards the human resources engaged indecision-making and namely:

- to think strategically, that means to perceive the present and future interactions of the objectives, processes and phenomena;
- to think systematically and in an integrated way, which means to identify the problems, the risks and their alternative solutions; to act and decide according to the situation, that means to implement the gained knowledge and experience in the educational process, in everyday life.

In our opinion, these requirements towards human resources are dependent on the personality development conditions through emphasizing the ways of particular communication, emotional balance, personal and social perception of values, the participation in the educational act and the image of personal future.

The tendency towards a sustainable development is conditioned, first of all, by the personality preparation for its achievement, moreover the universities, nowadays, do not face new challenges such as: the demographic problem, the gender problem, the entrepreneur problem, the quality of university processes, the problem of structuring and organizing, the financial problem and the economical one, ..

Of course, the above mentioned problems are not completely new, they represent a continuity of the formulated problems in the “Bologna Act” and doesn’t use up the other question marks palette that the universities and their managers face with as management improvement and that of university administration, the university role in the technologies transfers, permanent reconstruction of university curricula etc.

These challenges confirm that, we need a dynamic formative education centered on authentic values. In nowadays society characterizes by economical, political and cultural mobility, the new educational order is not perceived without the theoretical pedagogical movement vanguard and of educational praxis.

Thus, the specialist model that the university has to produce is engaged in a quick change from the utilize of knowledge and techniques to the new creator of techniques and procedures by application knowledge to practical problems.

In our opinion, today, by the very fact that the rhythm of changes is accelerating, the education downloads a new appearance. The contents, the proceedings studied yesterday, would be little efficient in this continuous evolution, which puts us to face some imprevisible situations. That is why the necessity of a deep present analyzing appears, to identify the fundamental tendencies which will force orient us in a direction or another.

In this sense, the prospective personality training is based on the theory about the life and space duration of D.Super in which he substantiated his affirmations, on the observation that the quality sphere, personal features and other necessary features for the most occupations is limited. On the other hand, presents the quality and features sphere of most people as being as ample as each person meets the necessary requirements to have success in many spheres. Thus the educational beneficiaries can be helped in career development, if a support is provided (1) in the development of abilities to explore and to choose to identify the interests, (2) in the discovering the strengths and weaknesses, and to built a self positive image [cited.6 p. 53]

The realization of prospective pedagogy target depends, in great measure, on the way in which we will apply the principles of PE [6, p.74-75], on the way haw we will recognize the essential factors in obtaining the quality and performance of human resources, these transforming themselves in a “absolute optic” of education at this stage in the accelerated rhythm of changes.

Through those above mentioned, we want to sustain the idea that in the university educational system , students should be offered the possibility of self exploring, as well as the labor market exploring, not only obtaining knowledge about professional environment, but also to test what fits with their profile. The efficiency of these actions depends on the forming level of prospective competences, and these on the implementation level of PE.

The PE principles are deducted from philosophical, pedagogical literature and the educational experience. Being analyzed more theoretical perspectives – the prospective triangle theory (M. Goddet), the changing theory (O. Dafinoiu), the social changing theories (C. Geerts, V.Turner), the globalization theory (R. Robertson), philosophy of experience and of pragmatic instrumentalism (J.Dewey), the approaches of the report between the education and the society(E. Faure) have been

determined the PE principles. In order to ensure the methodological functionality of PE an ensemble of principles has been proposed the realization of which will contribute to the streamlining of educational process, in general. The principles function in a permanent interconnection and intercorrelation.

The PE is based on educational principles, by taking into consideration of prospective specific. At the same time, we propose the completing of the list with the following principles: The global approach principle, the temporal perspective principle, the social acuteness principle, the social and individual axiological principle, the learning from experience principle and the anticipation principle. [6, p.74-75].

The global approach principle. The educational reforms, realized in the second half of the XX-th century, are determined by the transformations amplitude recorded at the social global level, in different geopolitical and pedagogical contexts. On one hand, the national contemporary problems have transformed in an universal ones, and it is necessary that their problems to be approached at the global level. On the other hand, any problem can be solved from more perspectives, through implication of more domains. The global vision of things forming the prospective developed.

The temporary perspective principle. The necessity of the rational time managing as a new resource coming up from rapidity consequence, causes the accelerated wear of knowledge, fact which justify the necessity of PE and the training of youth for a series of tasks that they cannot foresee with precision, but which influence their decisions in time.

The social acuteness principle. This principle expresses the need of didactic activities to offer sufficient strategies to come in the support of the diversity and of social life rapid progress. The educational process needs to be centered on the situations solving – real problem, with an instant solving and which will reduce the social failure share and the consecutive frustrations of this failure.

The social and individual axiological principle. The necessity of centering on education of today and tomorrow society values will lead to the protection of what society has obtained and the transmission of these to the next generation, by emphasizing the individual values the students will find the relationship between the personal values and the social ones and their applicability. Thus, it will tend to the personality and society development.

The learning from experience principle. The given principle is characterized through a continuing evaluation and improvement of actions that can be realized to infinity on bases of Deming cycle:” Plan – Execute – Verify – Act”. This principle of continuous improvement centers on the feedback action and implies a strategy of achieving the followed purposes depending on the experience from the past.

The anticipation principle. Anticipation attracts some specific elements as prediction and prevision meant to ensure the event evolution knowledge, as well as, the

evolution prediction of an event depending on the elements that determine it. Anticipation is directly responsible of the influence and the possible control of the future events.

As a result of respecting the PE principles in educational institutes, the PP will make its presence felt, so, realizing the educational process desideratum to be rethought the present from the future perspective and, implicitly assuring the quality and the performance of the human capital.

In consequence, the prospective education reflects three new phenomena, defining for the postmodern education status.[6, p.42]:

- PE tends to precede the economical development level, anticipating the evolution directions at the level of technological and humane resources;
- PE proposes to train people for the future society;
- PE confronts with the contradiction between educational products, society requirements and the labor force market requirements.

The professional adaptability to the innovating changing conditions, proper to the postindustrial society of informational type, supposes the achievement of some competences that depend on the very functional structure of the Prospective Pedagogy (PP).

In conclusion, we can state that the fundamental function that a efficient superior education fulfills is to offer society a adaptable, mobile and easily to occupy work force, capable to apply the abilities required by the local, regional, and national labor market.

The assurance of this essential function of professional forming brings up for discussion the improvement of the human resources seen through the training, development and the continuing self development angle.

In a recent work, Stearns (2008) shows that the main challenge our superior education should face is the very tension between the needs and the objectives of the education. This tension is not a new one. The universities are constrained to contest the science preponderance which gives the place as the German sociologist Ulirich Beck says "to the risks society", in which the environmental risks grow quicker than the social and technical progress benefits.[sited 15]

By centering on a PE is focusing on the awareness of the fact that this phenomenon expresses the course of future social development through assurance of the quality and performances of human resources.

In the educational domain, the quality concept is multidimensional, being considered as: the information quality; the educational activities quality; the human quality; of the specialized personnel, the applied modern management quality.

In this prospective domain, through quality is assured: the correlation between resources and information; the changing flexibility; modeling to the new; deep approaches in the educational domain.

But, the quality improvement represents the goal of the quality management and is a continuous process of obtaining performances, the university educational activities tending towards a quality meant to fully respond both the educational beneficiary requirements and the society.

The quality changing in education, reported to the new progress of the social phenomenon, demands an approach from the futurologist and global perspective, where industrialization, technical-scientific revolution, irrational utilization of natural resources have launched ample researches, inclusively of future. In this order of ideas, PE is necessary to be a multilateral phenomenon through which the education should assimilate the change, but to guarantee the formation of managing capacities of changing for the beneficiaries of the studies regardless of the domain.

The changing assimilation in the educational system, supposes the downloading the changing directions, but, also, the adequacy of the curricular content [6. P75; p. 134-135] to the contents and changing rhythms in the respective domain, fact which can be realized only through the invention, initiative and innovation implication by the teachers.

Thus, by centering on prospective dimension in university environment, will be used concepts, instruments and processes which allow students to think creatively and on long term. The prospective dimension will help student to [6, p.116]:

- to conceptualize more correctly and more sustainable the human future;
- to develop competences in exploring the probable and preferable future;
- to determine the progress and influence through which the beneficiary forms an alternative future;
- to elaborate an action plan to project a better future.

Thus, we can state both the necessity of substantiating PP that depends on the general goal of prospective study, to better contribute, to understand the modern world through exploration of current problems as a consequence of those from past, and the possible future approach by taking into consideration educational politics and strategies.

The prospective orientation of the education imposes awareness of the new conditions, the probable situations deciphering, encouraging the future bearing tendencies and innovations, of transforming preparing future actions.

The prospective education approach from this perspective, determines the necessity of prospective pedagogy substantiation from strategic, methodological and technologic perspective.

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