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## Intercultural education important component of lifelong learning

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### Abstract

Adult education is a response to modern society and which continues to "move", keeping as a goal, the adult education in areas of interest such as foreign languages, ICT, parental education, and so on; the adults are the heart of the education process and it helps them to identify their place in society and become better and able to adapt to the requirements of this world. This paper presents a Grundtvig partnership project aimed to improve the adults' quality of life through transnational cooperation, by engaging them in artistic and literary activities, promoting knowledge and understanding of different European social and economic cultures.

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### 1. Introduction

The adult education presents an answer to the modern society and it is continuously changing and it has the purpose of adult training in the following domains: foreign languages, ICT, entrepreneurial and economical education, democratic citizenship education, parents' education; the adult is in the center of the educational process and it helps him to identify his place in society so he can become more efficient adapting to the worlds needs.

Considering the importance of culture and traditions for a specific country, I consider that we need to offer a special attention to intercultural adult education, with the purpose of improving their communication, besides their social, religious and nationality membership.

As we are caught in a world that is continuously changing, the school needs to keep up with the changes; this means that we need to change the way we think, both the teachers and the whole School-Family-Community triad.

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The school provides not only a part of education that a child receives; a good part of education happens outside of school; research highlights the influence of parental attitudes on student achievement, especially on learning motivations and behaviours that some parents may benefit from the collaboration with the school (Collins et al., 2000). Moreover, the literature shows that positive parenting practices (for example, kindness and appropriate discipline) are associated with fewer behaviour problems of children (Kotchick & Forehand, 2002). The best results of development are considered to be associated with parenting practices that promote autonomy but also sensitivity, responsiveness and availability of the child's needs when necessary (Bowlby, 1988).

Time management is one of the most serious problems of the XXI century. Due to the option for a rewarding professional career, many parents end up not able to cope with responsibilities for the family. Those who suffer most from this problem are children.

Parents revolve in a vicious circle, considering that a good job entails a better salary and therefore better living conditions for their children and in other conditions they might not be able to offer all these. At the same time parents do not spend enough time with children at an age when they most need them, and this leads to faulty relationships and their evolution is not just in the direction they wanted it.

The most important thing for parents is to realize what means the time they cannot spend with their children for their development in all aspects and especially for their personality. Child-parent relationship depends very much on the time they devote for the child in his/her life. The type of relationship that is born reflects entirely the extent to which the child felt that he/she is important in a parent's life (Ciohodaru, 2004).

From this point of view, considering that it is the fate of our children and of our future generations of adults, we need to pursue our target and make the change, not only by accident, but with responsibility, and to answer the needs of our young people.

The teacher, as an agent of change, needs to accumulate competence conditions. Professional competition represents the capacity to apply and to transfer and it combines knowledge and skill in various working situations and environments, so that we can complete our work activities, at the specified level of occupational standard.

From the perspective of us as citizens of European Union, teachers need to have the following competences:

- Communication in the native language;
- Communication in a foreign language;
- Applied science and technology through specific activities;
- Using ICT;
- Teaching himself/herself as well as teaching others;
- Assertive communication and relations;

Adult education is a problem that is systemically approached in all European countries, as a resource for economic, technical and human development, and to assure equal chances. Therefore, teaching programs throughout life are beginning to be a priority of the learning system all over the world and it is a necessity; every person is faced with permanent self-education, not only to update their professional competences but to also to keep up with the economical, political, social, cultural and informational requests and changes.

In order to meet societies challenges and to become agents of our own formation, persons who are capable to organize and structure knowledge, who have their judgment and responsibility of an active citizen formed in a society of knowledge, in the UNESCO Report (DELORS Report, 1996) it is stressed the importance of combining the four fundamental means of learning throughout life: learning to know, learning to do, learning to live in a community and learning to be.

Man is a cultural being, consequently, he is educable, permeable to contacts, dialogs and cultural influences (Antonesei, 1996).

Teaching, defined in terms of process, signifies the human being's intentional, positive and long-term transformation, in perspective of finalities explicit formulated and elaborated at the level of society's macrostructure level. Education is, as well an individual process of human transformation on the basis of intellectual bonding of culture (humanization) and a social process of transforming man by long-term and planned contact of essential forces rooted in cultural values (socialization) (Panțuru, 1995).

The school's main and generic objectives of intercultural education are:

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