

FREE INTERNATIONAL UNIVERSITY FROM MOLDOVA

Manuscript
C.Z.U: 373.07 (469.4) (043.2)

BEN SHABO RINA

**DECENTRALIZATION OF SCHOOLS IN ISRAEL IN THE
CONTEXT OF NEW MANAGERIALISM**

**SPECIALITY 521.03 - ECONOMICS AND MANAGEMENT IN THE
FIELD OF WORK**

Abstract from the PhD academic degree thesis in economic sciences

CHISINAU, 2018

The thesis was developed in the Department of “BA, REI, TOURISM”,
Free International University from Moldova

Academic advisor:

BLAGORAZUMNAYA Olga, Doctor of Economic Sciences, Associate Professor

The Specialized Scientific Council was approved by the Board of Director of ANACEC
by Decision no.7 of 11.05.2018, with the following composition:

BURLACU Natalia, president, Doctor of Applied Science in Economy, university professor

ROBU Elena, scientific secretary, Doctor of Economic Sciences, Associate Professor

TAU Nicolae, Doctor of Applied Science in Economy, university professor

BUJOR Oleg, Doctor of Economic Sciences, Associate Professor

FARHAN Hbus, Doctor in Philosophy (Israel)

ULIAN Galina, Doctor of Applied Science in Economy, university professor

Official Opponents:

STRATAN Alexandr, Doctor of Applied Science in Economy, university professor

TCACI Carolina, Doctor of Economic Sciences, Associate Professor

The Defense of the thesis will be held on 10.10.2018, at 16.00, at the Council meeting D
34.521.03-17 - for Doctoral Dissertations at the ULIM, address: Chisinau, 52 Vlaicu Pircalab
str., 2nd floor, room 212.

Thesis and abstract of thesis can be found at ULIM Library and on the web page of ANACEC
www.cnaa.md.

Abstract of thesis is distributed on _____ 2018

Scientific Secretary

of the Specialized Scientific Council,

Doctor of Economic Sciences, Associate Professor

Robu Elena

Academic advisor,

Doctor of Economic Sciences, Associate Professor

Blagorazumnaia Olga

Author

Ben Shabo Rina

©Ben Shabo Rina, 2018

I. CONCEPTUAL LANDMARKS OF THE RESEARCH

The actuality of the subject. In the world practice, management is considered as a science, art and activity of mobilization of intellectual, material and financial resources, with the purpose of an effective functioning of organization. In management there are compiled two directions: economic (organizational technical) and cognitive-behavioral, which is linked to management of human resources, to the resolution of psychological problems, with the organization of the collective, in order to achieve the final aim.

The management of education is a type of management that represents an activity aimed to provide an optimal functioning and compulsory development of each educational organization and all the units of educational system. Management in education is determined as a process of fulfillment of managerial functions (planning, organization, control and motivation) and the binder-function – decision-making. The introduction of educational management in the activity of contemporary educational organization is prompted by the necessity of fulfilling an adequate management in the context of new managerialism. The decentralization, as one of the premises of new managerialism is an important direction and a compulsory condition for the development and reformation of educational management system.

The main principle in educational management is the principle of optimal combination between centralization and decentralization in management. The actual approach in solving the problem of organization and management of education is based on the necessity of a thoroughly study of the problem of combination between centralization and decentralization in educational management, as delegation of authority for taking decisions at each level of managerial hierarchy.

The process of authority decentralization and self-management in educational institutions allows to improve the process of learning with minimum material and moral charges, to attract creative and competent staff, who will have the possibility to adapt to permanent changes of labor market requirements.

The decentralization decreases greatly the conflicts between top-managers and executors, allows the managers of educational institutions to focus on the development and application of new managerialism, which, in the new conditions of activity, is directed to the external environment and is characterized by a more „entrepreneurial” approach. It determines the actuality of the topic.

Description of the situation in the field of research and identification of the research problems. The scientific formulation of decentralization issues in Israeli schools in the context of the demanded new managerialism study and use of theoretical studies of various scientists. Achieving success in business organizations is the main criteria for quality management. The

ideas of the representatives of the empirical school, reasonable managerialism, have been widely accepted for practical applicability in the management of the organization. The main direction of research in the school of managerialism is the study of the content of labour and functions of managers.

Some of the authors of these theories were the representatives of the empirical school, such as Symonds H., Drucker P., Davis P., Miller D. et al.

Different directions of scientific development and management of certain aspects of decentralization of management in enterprises are also considered by the Moldovan scientists. Notable among these authors are: Burlacu N., Stratan A., Cojocaru V., Moldovan-Batrinac V., Tau N., Ulian G., Tcaci C., Bujor O. et al.

In what regards the researched subject, the modern literature emphasizes that the system of education is affected by the trend of decentralization, typical for the entire global management system of state education policies over the past ten years. A number of studies have theoretically proven the advantage of the decentralized education management model over the centralized one. This provision is considered in the scientific works of leading foreign specialists such as: Inbar D., Hoshen M., Deri D., Gedaliya A., Avner D., Friedman Y., Hbus F. et al.

The principle of decentralization provides local authorities with decision-making capacities at various organizational structure levels, whereas the centralized model requires that all the important decisions must be made at higher organizational levels. Scientific articles of such authors as: Murphy J., George J P., Peter A.E. and others who are devoted to the study of various models of school self-management and autonomy demonstrates the significance of self-management for the optimization of educational, economic and organizational functioning of schools. But, there does not exist an analysis of the problems linked to the school decentralization, in the context of new managerialism.

A number of studies have theoretically proven the advantage of a decentralized management model in education, compared with a centralized one. Authors such as Winkler D.R., Hannaway J., Carnoy M. underline the importance of decentralization in education and the importance of the relationship between school and community.

Specific issues related to the management of schools from the Republic of Moldova are analysed by scientists Pyslar V., Valdes I., etc. The improvement of school education is also considered in the paper of Gutu V., Ionut V., but in their study did not adequately refer to the problems of school education decentralization.

The special scientific importance of the study of decentralization models in Israeli education system should be noted, since the characteristics of the specific model of decentralization and its impact on the functioning of Israeli schools is practically not been

studied in recent years. Definition of school-based decentralization priorities in Israel covered in researchers as Gershtenman Shelef L., Lavie V., Tirosh R., Gronau R., but the authors of these works have not disclosed the mechanism of mutual relations between the authorities in education at various levels.

The study and analysis of the existing scientific basis on the topic of research allows us to determine the indisputable methodological and practical importance of the basic concepts. At the same time, according to the author, there is a number of unresolved problems, in particular those regarding the issues of decentralization of schools in Israel, in the context of the new managerialism. This predetermined the selection of object, objectives and tasks of the research.

The purpose and objectives of the thesis. The aim of the research is to develop the theoretical and methodological aspects, practical guidance on the application of decentralization as the direction of the new managerialism in the process of management of Israeli schools.

The set of goals we will achieve by the following tasks:

- To study the concept of „new managerialism” in the education system;
- To underlie the role of decentralisation management in education;
- To study the international experience regarding the decentralization process in secondary education;
- To analyse the actual economic-organizational state in secondary schools;
- To analyse the management system of secondary schools, in the context of decentralisation process;
- To assess the organisational management mechanism of secondary schools, on the basis of decentralization;
- To develop the decentralization mechanism of the competences in the frame of secondary schools management in Israel;
- To develop human resources in self-management of secondary schools on the basis of coaching;

To perform the decentralization of budgetary funding of secondary schools, in the context of new managerialism.

The methodology of the scientific research. As theoretical and methodological basis of the studies, scholars used local and foreign sources of encyclopaedic knowledge regarding economic issues, economic literature and periodicals, global resources information system. The paper contains abstracts from legislative and normative acts that regulate the educational system in Israel.

Scientific novelty and originality is that it:

- it is proposed the concept of combined model of education system;

- it is proposed an organizational model of interrelations between the local bodies of the Education department and schools, in the conditions of decentralization and self-management;
- it is determined the system of contradictions in the process of providing the goals and objectives of the educational policy of Israel, in terms of the primary social data and empirical researches;
- it was formed the methodological approach of the teacher's autonomy formation;
- it was argued the expediency of the coaching approach application and it was suggested a technique of creating a coach-environment within school, on the basis of a step-by-step model.

Important scientific solved problem in the field is to substantiate scientifically the theoretical and practical concepts of the decentralised management in education. This fact confirmed the opportunity of promotion of the new managerialism in order to apply the decentralized management through coaching method and the financial self-management.

Theoretical significance. Theoretical basis of the paper is composed by the researches of vernacular and foreign scientists, based on the coherent arguing of the new managerialism promotion. The theoretical part represents the papers of well-known Israeli scientists and economists, as well as foreign representatives, who consecrated their works to the problem revealed in the paper, as: P. Drucker, Murphy J., George J P., Burlacu N., Cojocaru V., Moldovan-Batrînac V., Tau N., Hoshen M., Deri D., Gedaliya A., Avner D., Friedman Y., Hbus F. etc.

Applicative value of the paper lies in the fact that with the proposed recommendations and conclusions, it will be possible to improve the relations between local education system authorities and schools, in a decentralized environment and the administration will allow the autonomous schools to provide coordinated and efficient operation of the school staff. The trend of decentralization of the education system in Israel is designed to help schools to integrate in the most complex system of government and municipal bodies. The methodical approach to the formation of teachers' autonomy allows the administrator to take care of the essential needs of the school and school staff, and also allows the handling of current problems and taking care of the organization of the institution. There were examined the possibilities of using the coaching method in other schools of Israel.

The main scientific results are submitted to support:

- definition of the notion „combined model” of education system, which demonstrates the handling of educational system management functions from the central bodies of Israel to the local bodies of educational management;

- the organizational model, which shows the possibility of refining the correlation of local bodies of educational management and schools, in the context of decentralization;

- secondary schools' management decentralization principles, on the basis of new managerialism;

- working up a methodological approach to the formation of teachers' autonomy in the context of decentralization;

- reasoning the expediency of coaching-approach application for professional evolvement of teachers and for an effective school management.

Implementation of the scientific results. Pozițiile teoretico-metodologice și practice elaborate în lucrare prezentate în cadrul conferințelor și în revistele specializate, vor fi utile în procesul de dezvoltare a modelului de management organizațional pentru școlile secundare din Israel.

Approbation of scientific results. Materials and major results of the research were presented at the International Conference in: Tzipori Community Education Centre (Community Centre Society of Israel 2012), International Scientific Conference „Team management targeted to the growth of performance. Companies from Moldova and Romania" (Constanta, October 30-November 2, 2015), 5th International scientific-practical conference "The development of modern economic systems: challenges and alternatives of the 21st century" (Chisinau, Slavic University, 26-27.11. 2015), 6th International scientific-practical conference of Kostanay Engineering and Economic University "Inovations, entrepreneurship and business-education in the contemporary world» (Kazakhstan, 05.02. 2016), International Scientific Conference "The role of modern science in the formation of civil society" (Tiraspol: Moscow Academy of Economics and Law, 28-29 April 2016), International scientific conference "Economic and management assurance`s viability for sustainable development of the regional economy during the EU integration" (Balti: State University „Alecu Russo” 16-17 September, 2016, 2017), VII International scientific-practical conference "Innovative economics and sustainable economic development: analysis of problems and prospects" (Kishinev, Slavic University, 17-18.11. 2016).

Publications on the thesis: On the basis of materials of the research, the doctoral student published 18 scientific works in volume of 5,74 p.

Volume and structure of the thesis. The thesis consists of introduction, three chapters, conclusions and recommendations, bibliography of 145 sources, 26 charts, 51 figures and 11 annexes.

In **the introduction**, it is argued the relevance of the topic of research, drawn the goal and objectives, scientific novelty, theoretical and practical significance of the work.

The first chapter “The genesis and evolution of views on the modern management theories in secondary educational institutions”, that represents the basis for the transformation of the education system management. It is substantiated the role of decentralization management in education, expressions and phrases in its main economic and social implications. Also, it is provided a comparative analysis of the systems of education of different countries and offered a combined model of education system, which considers the regional characteristics and increases the autonomy of educational institutions etc.

The second chapter - “Analysis of the organizational - economic mechanism of management based on the process of decentralization of average educational institutions of Israel“ describes the Israeli system of education and specifies the public education policy. It is presented the process of reformation of Israeli system of education, based on decentralization. There are given characteristics of a combined model of education system. It is suggested an organisational model of correlation of local authorities and schools in the context of decentralization. The processes of decentralization of education institutions and development of educational institutions management mechanism based on decentralization of power are described.

The third chapter “Development of scientific and methodical approaches to improve the mechanism of management of middle educational institutions of Israel” develops and analyses the decentralized method of authority as the basis for school self-based management. It is determined the role of teachers’ autonomy and is suggested an organizational structure of school, based on commands. There is described human resources potential in self-management of schools. Financing is analysed as one of the overall management process components.

General conclusions and recommendations in the theoretical and practical results are synthesized from the findings of the investigation and are presented key recommendations, appropriate to the purposes set out in the researched topic.

Keywords: centralization, decentralization, organizational authority, commitment, responsibility, hierarchy structure, cooperation, empowering employees, financial relations, self-management.

II. THESIS CONTENT

In the first chapter - **The genesis and evolution of views on the modern management theories in secondary educational institutions** – the author reveals a concept of "new managerialism" as the basis for the transformation of the education system management; it is substantiated the role of decentralization management, education, expressions and phrases in its main economic and social implications; it is provided a comparative analysis of the systems of education from different countries.

Appealing to the theme of "new managerialism", scientists from different countries have greatly contributed to the isolation and refinement of its essence. However, the current stage of economic development, which is increasingly affected by the processes of globalization and information, provides a basis for the search and selection of new essential features and trends in the development and application of this approach.

The definition of the concept "managerialism" is given in a number of sources, and it is regarded as a management theory, economic theory, sociological doctrine; management practice; economic thought flow, and others. Representatives of managerialism acknowledge that in the modern era, theory may suggest new and highly effective direction of development of management practices. The authors of these theories were the representatives of the empirical school as Drucker P., Davis P., Miller D., etc.

The concepts of T. Peters and Robert Waterman were formulated in the spirit of the influential in modern (especially the "Anglo-Saxon") administrative science theory of "New Public Management" [2, p. 241]. They formulated the principles of the new public management: Reports and accountability, Change in organization, Decentralization, Delegation of authority and responsibility, Creation of a competitive environment.

Managerialism in the new conditions of activity focuses on the environment and is characterized by a more "entrepreneurial" results-based approach.

According to the author, the new management used in the public sector, has much in common with the old management, but it has significant differences from the last (Table 1).

Table 1. Comparative characteristics of the traditional management and the "new managerialism" in the public sector

| Distinctive features | Traditional management | "New managerialism" |
|----------------------|---|---|
| Goal | savings and efficiency, results as a whole | economy and efficiency, depending on customer satisfaction |
| The main focus | value functions, performance and objectives | the value of piece of work instructions and processes |
| Building blocks | bureaucracy and hierarchy | multi-professional teams whose members work together and the first to perform a |

| | | |
|---|--|---|
| | | specific task |
| The powers of decision-making | delegated to individual employees and monitoring by management | delegated to the team that performs the organizational work and exercises control in accordance with the implemented project |
| Directionality | interested in the creation of the traditional organization | based on institutional design and the choice of different options for development |
| Flexibility | slow decision-making | dynamic changes |
| Management practices and values | traditional bureaucratic mechanism | by analogy to the private business sector |
| The organizational forms and technologies | the traditional management system, in which preference is given to long-term prospects | competitive organizations that have short-term goals and success is often achieved using a risk-taking and entrepreneurial zeal |

Source: developed by the author

The ideas of "new managerialism" were the most consistently implemented by different ideological orientation of the political forces: in Australia and New Zealand - the Labour Party; in Britain – the Conservative Party; in the United States - the Democrats. In all of these countries the administration emphasizes the importance of organizational flexibility, management innovation, decentralization, expanding the freedom of management personnel action.

"New managerialism" is a way to understand the structure and attempts to introduce management functions in the public sector, including education. The common features of such theories are attempts to change the existing regime and the culture of the public sector organizations, to change the value of its employees so that they are more like the interest in gain, adopted in the private sector. Researchers, observing the change in culture and values of the school, found that in organizations, the subject to change, often emerge new values and begin to exist side by side with the old.

The management efficiency in the new managerialism is related to the decentralization of decision-making, simplification of procedures and structures, a greater autonomy of local education bodies and schools.

Decentralization – one of the most important directions to reform the management systems. Nowadays, it can be regarded as a necessary condition not only for the development of local self-government, but also of the civil society. The decentralization reforms in many countries are carried out in political, administrative and economic systems.

The term "centralization" refers to the degree of concentration of decision-making in the hands of one person and is associated only with formal authority. Centralization means that the government, which gives the right to take decisions, centred at the top level of the organization. As the division of labour, centralization is an integral element of the organization. However, the

correspondence to the degree of centralization will vary depending on specific conditions. Decentralization of decision-making means that power is directed downwards - aimed to the lower levels of the organizational hierarchy.

Centralization and decentralization are not completely opposite approaches. The first is used by enterprises to introduce one-man management and control-structuring principle; of the second - to increase the flexibility of interaction with the market. The basic principle of private management is the principle of optimal combination of centralization and decentralization in management. The problem of combining centralization and decentralization in management is the optimal allocation (delegation) of powers in management decisions.

A detailed analysis of the concept of decentralization was carried out and published only in the early eighties.

Rondinelli (1984) was the first who systematized the classification of forms and types of decentralization and represented it. He gave the definition of decentralization as a transfer of ruling powers and responsibility for public functions from the central government to its subsidiary or non-governmental organizations and (or) private sector.

Manor (1999) considered decentralization as a delegation of authorities and resources from the upper to lower levels of public administration.

Decentralization is perceived as a multifaceted phenomenon, involving a gradual transfer of a leeway, functions and responsibility from the central to local government. Analysis of opinions of various authors on the essence decentralization has shown that the decentralization phenomenon is related to the gradual transfer of powers and responsibilities, management functions and resources from the central government to the level of local authorities.

The author can agree with the opinion of many scientists that the decentralization is a multiple, at the same time covering many areas reorganization of a social system and (or) subsystems of public service provision. The process of decentralization can take place in areas such as politics, economics, finance, government, etc., and this confirms the diversity of decentralization.

Decentralization as a specific process in the public administration can be viewed from three perspectives:

- Decentralization of management as the transfer of more powers and responsibilities of the authorities of municipalities;

- Decentralization of management as granting greater autonomy to regional authorities and management;

- A set of measures to restructure the public administration system to transfer some functions from central government to lower levels.

In modern educational systems the common tendency to decentralization is done differently, depending on the social, educational and political contexts. To date, the research has no clear system of criteria for analysing the degree of centralization or decentralization of management in the education system. Different authors use different approaches and sets of criteria and give different classification of countries on this basis.

In literature, depending on the structure of delegation the authority and responsibility on different levels of educational system management are distinguished two basic models: centralized and decentralized ones. The first is present in a relatively limited number of European countries: Ireland, Italy, Portugal, France and a few others that are less industrialized. The second model is in Belgium, Germany, Great Britain, Israel, Spain, the Netherlands, Norway, Sweden, Switzerland and several other countries are more numerous and heterogeneous group in the degree of decentralization. But practically, a totally centralized or decentralized model of management in education does not exist. There is various share transfer of authority from central education authorities to peripheral (local) ones.

In the opinion of the author, it is necessary to highlight the independent model of education system – the combined model. It includes elements of both centralized and decentralized models, but in the combined model there occurs a partial transfer of school education managing functions from the central bodies to the local ones. This model allows considering the regional peculiarities, increase the autonomy of educational institutions etc.

Taking the types of management systems in education offered by Popov N. and Mons N., the author suggested a combined model emphasizing the ranges of local management bodies participation (in per cent) in the system of educational management (Fig.1).

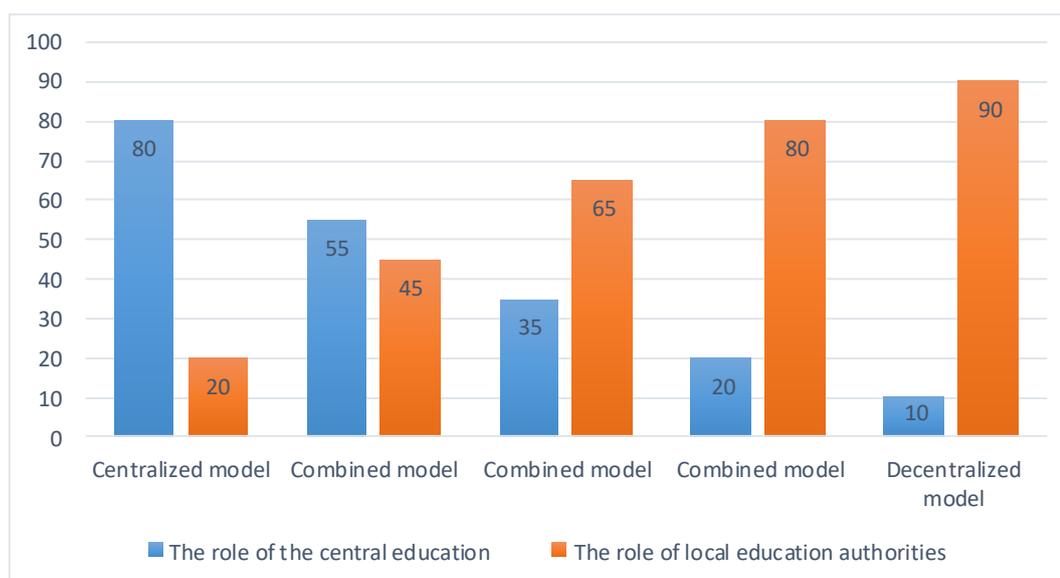


Fig. 1. The role of local authorities in school management models

Source: developed by the author

So, under „combined model”, the author comprehends a partial delegation of functions for educational management from the central bodies to the bodies of local educational administration, on the basis of the legally established rights, competences and responsibilities in management decision-making, as well as the range of local authorities implication in the educational management system.

In the opinion of the author, the suggested combined model of education management gives the possibility to determine the trends of development and to do the monitoring of the education management system. By conventional indexes (for example shares of central bodies or local administration in the educational system) can be analysed the trend of education management system trends towards decentralization.

In the second chapter, under the heading – **Analysis of the organizational - economic mechanism of management based on the process of decentralization of average educational institutions of Israel** – it is described the Israeli system of education and specified the public education policy, the processes of decentralization of education institutions and development of educational institutions management mechanism, based on the decentralization of power; are worked the main trends for improvement of schools from centralized to decentralized management.

Currently, management of formation is undergoing a profound change in Israel. The current state of the education management system’s most typical process of decentralization, the state of monopoly on the rejection of the entire education system, a variety of educational institutions and the independence of educational institutions are judged by the final results of activity and integration into the global educational processes.

The current structure of the Israeli education system was formed gradually over a long period (Fig. 2). Over the past five years we have seen the growth of the absolute index number of schools, but the relative index (growth rate) tends to decrease (2,32%; 1,7%; 1,5%). A similar situation with the number of students, i.e., the total number of students is growing.

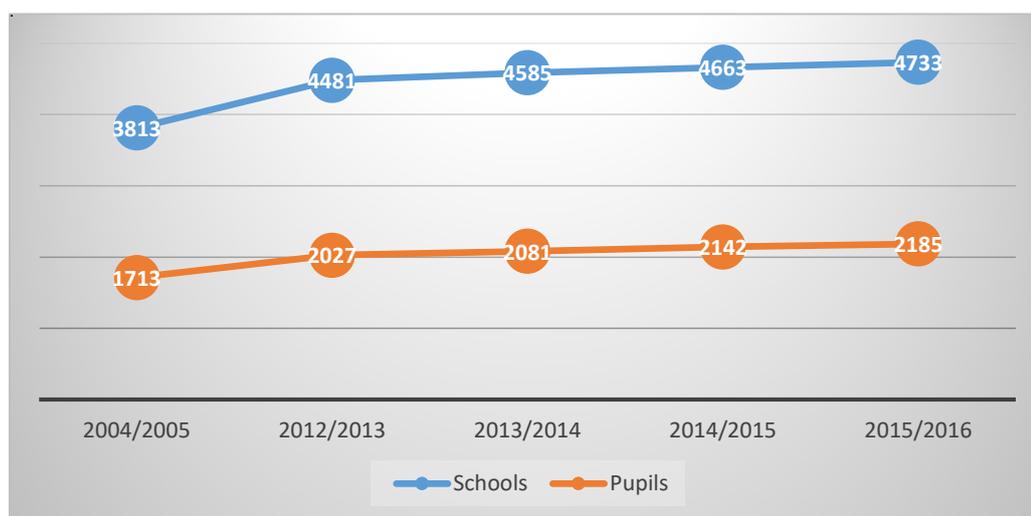


Fig. 2. Dynamics of the number of schools and students in the Israeli school system for 2004-2016 years

Source: developed by the author based on [4]

The number of pupils in classes stems from the density of population in different residential areas of Israel. The Arab sector shows an increasing trend in the number of students in all classes, from primary to high school. Both the number of students and the number of teachers has increased and the government resources have also increased for education according to the Central Bureau of Statistics. According to statistics there are close to 150,000 teachers in the education system.

Table 2. Number of students in a regular classroom funded by the Ministry of Education

| | 2011/2012 | 2012/2013 | 2013/2014 | 2014/2015 | 2015/2016 |
|---------------------------|-----------|-----------|-----------|-----------|-----------|
| Jewish education | | | | | |
| Primary education | 28,3 | 28,00 | 28,2 | 28,32 | 28,22 |
| Lower secondary education | 31,6 | 31,6 | 31,5 | 31,44 | 31,54 |
| Upper secondary education | 30,4 | 30,2 | 30,0 | 29,81 | 29,6 |
| Arab education | | | | | |
| Primary education | 29,0 | 28,8 | 28,0 | 27,79 | 27,29 |
| Lower secondary education | 29,4 | 29,2 | 29,3 | 29,11 | 29,06 |
| Upper secondary education | 31,1 | 31,4 | 31,8 | 32,29 | 32,00 |

Source: developed by the author based on [4]

From the statistics received from the Department of Education for 2014, referring only to regular studies, the results show gaps between students from different groups of the population. The main findings that are shown in this chart – the actual number of students, on average, in

classrooms as opposed to the number of classrooms having 32 or more pupils in the classroom, in schools and different types of supervision.

The process of decentralization in the educational system of Israel is associated with the contradictions between schools and external supervision and control system. The form of contradictions totally differs from the implementation of the similar processes in other developed countries. Perhaps these differences should be attributed to the difference in history, culture, social and religious spheres, changes of political forces, on condition that each of these makes a significant contribution to the maintenance of the process of decentralization.

The author considers the process of decentralization in relation with school by two aspects:

-In the context of external decentralization (macrolevel) are considered the correlation between the Ministry of Education and local education administration; the correlation between local administration and school. At the same time, these relations are influenced by the society and various communities;

-In the context of internal decentralization (microlevel) are considered the correlations within a separate school (school autonomy): the administration of school with teachers and pupils.

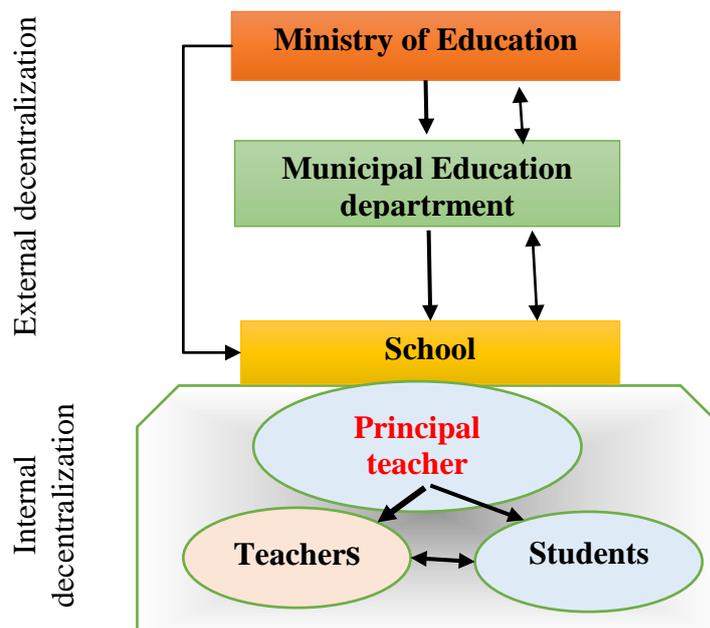


Fig.3. Internal and external decentralization of the education system

Source: developed by the author

In order to realize the transition to self-management, from the point of view of the first aspect (external decentralization) it is necessary to revise two functions of the educational system, in particular- the centralised control and objectives of the local Education Administration. In its essence, self-management leads to the consolidation of a range of

functions of the educational system, but also to the decrease of its possibilities in other aspects. The joint management of the educational system support the educational bodies on the national and municipal level. From the point of view of the second aspect (the internal decentralization) the comparison between the decentralized and centralized approaches can be done only at the level of school, in the frame of the requirements of the modern society.

Israel's education system is composed of many departments that deal with a wide range of educational bodies. There are many supporters of the Ministry of Education idea to privatize education and to give to different institutions the ability to manage the system on their own, such as economic management, pedagogical management, business management and profits, community management, academic management. In Israel there are different types of education entities: General education, Religious education, Orthodox education, Arab education, Christian education, Armenian education, Muslim education, Bedouin education, Druze education. All these educational institutions are operating under the auspices of the Ministry of Education, Ministry of Finance and the municipal authorities.

In organizational terms, the Ministry consists of a central administration and decentralized provincial departments, six of which are defined geographically, and two – basing on the needs of the State. The functions of the Ministry in the formation of educational policy are: it defines the form and content of the educational process, the nature of management, promotes retraining of teachers, addresses school's problems, punishes and encourages teaching staff, inspects the work.

The Provincial Department of Education is headed by the principal, the inspector in charge of the supervision and enforcement of laws on education. The function of the regional department of the Ministry is to manage the process of teaching in public educational institutions under its jurisdiction, as well as the selection and approval of the teaching staff and school leaders.

Municipal departments of the Ministry, in accordance with the law, can determine by cooperation and continuity functions in educational institutions the area-based division for entering the school, can create support structures, with the permission of the Ministry, deliver a variety of services and educational tools for schools. For example, to create psychological support services, organize the transport for students, provide medical assistance, etc. This has occurred by the 'mass secondary education' and comprehensive education.

On the basis of the comparative analysis of educational systems of different countries, we can contend that everything that happens in the school is a consequence of the decision-making process. There can be distinguished four types of administrative decisions regarding the introduction of a centralized or decentralized management model:

- Pedagogical decisions establishing teaching methods, methods of operation of teachers, etc.
- Administrative decisions related to the provision of funds: premises, staff, funds for the development of research and the help of the weak segments of the population, etc.
- Construction and restoration of schools.
- Decisions in the field of finance are issues of financing of schools and control over the use of finances.

In the Table 3, the author characterizes the combined model, which is, in his opinion, peculiar to Israeli schools.

Table 3. Characteristics of the combined model of education system

| Criteria | A combination of decentralized and centralized management |
|---|---|
| Pedagogical decisions | |
| The training program, the content of the educational material, school books | The Ministry grants the basic program. Schools are allowed to purchase their own textbooks and formulate instructions |
| Exams and control over their implementation | Maintenance and inspection of the work under the control of local organizations |
| Administrative decisions | |
| Executive | Appointment of teachers is done by local authorities, with the participation of schools |
| Wage level | The Ministry and the regional department determine the salary level standards |
| Construction and restoration of schools | |
| Construction and restoration works at school | The standards defined by the Ministry together with the local community |
| Financing Decisions | |
| Funding of joint costs | Ministry, from its sources, allocates funds to local government or school. School self-financing is spending of the allocated funds, local and public |
| Control over the distribution of finances, expenditures and control | Monitoring, inspection and evaluation are carried out by local authorities; control of the Ministry for its employees work |

Source: developed by the author

In this chart is showed that the combination of decentralized management with centralized management will provide a more flexible and effective abilities of educational systems to manage their budgets, hire employees, promote and encourage them to integrate educational programs which the institution is interested in.

In the whole educational system of Israel is important not only has the matter about the correlation between the Educational departments with the Ministry of education, but also the correlation between the local Educational departments with schools. The fact that the schools is subjected, on one hand, to the Ministry of education (the salary and pedagogical control), and on

the other hand, to the local Educational department (that is responsible for local needs), impedes the achievement of the purposes, narrows the spectre of possibilities and slows down the realization of innovative ideas.

In the opinion of the author, the principals of schools must be directly subjected only to the district departments, who control and assess the activity of educational institutions. The local Educational department must keep the connection between the directorate, inspection bodies and other instances in order to initiate them in the process of working up a local educational policy.

The author proposes an organisational model of correlation between the authorities and schools in the context of decentralization and self-management. The purpose of this model is to reveal the correlation between the school, which turned to the principles of self-management, and the local Educational department.

In order to achieve and provide the managerial functions in the educational system, there are created subsystems in the following directions: educational-methodological, human resources, material and technical support, management and financing direction.

The educational-methodological direction means the correlation (collaboration and control) of the local Educational department and schools in what regards the realization of the local educational policy. According to the proposed model, the director of the Educational department has to do the general management of implementing the educational policy, worked up in cooperation with the Ministry of education, to coordinate the activity of various educational instances in the frame of the national educational policy and local objectives. At the same time, he will be responsible for satisfying the needs of schools, in the frame of realization of local educational policy.

The human resources direction means the resolution of matters of selection and evolvement of the staff and increasing the educational level in the respective region. The local Educational department must provide consultations, propose various services and pedagogical programs, but it has not any right to involve in the definition of teaching methodologies in schools.

The material-technical support implies the resolution of matters regarding the purchase of equipment for schools, its maintenance, the restoration of schools etc. The local Educational department must contribute to the computerization of the accounting system in schools, to get the information about registering the pupils and solve the problems arising during this process, to participate in the organization of transport. As the daily servicing of the schools passes under the management of the director, the matters of construction and infrastructure remain under the administration of the Department.

The management-financing direction implies the support and control system of the school budget, the financial accountability, abidance to the standards of financial activity. The local Educational department must realize an active support of the administration in the financial field. Before the introducing of the system of self-management, there was a direct financing of schools. The local Educational department was, earlier, the body responsible for financial supply for schools, for supplying with the necessary equipment and resolution of financial problems. From the moment of implementing the self-management system, these functions pass to schools. Because of that, there is suggested to change the control function of Educational department with the management-financial control, which will include the consulting of school administration in various matters.

The author, on the basis of the matrix example of Victor H. Vroom [3], presents the organizational model of correlations of local authorities and schools as two matrixes: before and within the transition of schools to self-management. In the chart number 4 there is presented the organizational model of correlation between the local authorities and schools, in the context of transition of schools to self-management. In the colored cells are presented the suggested changes in the redistribution of responsibilities between Municipal Education department and the school.

Table 4. The organizational model of correlations between the local authorities and schools, within the transition of schools to self-management

| Criteria | Municipal Education department | Principal teacher |
|---|--------------------------------|-------------------|
| Educational-methodological direction | | |
| The choice of teaching method | TP | DI |
| Satisfaction of schools needs within the local educational policy | R | TP |
| The current activity within the national educational policy | R, DI | TP |
| Human resources direction | | |
| Selection of staff | R | TP |
| Training of competent staff | R | TP |
| Material-technical support | | |
| Search of means and resources for schools | TP | |
| Providing the necessary equipment for schools | C, TP | R |
| Establishing a system of priorities for selection of suppliers and defining the order of payments | C, TP | R |
| Maintenance of the school equipment | M | R |
| Construction, restoration works | R | TP |

| | | |
|--|-------|----|
| The safety of school buildings | R | TP |
| Management-financing direction | | |
| Financial supply for schools | M | R |
| Resolution of their financial difficulties | TP, C | TP |

Source: developed by the author

Designations: R– responsible for the decision implementation, M - monitors the implementation of decisions, TP - takes part, DI – decides independently, C – consults.

As it is seen in the chart 4, the author suggests redistributing the responsibilities between the Local Educational Department and the school. The local Educational department is recommended:

- to realize the general management and coordination of the activity of different instances, in the context of the national educational policy and local objectives;
- to elaborate a support and control system of the school budget, financial accounting, abundance to the financial activity standards;
- to carry out consultations for school principals, to establish a system of priorities in the selection of suppliers, negotiate with them and determine the order of payments;
- to provide the possibility for schools to realize their potential.

These days, the Israeli educational system is in the process of a reform called "New Horizon" which is based on the partial implementation of the Dovrat Committee conclusions, as convened by the Government of Israel in 2003. The "New Horizon" reform supports the granting of autonomy to the schools. The reform, supported by the school staff, has created the ability to develop access to a unique and informal education that adapts to the environment in which the school operates. This trend is expected to encourage students to take part in shaping their school curriculum and creating interest in and affinity for this program.

19 schools were selected with independent management, with an average of 10 teachers from each school. The control group consisted of 10 schools that were not self-managing and it was composed of 60 people. The testing was carried out on such directions as: pedagogical policy, employee empowerment, centralized management, decentralized management, professional development, and principals' characteristics. On the basis of the test results, it was established that there exists a significant positive correlation between decentralized management style and the level of employee empowerment; significant positive correlations appear between the ability to choose study programs and methods of teaching.

In the third chapter, under the heading – **Development of scientific and methodical approaches to improve the mechanism of management of middle educational institutions of Israel** – it is analysed the decentralized method of authority as the basis for school self-based

management. It was determined the role of pedagogical autonomy and proposed an organizational structure of a school based on commands. Was described the human resources potential in self-management of schools and analysed the financing as one of the components of the overall management process.

Self-management is an approach of educational management, based on giving autonomy and authority to the school, empowering the school to act as an independent organization, from the pedagogic aspect, from the organizational aspect, and also from the financial aspect. The assumption is that these would contribute significantly to improve the achievements and educational environment of the schools.

Decentralization of authority stays at the ground of self-based management, and demands a new structure of connections between the authority of the school and all its functions. One of the central means of empowering the principal, beyond granting autonomy and authority in the pedagogic and management areas, is to expand the authority in the management of human resources.

The success of the educational process depends on how the teacher will be allowed to build independently his work and be responsible for it. The activity of the teacher in a self-management school is expressed in the following aspects: the proper autonomy, cooperation, forming of the content of proper activity, the certitude of permanent work, organisational responsibility and accountability. The pedagogical activity of the teachers enlarges, becomes more various and important, increases the feel of commitment and personal responsibility in relation to the whole educational system.

The self-management of the pedagogical collective or pedagogical autonomy- is the management of pedagogical staff of the school and life of its collective. Here we can refer to the collective resolution of professional and production matters arising in the activity of pedagogical staff of school, their highest attraction in the school management.

The author proposes to create a teachers' community, which will consist of autonomous teams of teachers. The purpose of the teachers' community is to create a well-organized pedagogical collective, which, on the basis of self-management will take responsible decisions on school's development strategy together with the administration; will discuss the financial and human resources matters, will participate in the forming of schools budget and will take decisions on organisational and professional matters regarding the activity of pedagogical staff.

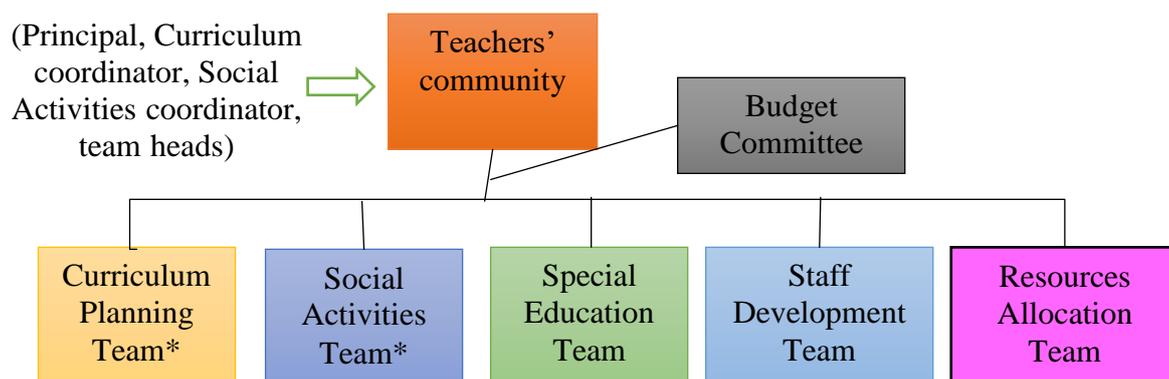


Fig. 4. Organizational structure of teacher's community based on commands

Source: developed by the author

Note: All the teams include teachers and parents, and are headed by a teacher. Teams marked by an asterisk include pupils as well.

From the perspective of a systematic approach to the problem of self-government, on the one hand, the value of teachers will be increasing his professional capacity, his personal talents will determine his place in the team, and he will become a full participant in the processes related to the planning and implementation of educational work. On the other hand, in the self-governing school, there is demanded a better value and a greater contribution from teachers, a greater motivation.

In order to obtain more precise information about the nature of the influence of self-government on the functioning of the teachers, the author realized a sociological study. The study group was formed by 234 teachers, the majority of them being women.

The study realized by the author revealed the necessity of motivation of teachers' professional development (67%), the elaboration and application of new methods of instruction in the educational process (65%), but for a part of teachers (60%), the orientation for development depends on the conditions (not having the possibility to participate in the working up of school's strategy and policy).

Factors that impede the professional development are, firstly, the personal ones: lack of time, limited resources, constrained circumstances, proper inaction.

In order to eliminate the impediments of professional growth of the schools' staff, the author has chosen a coaching technology, which is able to increase the motivational component of the professional-creative self-development of teachers, their assimilation of professional competences. At the basis of coaching lies the setting of the maximal fast achievement of purposes, by bringing into action of teacher's inner potential, assimilation of advanced technologies in getting the result (Fig. 5).

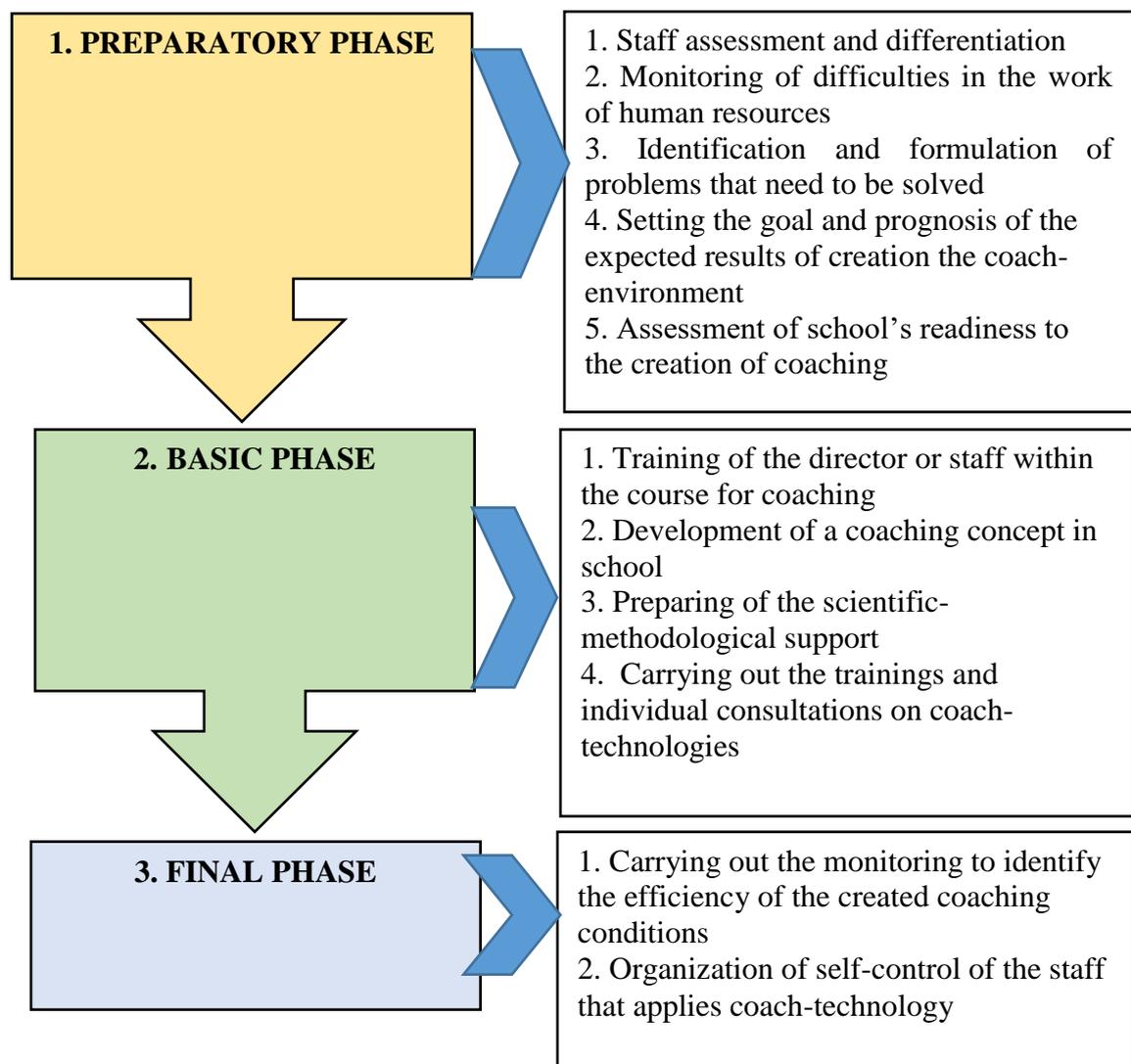


Fig.5. Steps to create the conditions of coaching environments in school

Source: developed by the author

The step-by-introducing of the coach-technology allows the creation of a coach-environment, which is directed to development of the motivation of professional growth of the staff; increase their effectiveness in pedagogical and managerial activity; create the conditions for professional self-education and self-development.

One of the most important matters in self-management of schools is their financing. School financing is done from the state budget, local budgets and other resources (parents, sponsors). The local authority is obliged to give a large part of the operating budget to the educational institution. The share of local authority funded administrative expenses are fixed and it depends on the type of order expenditure, level of education, type of school supervision and socio-economic ranking of the local authority.

Supervision after implementation of the financial and managerial aspects – the school managerial staff will formulate and implement supervision mechanisms. In order to perform an

effective supervision of the implementation of budgetary aspects and administration, during the transfer to school-based management, additional mechanisms have to be implemented. Among others, there will be such actions as: signing a binding contract with every funding body over the 'student basket' that will be transferred to the boarding school and the obligatory principals, a periodic declaration of the network, in regards to the money transferred to the boarding school bank account, with details as to which resources are supposed to be transferred, and developing an internet data base containing financial reports of the boarding school on a standard and uniform platform.

III. GENERAL CONCLUSIONS AND RECOMMENDATIONS

In educational system of Israel, as well as in the educational systems of other countries, is currently progressing the tendency of decentralization of education and transferring of the appropriate authority to municipal councils and schools. Its meaning lies in the fact that the school fully acquires the pedagogical and administrative authority to make responsible decisions.

Studies on "Decentralization of schools in Israel in the context of new managerialism", allow us to formulate the following **conclusions**:

1. The decentralization of an educational system is a long process that involves the fundamental reform of the system and the transition to the school self-management. The common activity of transferring some authorities from the central education bodies to the local authorities and schools will lead to an effective work of various subdivisions of the educational system, as well as to the implementing of school autonomy. That is why it is necessary to introduce the notion of "model of a combined educational system".

2. The process of decentralization in the educational system of Israel is associated with the contradictions between schools, external supervision and control system. The type of contradictions totally differs from those arising within the implementation of similar processes in other developed countries.

The process of decentralization implying schools must be viewed in two aspects: in the frame of internal and external decentralization. The external decentralization is characterized by the relationship among the Ministry of Education, the local Educational Department and the school. The author presents the correlation between the Ministry of Education and the local Educational Department by the characteristics of a combined model of education systems on the following directions: pedagogical and administrative decisions, construction and renovation of schools, decisions in finance. Within the internal decentralization of a separate school, the relationships are built among the administration, teachers and students. In terms of the

organizational model proposed previously, it is possible to redistribute the responsibilities between the local Educational Department and schools.

3. The goals of transferring to a self-based management are: creation of a pedagogic, managerial and financial infrastructure, which will enable the students to achieve better results and provide the best solution for the educational, emotional and social welfare of the students.

4. There has been formed a methodological approach for forming autonomy for teachers, for an effective management of school's staff. It is important for the school education to have a professional staff and to invest in its training, skills and work conditions, as a part of the overall staff.

In order to create a well-organized pedagogical collective, which can solve various self-management problems at school, it is proposed the creation of a management structure based on the teachers' autonomy. By means of the teachers' autonomy it is possible to solve collectively the professional and work matters regarding the activity of pedagogical staff of the school and to attract them to get maximal involved in the management of school. The suggested organizational structure of the pedagogical autonomy is based on the work of teams.

5. The coaching approach and the proposed methodology for creating a training environment for professional development of teachers and effective management of school personnel will increase the potential of teachers. The proposed coaching technology in the educational field is a fundamentally new direction. It is based on the formulation and fast achievement of the goals by the mobilization of the internal potential of the school's staff.

6. „New managerialism” is based on a commercial connection – management is a process of organizing and getting results. The principles of new management are expressed in the education by means of: promotion of measurement, following-up, control, regulation of the types of government that are usually opposed to caring, which lies at the core of good education. The principles of the new managerialism in education allow the transition from the state financing to multiple sources of financing. The Head of the school is seen not only as a didactic leader, but also as a manager of the school system.

The resolution of the issues regarding the researches on decentralization of schools in Israel, in the context of new managerialism, which were reflected in the present work, as well as the methodologies and tools, that would help to create conditions for transition of schools to self-management, may be examined as the following methodological **recommendations**:

1. For the Ministry of Education of Israel and the internal board members: to use the suggested combined model to determine the trends of development and monitoring of the educational management system. Act of implementation (Certification) ID 22422448 from 13.03.2017.

2. The heads of the schools: to contribute to the creation of teachers' autonomy on various directions: planning of the curriculum, social activities, staff development, and allocation of resources, membership of a special education and budget committee.

3. Schools directors - to promote the introduction of the coaching technology, proposed for the improvement of the potential and capacities of the school staff.

4. The Ministry of Education of Israel: to continue the application of decentralization as a principle of new managerialism. Act of implementation (Certification) ID 22422448 from 13.03.2017.

IV. BIBLIOGRAPHY

1. Mons N. Décentralisation: y a-t-il une exception française? Les enseignements des comparaisons internationales. In: La revue de l'inspection générale. Existe-t-il un modèle éducatif français ?, 2003, p.108 – 115.
2. Peters Thomas J., Waterman Jr. Robert H. In Search of Excellence: A Three-Generation Report Card. New York: Company Press, 2001. 420 p.
3. Victor H. Vroom. Leadership and the Decision Making Process. In: Organizational Dynamics, 2000, nr.4, p.82-94.
4. Key data on the education system. Knesset, 2016.
<http://meyda.education.gov.il/files/MinhalCalcala/NetunimTashhV2.pdf>

V. LIST OF PUBLISHED WORKS

1. Ben Shabo Rina. The Decentralizing Manager – An Ideal or a Dream. In: Tzippori Community Education Centre, Community Centre Society of Israel Ltd. 6. Moti Shrai, 2012. <http://mcd.org.il/site/wp-content/uploads/2015/07/article-Rina-1.pdf>.
2. Ben Shabo Rina. Delegation of Authority - the Why and Especially the Wherefore. In: Tzippori Community Education Center, Community Center Society of Israel Ltd. 6. Moti Shrai, 2012. <http://mcd.org.il/site/wp-content/uploads/2015/07/article-Rina-2.pdf>.
3. Ben Shabo Rina. The manager as the spirit of renewal in delegating authority in boarding schools. In: Scientific- production magazine «Наука», Kazakhstan: M. Dulatov Kostanay Engineering and Economics University, 2015, №3, p.18-25. ISSN 1684-9310
4. Ben Shabo Rina. Delegation of authority, decentralization, concentration, responsibility and everything in between. In: Materialele Conferintei Stiintifice Internationale „Managementul echipei orientat spre cresterea performantei firmelor din Republica Moldova și România” 30 octombrie - 2 noiembrie 2015. Administrarea Publică, Euforia de Nord, Constanța, 2015, p.108-112. ISBN 978-606-13-3082-9.
5. Бен Шабо Р.М. Challenges in managing a boarding school for 'adolescents in distress'. In: Materialele a VI-a Conferință Internațională Științifică-practică «Dezvoltarea sistemelor economice moderne: provocări și alternative a le secolului XXI» 26-27 noiembrie 2015, Chișinău: Universitatea Slavonă, 2016, p. 133-136. ISBN 978-9975-117-36-4.
6. Ben Shabo Rina. The Israeli education system in the perspective of decentralized management. In: Материалы VII Международной научно-практической конференции Костанайского инженерно-экономического университета им. М. Дулатова «Инновации, предпринимательство и бизнес-образование в современном мире» 05 февраля 2016.

- Казахстан: Костанайский инженерно-экономический университет имени М. Дулатова, 2016, p.55-58. ISSN 1684-9310.
7. Благоразумная О.Н., Бен Сабо Рина. Преимущества децентрализованной системы образования в Израиле. In: Материалах Международной научно-практической конференции «Соціально-економічний розвиток регіонів в умовах децентралізації: цілі, механізми, інструменти» 27 мая 2016. Одесса: ОРІДУ НАДУ, 2016, с.15-17.
 8. Ben Shabo Rina. Delegation of authority as leading propulsion at school. In: Международная научно-практическая конференция «Роль современной науки в формировании гражданского общества» 28-29 апреля 2016. Тирасполь: Тираспольский филиал Московская академия экономики и права, 2016, p. 422-428. ISBN 978-9975-3110-0-7.
 9. Ben Shabo Rina. Trends in the development of education system in Israel. In: журнале «Вестник», Казахстан: Костанайский государственный педагогический институт, 2016, №4, p.39-43. Index 74081.
 10. Ben Shabo Rina. Delegation of management authority in school. In: International scientific conference «Economic and management assurance`s viability for sustainable development of the regional economy during the EU integration» September 16-17 2016 Balti: State University „Alec Russo”, Iași: PIM, 2017, p. 247-249. ISBN 978-606-13-3642-5.
 11. Ben Shabo Rina. The concept of "new management" as the basis for the transformation of the education system management. In: International scientific conference «Economic and management assurance`s viability for sustainable development of the regional economy during the EU integration» September 16-17 2016 Balti: State University „Alec Russo”, Iași: PIM, 2017, p. 143-147. ISBN 978-606-13-3642-5.
 12. Blagorazumnaia Olga, Ben Shabo Rina. Perception of the role of director of a boarding school in relation to decentralised management. In: Материалы VIII Международной научно-практической конференции Костанайского инженерно-экономического университета им. М.Дулатова «Индустриализация - основа нового экономического роста государства» 30 ноября 2016. Казахстан: Костанайский инженерно-экономический университет имени М. Дулатова, 2016, p. 36-38. ISSN 1684-9310.
 13. Blagorazumnaia Olga, Ben Shabo Rina. Decentralization processes in the field of education in different countries. In: Scientific magazine «Studia Universitatis Moldaviae», Chisinau: Universităţii de Stat din Moldova, 2017, nr. 2(102), p.184-189. ISSN 1857-2073. Categoria B.
 14. Ben Shabo Rina. The application of the new coaching approach in the management of the school staff. In: журнале «Вестник», Казахстан: Костанайский государственный педагогический институт, 2017, №2, p.56-61.
 15. Ben Shabo Rina. Self-management in schools in Israel: research, models, factors, responsibility and solutions. În: Journal of the Mofet Institute in Israel, 2017, № 61, p.50-58. (Hebrew).
 16. Благоразумная О.Н., Бен Шабо Р.М. Principle trends for improvement of boarding schools from centralized to decentralized management. In: Materialele a VII Conferință Internațională Științifică-practică «Economia inovațională și dezvoltarea economică durabilă: analiza problemelor și perspectivei – ediția VII» 17-18 noiembrie 2016, Chișinău: Universitatea Slavonă, 2017, p. 62-69. ISBN 978-9975-117-36-4.

17. Ben Shabo Rina. Decentralization and education - rationale, implementation in different countries. In: Scientific Journal EcoSoEn. Chişinău: ULIM, 2018, an. 1, nr. 1, 2, p.231-237. ISSN 2587-344X.
18. Ben Shabo Rina. The decentralizing manager – an ideal or a dream. In: International scientific conference «Economic and management assurance`s viability for sustainable development of the regional economy during the EU integration» September 16-17 2017 State University "Alec Russo" from Bălţi, SU Bălţi: "Alec Russo", 2018, p. 75-78. ISBN 978-9975-50-215-3.

ADNOTARE

Numele și prenumele autorului: Ben Shabo Rina

Titlul tezei: Descentralizarea școlilor din Israel în contextul noului managerialism

Gradul științific solicitat: Teză de doctor în științe economice

Anul perfectării tezei: 2018

Structura tezei: introducere, trei capitole, concluzii generale și recomandări, lista bibliografică din 171 titluri, 146 pagini de text de bază, 26 tabele și 51 figuri, 11 anexe.

Numărul de publicații la tema tezei: 18 lucrări științifice

Cuvintele-cheie: centralizare, descentralizare, împuterniciri organizaționale, responsabilitate, structură ierarhică, extinderea posibilităților angajaților, relații financiare.

Domeniul de studiu: 521.03 - Economie și Management în domeniul de activitate.

Scopul și obiectivele tezei constă în elaborarea aspectelor teoretice și metodologice, precum și ghidarea practică a aplicării descentralizării ca direcție a noului managerialism în procesul managementului școlilor din Israel. **Obiectivele tezei** sunt: studierea genezei și evoluției abordărilor privind teoriile moderne ale managementului în instituțiile medii de învățământ; efectuarea analizei mecanismului de gestiune organizațional-economic în baza procesului descentralizării instituțiilor medii de învățământ din Israel; crearea abordărilor științifico-metodice privind perfecționarea mecanismului de gestiune în instituțiile medii de învățământ din Israel.

Noutatea și originalitatea științifică: propunerea noțiunii „model de sistem educațional combinat”; recomandarea modelului organizațional de delegarea puterii de la organele locale de gestiune ale Israelului la managementului educațional școlar în contextul decentralizării și a autogestiunii; determinarea și evedințierea unui sistem de controverse în procesul de pregătire a scopurilor și obiectivelor în politicile educaționale ale Israelului în baza informațiilor sociale primare și studiul empiric; dezvoltarea aborderii metodice pentru formarea autonomiei profesorilor; argumentarea oportunității aplicării abordări de tip coaching și propunerea metodei de crearea a unui mediu «coach» în baza unui model gradual.

Problema științifică importantă soluționată constă în fundamentarea din punct de vedere științific a conceptelor teoretice și practice a managementului descentralizat în sistemul educațional al Israelului, fapt ce a determinat oportunitatea promovării noului managerialism în vederea aplicării managementului descentralizat prin metoda coaching și autogestiunea financiară.

Semnificația teoretică a lucrării constă în abordarea metodologică complexă, care se bazează pe combinarea argumentării teoretice și aplicarea practică a recomandărilor propuse. Ipoteze teoretice cunoscute privind tema cercetată sunt prezentate în publicațiile savanților israelieni și de peste hotare.

Valoarea aplicativă a lucrării constă în faptul că recomandările și concluziile propuse, vor îmbunătăți relațiile dintre autoritățile sistemului educațional local și școli într-un mediu descentralizat, iar conducerea va permite școlilor autonome să asigure o gestiune eficientă a personalului școlilor. Abordarea metodică a crerii autonomiei profesorilor va permite managerului să asigure necesitățile de bază ale școlii și personalului instituției. Au fost examinate posibilitățile de utilizare a metodei „coaching” și în alte școli din Israel.

Implementarea rezultatelor științifice: studiile științifice sub formă de concluzii și recomandări, au fost prezentate în cadrul conferințelor științifice și publicate în reviste. De asemenea, acestea au fost recunoscute ca fiind utile pentru dezvoltarea procesului de descentralizare a managementului în școlile din Israel.

АННОТАЦИЯ

Фамилия, имя автора: Бен Шабо Рина

Название диссертации: Децентрализация школ в Израиле в контексте нового менеджериализма

Научная степень: доктор экономических наук

Год защиты диссертации: 2018

Структура работы: введение, три главы, выводы и рекомендации 171 источников библиографии, 146 страниц основного текста, 26 таблиц, 51 рисунок, 11 приложений.

Количество публикаций по теме: 18 научных статей.

Ключевые слова: централизация, децентрализации, организационные полномочия, иерархическая структура, расширение полномочий сотрудников, финансовые отношения.

Область исследования: 521.03 – Экономика и Менеджмент в бизнесе.

Цель и задачи диссертации заключается в разработке теоретических и методологических аспектов, практического руководства по применению децентрализации как направления нового менеджериализма в управлении в школах Израиля. Задачи: изучить генезис и эволюцию взглядов на современные теории менеджмента в средних учебных заведениях; провести анализ организационно - экономического механизма управления на основе процесса децентрализации средних учебных заведений Израиля; разработать научно-методические подходы совершенствования механизма управления средних учебных заведений Израиля.

Научная новизна и оригинальность: предложено понятие комбинированная модель системы образования; предложена организационная модель взаимоотношений местных органов Управления образованием и школ в условиях децентрализации и самоуправления; определена система разногласий в процессе обеспечения целей и задач образовательной политики Израиля на основе первичных социальных данных и эмпирических исследованиях; сформирован методический подход к формированию автономии учителей; аргументирована целесообразность применения коучингового подхода и предложена методика создания в школе коуч-среды на основе пошаговой модели.

Решение научной проблемы заключается в развитии теоретических и практических концепций применения децентрализованного управления в системе образовании Израиля, подтверждая желательность содействия новому менеджериализма применение децентрализованного управления с использованием метода коучинга и финансового самоуправления.

Теоретическая значимость работы заключается в комплексном методологическом подходе, основанном на сочетании теоретической аргументации и практического применения предложенных рекомендаций. Известные теоретические положения представлены публикациями по данной проблеме израильскими и зарубежными учеными.

Практическая значимость работы заключается в том, что предложенные выводы и рекомендации позволят улучшить отношения между местными органами образования и школами в условиях децентрализации, позволят руководству обеспечить эффективное управление персоналом автономной школы. Методический подход к формированию автономии учителей позволит менеджменту обеспечить основные потребности школы. Были рассмотрены возможности для использования метода «коучинг» в различных школах в Израиле.

Внедрение научных результатов: научные исследования в виде выводов и рекомендаций были представлены на научных конференциях и в журналах, а также признаны полезными для развития децентрализации управления в школах Израиля.

ANNOTATION

Name of the author: Ben Shabo Rina

Title: Decentralization of schools in Israel in the context of new managerialism

Scientific degree applied: Doctor of Economic Sciences

Year of thesis: 2018

Structure of the thesis: introduction; three chapters; general conclusions and recommendations; bibliographical list of 171 titles, 146 pages of basic text, 26 tables, 51 figures and 11 appendixes.

Number of publications on theme of the thesis: 18 scientific articles

Keywords: centralization, decentralization, organizational authority, hierarchy structure, empowering the employees, financial relationships.

Specialty: 521.03 - Economy and Management in field of activity

The purpose and objectives of the thesis: consists of working up the theoretical and methodological aspects, practical guidance on the application of decentralization as the direction of the new managerialism in the management of Israeli schools. **Objectives:** to study the genesis and evolution of the modern concepts of educational system management; to give an analysis of the organisational-economic management mechanism, on the basis of the decentralization process of secondary educational institutions in Israel; to create scientific-methodological approaches regarding the improvement of the management mechanism of secondary educational institutions in Israel.

The scientific novelty and originality: it is proposed the concept of combined model of education system; it is proposed an organizational model of interrelations between the local bodies of the Education department and schools, in the conditions of decentralization and self-management; it is determined the system of contradictions in the process of providing the goals and objectives of the educational policy of Israel, in terms of the primary social data and empirical researches; it was formed the methodological approach of the teacher's autonomy formation; it was argued the expediency of the coaching approach application and it was suggested a technique of creating a coach-environment within school, on the basis of a step-by-step model.

Resolution of the scientific problem consists of the development of theoretical and practical concepts of the application of the decentralized management in Israeli school education. The results of the research show that there is a significant correlation between the decentralized management and the empowerment of the school staff. The methodological approach to the formation of the teachers' autonomy will enable to balance the various responsibility spheres in school. The application of coaching will allow the teacher to realize effectively his potential.

The theoretical significance of the work is the complex methodological approach, which is based on the combination between the theoretical motivation and practical application of the suggested recommendations. There are presented famous theoretical statements on this issue, in the publications of Israeli and foreign scientists.

The applicative value of the work is that the proposed conclusions and recommendations will improve the relations between educational system authorities and schools in a decentralized environment, and the administration will allow the autonomous schools to ensure an effective management of the school staff. The methodological approach to the formation of teachers' autonomy will enable the administration to cover the basic needs of school and school staff. There were examined the possibilities of coaching technology application in other schools from Israel.

The implementation of the scientific outcomes: the scientific researches in the form of conclusions and recommendations were presented at scientific conferences and magazines; and, also, they were recognized beneficial for the development of the management decentralization in Israeli schools.

BEN SHABO RINA

**DECENTRALIZATION OF SCHOOLS IN ISRAEL IN THE
CONTEXT OF NEW MANAGERIALISM**

Speciality 521.03 - Economics and management in the field of work

Abstract of thesis for an academic degree of a PhD in economic sciences

| | |
|--|---|
| Approved for printing: data Paper ofset. Printer ofset.. Printing sheets.: ... | Paper format 60x84 1/16 Circulation ... ex Order Nr.... |
|--|---|

Name and address of the institution where the review of the author was printed