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EDITORIAL

THE FACULTY OF EDUCATIONAL SCIENCES
OF
"DIMITRIE CANTEMIR" CHRISTIAN UNIVERSITY
FROM BUCHAREST – A SCHOOL FOR THE FUTURE

In the period 18-20 April 2013, The Faculty of Educational Sciences within “Dimitrie Cantemir” Christian University was the protagonist of two scientific events on an international scale, which had as a liaison the destiny of the European education today and in the future: the international conference “Education in the Future” and the international workshop within the European project “Connecting Generations”, Grundtvig Program, the European Commission.

The international conference “Education in the Future”, held between 19-20 April, remains a cornerstone both for the research activity in the field of the educational sciences carried on within the specialized Faculty of our university, as well as an important landmark for our home and international partners who attended this scientific event.

The conference was attended by 13 foreign partners: 7 from Turkey, 2 from Greece, 3 from Italy. A remarkable presence was that of the Prof. PhD. Jukka Kangaslaiti from Turku University - Finland who, in December 2012, became a visiting professor at the FES within “Dimitrie Cantemir” Christian University.

Equally important was the participation of our colleagues, academics and researchers, managers in education, both from the Faculty of Educational Sciences and from other UCDC faculties, as well as from other higher education institutions from Bucharest and from the country, such as: the Institute of Educational Sciences, the National School of Political and Administrative Studies (SNSPA), the Academy of Economic Studies (ASE), the Polytechnic University, representatives of the School Inspectorate of the Municipality of Bucharest, the University of Craiova, the University of Pitești, the Faculty of Educational Sciences, the University “Vasile Goldiș” of Arad, the University “Petre Andrei” of Iași, the University „Dunărea de Jos” of Galați.

The topic of the conference also attracted the participation of the colleagues from pre-university education, both from the capital and from the country. The proceedings of the conference were held in Aula Magna, where, in the plenary
session, a panel on the social dimension of the Bologna system was established and then, in parallel specialized sessions: 1st Section: Early Education and Intergenerational Culture; 2nd Section: the Social dimension of the Bologna System. A total of 47 papers were submitted in the plenum and in the two sections.

The Conference plenum opened with the presentation of the paper: Private Universities - Competitiveness and Modernity Poles for Romanian Higher Education, author: Prof. PhD. Corina Adriana Dumitrescu, founder and rector of the UCDC, who highlighted the role of private education as a viable alternative to the development of the Romanian higher education; her contribution, in conjunction with the founder President of the UCDC, Prof. PhD. Momcilo Luburici, to the development of the Romanian private higher education in the last 23 years is a remarkable one.

Call to Rethinking Education was the paper presented by the author of the concept of reform of the Finnish educational system, Prof. PhD. Jukka Kangaslahti, the outcome of a genuine research work, compatible with the conference profile. “Investment in education” is a key element, concerned not only with management, but also with the real support which should be given to teaching and learning. It is time - Prof. Jukka pointed out – to state unequivocally that "all schools are different and each child is unique."

School, Lifelong Learning - the Present and the Future was the paper submitted by PhD. Renato Luti, academic Coordinator for adult education in Castelnuovo di Garfagnana, Italy. It was an exceptional presentation which underlined the fact that the Italian school system distinguishes between education, learning and professional training. The Italian system does not have a national system for adults and permanent education has no autonomous structures and national standards. Despite this fact, in Italy there are occasions and opportunities for LLL spread: PTC, Permanent Territorial Centers for education and training at adult ages, cultural associations engaged in formal activity and non-formal adult education.

Education in Greece & Living Values, Dionysia Papadopoulou, teacher trainer, instructor in Adult Education, Greece. In an era in which a very widely spoken word is change, the values that the ancient Greeks based their existence on, Truth, Good, and Beauty – remain, however, an unalterable actuality. The education - underlines Prof. Dionysia Papadopoulou - ensures the conditions which promote the values of democracy, the respect for human rights, peace and freedom.

The Current Education System and the Factors that Integrate Generations
in Turkey, Ayca Kaldirimci, Teacher at Şehit Kemal Secondary School in Izmir, Turkey. The author made an interesting presentation of the Turkish educational system, focusing on formal education. Filling the gaps between generations, connecting seniors and youngsters engage educational and cultural factors, both formal and informal.


A special note to the plenary session was conferred by the presence and speech of the Minister of Health, Senior Lecturer PhD. Eugen Nicolaescu, who pointed out the role of school in the evolution of a state, and the climax was the presence and the speech of the Foreign Minister of Romania, Lecturer PhD. Titus Corlăţean, who underlined the role of intercultural education in the communication among the countries of the world.

The plenum of the conference ended with the launch of the book: Methodological Aspects of Teaching and Learning, published at Prouniversitaria Publishing House in February 2013, a collective research work of the teaching staff from the Faculty of Educational Sciences, coordinated by the Dean of the Faculty; scientific referrers: Prof. Ph.D. Emil Păun and Prof. Ph.D. Sorin Cristea, University of Bucharest. The book presentation was made by Prof. Ph.D. Sorin Cristea who highlighted the scientific value and the original contribution to the specialized literature, based on the extensive research conducted in the field and the considerable teaching experience of the authors.

In the 1st Section: Early Education and Intergenerational Culture, scientific referrers: Prof. Ph.D. Jukka Kangaslahti and Prof. Ph.D. Emil Păun and convenors: Prof. Ph.D. Emil Păun and Lecturer Ph.D. Marin Tudor, the following papers were presented: Educational Occurrences of Paideia Clubs in Intergenerational Culture, Professor PhD. Octavia Costea, “Dimitrie Cantemir” Christian University, Bucharest; Parent Education - Education Partnership Essential Components, Lecturer Ph.D. Camelia Stănculescu, the Academy of Economic Săudătes; School and Professional Orientation, teacher Monica Popa, Teacher Florentina Stavri, Secondary School no. 56, Bucharest; Perspectives of Mathematics Study in the School of the Future, Lecturer Ph.D. Costel Chiteş, “Dimitrie Cantemir” Christian University, Bucharest; The Importance of Preschool Education in Child Development, Florentina Burlacu, graduate of

In 2nd Section: **the Social Dimension of the Bologna Process**, scientific referrers: Professor Ph.D. Sorin Cristea and Prof. Ph.D. Nicolae Sacaliș and convenors: Senior Lecturer Ph.D. Gabriela Pohoață and Lecturer Ph.D. Conona Petrescu, the following papers were presented: **Some Considerations on the Axiological Education in Globalization**, Senior lecturer Ph.D. Gabriela Pohoață, “Dimitrie Cantemir” Christian University, Bucharest; **Community Development through Education**, Lecturer Ph.D. Vali Ilie, Teaching Staff Training Department, University of Craiova; **Formal Education – an Investment for Labor Market**, Lecturer Ph.D. Magdalena Pruneanu, Faculty of Educational Sciences, University of Pitești; **Culture of Difference – Culture of Tolerance in School**, Lecturer Ph.D. Ionuţ Vladescu, “Petre Andrei” University, Iași; **Education – Progress Factor**, Lecturer Ph.D. Mihaela Daniela Cîrstea, “Dimitrie Cantemir” Christian University, Bucharest, Teacher Laurenţiu Valentin Cîrstea, Secondary School no. 195, Bucharest; **Intercultural Education**, Teacher Daniela Varvaruc, Technological Service - “St. Andrew” High School, Ploiești, Prahova; **Challenges and Benefits of Intercultural Education**, Lecturer Ph.D. Mihaela Pricope, Polytechnic Institute, Bucharest; **The Intercultural Dimension of...**
Modern Education, Senior lecturer PhD. Florentina Alexandru, “Dimitrie Cantemir” Christian University, Bucharest; Global Education: the Intercultural Dimension, Junior lecturer Cristina Rhea, “Dimitrie Cantemir” Christian University, Bucharest; Human Capital Development - European Standards and National Realities, Lecturer PhD. Iuliana-Marinela Trașcă, “Dimitrie Cantemir” Christian University, Bucharest; The Meanings and Pertinence of a Philosophy of Education in the Future, Senior lecturer PhD. Iuliana Paștin, “Dimitrie Cantemir” Christian University, Bucharest. Computer and Social Knowledge, PhD. Alexandru Aurel Dumitru, “Dimitrie Cantemir” Christian University, Bucharest; Psychoanalysis in University, Lecturer PhD. Gabriel Balaci, “ Vasile Goldiş” West University, Arad; Emotional Intelligence and Teacher’s Changing Roles, Lecturer PhD. Mihaela Mocanu, Lecturer PhD. Mihaela Sterian, “Dimitrie Cantemir” Christian University, Bucharest; Emotional Intelligence between Science and Art, Lecturer PhD. Tudor Marin, “Dimitrie Cantemir” Christian University, Bucharest; Connecting Education Requirements to the Individual Psychological Peculiarities and to the Students’ Age, Lecturer PhD. Maria Condor, “Dimitrie Cantemir” Christian University, Bucharest; Theoretical and Practical Considerations on Teaching Psychiatry in Colleges of Psychology and Educational Science, Senior lecturer PhD. Simona Trifu, University of Bucharest, Alina Uta, clinician psychiatrist, “Prof. Dr. Alex Obreja” Clinical Hospital of Psychiatry, Dr. Monica Boer, “Prof. PhD. Alex Obreja” Clinical Hospital of Psychiatry; Economic Education between Formal, Non-Formal and Informal, Lecturer PhD. Monica Elisabeta Păduraru, The Academy of Economic Studies, Bucharest; Educational Paradigms, Lecturer PhD. Andrei Găitănaru – SNSPA; The Role of Values in the Third Millennium Economist’s Training, Researcher PhD. Ghenadie Ciobanu, The National Research Institute for Labor and Social Protection, Bucharest; The Impact of the Bologna System on Japanese Studies in Romania, Lecturer PhD. Magdalena Ciubancan, “Dimitrie Cantemir” Christian University, Bucharest;

From the papers presented at the conference, a selection was made for the publication in the current issue of Euromentor Journal.

The conference provided the participants with an opportunity of analyzing and problematizing some challenges the school from everywhere and from Romania is facing nowadays. From the general ones, the most significant are: globalization, cognitive society and its requirements, mass education and school democratization, school and the world of work (entrepreneurial paradigm and slippages of the market economy logic in education), diminution of the state’s
role in education, diversification of the educational field and of the social educational sources, offensive of the pragmatic and commercial values over the humanistic ones in education.

Among the customized challenges of our country (and not only) we can mention: the crisis of educational ends, discontinuous and contradictory educational policies, incoherent speech on the social role of school, degradation of the school’s social status and the identity crisis of the teaching profession, school culture anomie (inconsistency of the values) in the school system.

It is obvious that we cannot talk about education in the future, we cannot hope of “rethinking education” without a lucid radiography of the current school. We hope that the ideas presented in the conference will become reflection themes for a new approach of education, of the decisions that will underlie appropriate and consistent educational policies.

The contribution of the Faculty of Educational Sciences within UCDC to the European project Connecting generations, with partners from 7 European countries: Hungary, Italy, Greece, Poland, England, Slovenia, Turkey, within the international workshop held between 18-20 April, consists of the five Paideia clubs of the students and professors’ Forum of this faculty. They explore new values of the European concept of Paideia, which signifies, at present, lifelong learning and Agora forms of learning whose ethnic, spiritual and cultural values are handed down from one generation to another as a form of continuity of mankind’s memory.

Four concepts underlie the development of this project: 1. Paideia club; 2. intergenerational learning chain; 3. preparing children for life; 4. cultural, spiritual and economic values.

In our vision, The Paideia clubs are: local initiative space, space for learning and creativity; intergenerational and social synergy (parents and children learn, create and are entrepreneurs together); universal and national values: ethos, nobility, freedom, brand and local entrepreneurship.

The perception of the attendees from Italy, Turkey, Greece, was one of enthusiastic appreciation of the exceptional originality and pragmatic activity and willingness to cooperate for the transfer of these good Paideia practices to other European countries.

Senior Lecturer Gabriela Pohoată, PhD.
Dean of the Faculty of Educational Sciences
Abstract: It suffices to replace the concept of “disciplinary paradigm” (Thomas Kuhn, 1962) with that of “cultural paradigm” in order to realize that the limits of communication between scientists are valid for the communication between any human groups – since any group can be considered a cultural or sub-cultural community (ethnical communities, religious communities, social communities, professional fellowships, political parties etc.)

The globalization of contemporary society generates multiple interethnic and interracial contacts in which the general-semiotic component becomes a sine qua non condition of efficient communication; in return, the absence of this communicational competence leads to the blockage of communication between natives and non-natives, opening the way towards interethnic conflicts, religious wars or clashes of civilizations (Huntington). So, as we believe, the intercultural perspective must be urgently adopted in order to improve dysfunctions, to reduce the areas of insecurity and also to enhance communication, taking into account that we are witnessing a real explosion of contacts between peoples and cultures, between cultural paradigms.

The concept of transcultural competence determines qualitative clarifications that lead to the increase of the communication capacity between individuals, beyond natural, cultural and linguistic borders. As we believe, intercultural communication must be based on the communicative action that requires an explicit relation between “knowing” and “doing” in a intercultural communication situation. This paper is referring to the transcultural competences, a concept which implies the dialectic relation between personality and society (culture).

Keywords: cultural paradigm, intercultural communication, intercultural communication ethics, transcultural competence, transcultural education.
Paradigms – the deepest obstacles of intercultural communication

The incertitude regarding the possibility of having an authentic intercultural communication took shape following the emphasis put on some objective limits of the language’s capacity of functioning as universal currency, limits that render communication either an impossible act or an incomplete act. This is discouraging given that these limits do not belong to the interlocutors but rather to language itself, as they derive from the nature of knowledge. What are these limits, how do they act and how can they be overcome? These are some questions that we should answer in our quest for a rational answer to the fundamental question: Is intercultural communication possible?

A good guide in studying these mechanisms is the concept of “cultural paradigm”, used more and more often in the last four decades both in the social philosophy and in anthropology, psychology and sociology. It was borrowed from the philosophy of science, where it has been enforced by the American philosopher Thomas S. Kuhn. For him, the core concept in describing the dynamics of science is the one of paradigm, and the criterion that tells science from non-science apart is the settlement of issues.

Paradigms are patterns of scientific practice that can be encountered in the classical scientific papers and especially in textbooks and treaties; they underlie the instruction of a disciplinary group (physicians, chemists, etc.). On their basis, the instructor learns to formulate and resolve new problems. Paradigms are, therefore, “exemplary scientific achievements that, for a while, supply pattern problems and solutions to a community of practitioners”.

The fact that the members of a community of researchers share the same paradigm accounts for the fact that they communicate almost perfectly and without major impediments. This does not happen, however, with researches that share different paradigms because paradigms are incommensurable (they cannot be compared as there is no common “measurement unit”). The incommensurability of paradigms stems from the following: i) They imply incompatible presuppositions regarding the basic entities of the studied domain and their behavior; ii) They presuppose different criteria of defining “real” problems and

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“legitimate” solutions; iii) The observations performed by the researchers regarding the same realities are also incommensurable.

How can we explain the incommensurability of the observations? Although they look in “the same direction and from the same angle” (Kuhn), although the constitution of the sensorial apparatus is the same, researchers will perceive different things. This happens due to the tacit knowledge included in paradigms; it interposes in the stimuli – perception circuit. According to Ferdinand de Saussure², “the linguistic sign unites, not a thing and a name, but a concept and a sound-image [emphasis added D.B.]. The significant is no longer the object, but the concept which we know it is a cultural construction, not an observational (empirical) given thing. In the triadic model of Ch. S. Peirce, between the “representant” and “object” intervenes the “interpretant” which, as we have seen, is subject to the pressure of the social context, materialized in norms and conventions that vary from culture to culture³.

It thus appears a “rupture of communication” (Kuhn); the advocates of a paradigm cannot persuade the advocates of a rival paradigm regarding the superiority of their point of view and they will not be able to understand and accept the point of view of others. The arguments of the two parties shall be circular (they can be understood and accepted only by researchers that already work in the same paradigm).

It suffices to replace the concept of “disciplinary paradigm” with that of “cultural paradigm” in order to realize that the limits of communication between scientists are valid for the communication between any human groups – since any group can be considered a cultural or sub-cultural community (ethnical communities, religious communities, social communities, professional fellowships, political parties, etc.) We observe that the relationships between groups having different cultures are governed by Kuhn’s observations regarding “disciplinary groups”:

i) the advocates of a rival paradigm speak of different things even when they look “from the same angle” and “in the same direction”;

ii) the competition between rival paradigms is not settled through arguments or through the recourse to “facts”;

iii) the advocates of rival paradigms disagree regarding the “really important problems”;

² Ferdinand de Saussure, Course in General Linguistics (Published by Charles Bally and Albert Riedlinger), edition supervised by Tullio Mauro, Polirom, Iaşi, 1998.

iv) communication between them is always partial;
v) the advocates of rival paradigms live in different worlds (they see different things, differently correlated);
vi) complete communication is possible only within the same paradigm;
vii) the passage from a paradigm to another can occur for various reasons, not related to the logical demonstration or with empirical “proofs”.

Therefore, two rival paradigms are enough (rivalry regarding the same domain of the real) to give rise to communication obstacles – some manageable, others insurmountable.

This applies, unfortunately, to the communication between the Occident and the Arab world as well as between Christianity and Islam – which not always mean the same thing, although the two axes of communication often leave the impression that they overlap. Sometimes, the rupture of communication occurs between Islam and the laic paradigm of a secularized Occident, other times – between Islam and the Christian paradigm (and eventually the Catholic sub-paradigm), but more often than not Islam is represented by the Islamic fundamentalism. We shall leave aside the cleavages between the sub-paradigm of Judaic fundamentalism and the sub-paradigm of Islamic fundamentalism that has been nourishing for five decades the Middle East conflict.

**Transcultural competence – a new level of human competence**

The globalization of contemporary society generates multiple interethnic and interracial contacts in which the general-semiotic component becomes a sine qua non condition of efficient communication; in return, the absence of this communicational competence leads to the blockage of communication between natives and non-natives, of negotiations, of international relations, opening the way towards interethnic conflict, religious wars or clashes of civilizations (Huntington).

All researchers of the field agree that the intercultural perspective must be urgently adopted so as to improve dysfunctions, the areas of insecurity and, at the same time, to enhance communication, taking into account that we are witnessing a real explosion of contacts between peoples and cultures, between cultural paradigms.

Cultural differences have always existed and shall always exist, we cannot deny them. The real issue is the way in which they are coded, the attitude of individuals towards them, the attempts of some political forces of ideologizing them, of interpreting them in favor of their own ethnical
group and to the detriment of other groups. Therefore, the perception of differences represents the first step toward a real, authentic communication between the protagonists of different paradigms. How can we reach a new social perception of Difference? First of all, by means of a transcultural education promoting a positive approach of the Difference. This entails the notions of interaction, exchanges, reciprocity, real solidarity, equality of chances, etc. Second of all, the acceptance of these differences and the education in the spirit of interculturality.

Among the objectives of this transcultural education, we can enumerate:

- becoming aware of the cultural differences and observing them;
- going beyond negative biases and ethnical stereotypes;
- favoring the understanding of reality in an interdependent world and encouraging a coherent action within this reality;
- encouraging a positive perception of difference and diversity;
- seeking and highlighting the common points between cultures;
- generating positive attitudes and behaviors towards individuals belonging to other cultures;
- communicating with the other taking into account his system of reference.

These objectives can be achieved only if:

1. we understand the world we live in;
2. we detach from our own society and look at the world from outside our own world;
3. we get accustomed with other realities;
4. we do not approach difference as an inferior-superior hierarchization, to our own benefit;
5. we encourage positive attitudes, values and behaviors.

Transcultural education aims at conveying some knowledge, skills and values enabling the individual that lives in a pluralist society to give a new meaning to history, geography, language, culture, philosophy of man and society, psychology and ethics, integrated into a universalist vision, without losing his own roots. The generations of the future United Europe should all benefit from such an education.

In order to materialize the intercultural reality of our society we must bring again into discussion the personal behaviors and the control and power system that are responsible for the current inequalities. The dialogue between cultures and the development of an transcultural approach depend not only on the spiritual opening of individuals but also
on the behavior of political factors in charge. In order to practice interculturality, a certain spiritual mobility is required and it is not a given fact; it forms and bears the name of transcultural competence. For an individual (group) to acquire transcultural competence, he (it) must climb the ladder of spiritual evolution:

1. accept that each of us is at the same level;
2. accept the equality of rights, values and skills;
3. learn to know each other better;
4. engage in discussions, know the culture of others, meet others halfway, observe how others act, what they do, how they behave;
5. compare and exchange points of view, live other’s cultural experiences and ideas;
6. Accept criticism, reach agreements and take decisions together.

The concept of transcultural competence determines qualitative clarifications that lead to the increase of the communication capacity between individuals, beyond natural, cultural and linguistic borders. It is related to the “patters of the world”, acquired in the process of socializing in the national language and environment but which are to be applied to some foreign realities and behaviors. Starting from the comparative study of the living conditions in two societies, the concept of functional equivalence emerged (inspired from the theory of systems) that must be applied in the matter of the social and cultural value and recognition of two different societies.

The concept of socialization is based on three dimensions: 1) individual development of the personality, 2) the progress of democracy and the transnational and transcultural cooperation, 3) living together within a multi-cultural society.

With reference to these three dimensions, we must consider the controversial problem of the perception of the foreigner that must include analytical and evaluative strategies. Intercultural communication must be based on the communicative action that requires an explicit relation between “knowing” and “doing” in an intercultural communication situation. At the basis of intercultural communication ethics is the process of socialization and of performing the representation of values that presupposes the attainment of the following transcultural competences:

- the development of the concept of transcultural;
- the acquiring of the perception of the foreigner;
- the development of orientation skills in foreign situations;
familiarization with people having a different socio-cultural origin.

Learning to understand the Other means accepting its ethnocentric position regarding its own culture, without issuing value judgments related to this perception. If one succeeds in entering with the Other in an relationship of authentic communication, the Other shall launch a similar mental process, that Jean Piaget called *decentration*. We are dealing with a de-centration of the subject’s perception with reference to its own set of values that are over-evaluated by the psychological process of *centration*. As a result of this exchange and of these mutual rectifications, both parties are able to accept as natural the differences between the respective cultures.

The notion of *transcultural* implies a dialectic relation between personality and society (culture). This presupposes:

- Acknowledging the intercultural diversity of the possibilities of developing personality and the personality – society relationship.
- Taking into account the processes of evolution and the set of biographical elements of the individual in order to find different means of action;
- Having in view the natural environmental situations and conditions that form the sociocultural background of representations and behaviors;
- Analyzing the socialization processes depending on the general transcultural objectives of education and human evolution.

In order to do away with the barriers between different cultures we must not neglect the importance of direct contact between their members. For this purpose, in 1966 it has been founded the “European Youth Centers”, as an initiative for promoting connections between young people, for intercultural and linguistic learning that represents a prerequisite for an active European citizenship. It deals with foreign languages learning strategies intended for young people, for the managers of youth organizations at European level. These strategies focus on the learning of a foreign language in a multicultural group and, accordingly, on the application of intercultural communication in which youngsters have the possibility of learning, knowing and evaluating together with others the social, cultural, political and economic realities of the host country or city.
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PHILOSOPHICAL REFLECTION
AND ITS BENEFITS FOR CHILDREN

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Abstract: My theoretical interest here is in the possible benefits of teaching philosophy to children, as the project named “Philosophy for children” intended to prove in the past, and furthermore to emphasize the benefits of learning how to think in any theoretical or practical domain. My point is that philosophy as a discipline is the most appropriate way for a reflective mind, at any age, to access the horizons of any other discipline or area of study, because of its capacity of integrating and rationally articulating all the others. Of course, philosophy for children requires teacher’s ability to adapt the teaching formula to each level of education, to each class. In addition to all these, I intend to suggest that the project I have mentioned is worth being considered nowadays, more seriously.

Keywords: philosophy for children, logical thinking, interrogative thinking, critical thinking, argumentative thinking.

Motto: “The instauration of a trans-disciplinary culture, which could contribute to the dismissal of the tensions threatening the life in our planet, is impossible without a new type of education which is to take into consideration all dimensions of the human being.”

(Basarab Nicolescu, Transdisciplinarity. Manifest)

1. Axiological framework of philosophy

Eversince the ‘70s, international bodies such as UNESCO, International Bureau for Education etc., as well as various reunions and conferences organized on different continents have been preoccupied by a global process of integration regarding education. For instance, the Tokyo
Conference on educational issues in 1972 was already focused on two aspects: education of adults and cultural development, perceived as two chains of the global integration process, beyond the crisis of international cooperation in other domains¹.

As such, it can be observed how the stringency with which Basarab Nicolescu² underlines today the need for a change, for an improvement of the value system in education and research had its preceding signs since the second half of the 20th century.

With reference to the discourse related to the values and axiological reorientation, the single subject of study able to articulate debates is philosophy. More than that, the very purpose of philosophy focuses also on the improvement of the social dialogue, the optimization of the choice making and decision taking processes based on rational analyses, argumentative and critical approaches of the issues.

Furthermore, as the contemporary humanist Gaston Berger³ emphasized, philosophy is a necessary part of the overall education of an individual, representing the highest level of its abstract, conceptual thinking, while having an irreplaceable formative role for his personality, vision on the world and life, through the articulation of a viable set of principles, beliefs, norms, values and guiding ideals, on a rational and reasonable basis.

At present, in the Romanian arena of debates on pedagogical topics, our attention has been drawn by the theoretical positions of Constantin Cucoș, who speaks of an axiology of education⁴. It is defined as the domain that is meant not only to identify the promoted or emergent values in education, the study of the ways in which they coagulate, conflict but also to seek solutions for the settlement of value-related conflicts.

The complexity of the transformations at axiological level is imprinted, therefore, by the actual, local reaction to the principles that are enforced top-down:

- the principle of continuous education;
- the principle of self-education;

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the principle of inter- and trans-disciplinarity;
- the principle of interculturality in education.

These principles are a form of materialization of some ampler theoretical orientations and directions of action, of socio-anthropological and philosophical nature. And the process through which the life of the contemporary civilized man is rendered more complex has a descendent route, from mega-trends, more or less conscious, towards adaptive modifications at community, group or individual level.

Speaking about the enhancement of the complexity of educative phenomena, C. Cocos pinpointed the need to dilate the theoretical space from the traditional pedagogy to the educational sciences.

“But these sciences of education deepen even more the specializations. In default of a clear, coherent and integrating vision, all these fragmented approaches can disarray the entire pedagogical construction. It is only philosophy, as a large, unifying, generalizing perspective, that can ensure the bond and the contact between these approaches whose bases can be set only under the prerogatives of a philosophy (even an implicit one) that will accompany, substantiate and provide these approaches with a unitary, fecund, humanist finality.”

It thus becomes obvious that the study of such phenomena can only start from the integrating platform of philosophy, the only capable of supplying the overall vision, then descend towards the materialization and particularization of the influences and determinations and then come back with integrating final conclusions. Philosophy is meant to reflect upon the major trends, theories, ideologies, currents of thought that set entire communities, nations and epochs into motion.

2. Can philosophy be addressed to children?

“Philosophy for children” is an educational program officially homologated in the U.S.A. in 1986 that offers an affirmative answer to this question. At the beginning, it represented the product of some initiatives of the American professor Matthew Lipman who, on account of a rich experience in teaching philosophy, managed to prove and show, by an ample unfolding of didactic “forces” in the field of pre-university education, the great number of benefits brought by this type of philosophical training of thought for students of all ages, from the primary to the secondary education. Here is a possible synthesis of these benefits:

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5 Constantin Cucoș, op.cit., p 10.
- a more accelerated development of cognitive abilities;
- the development of the appetite for information and communication;
- the polishing of the character and of the willpower;
- the embrace of some principles, norms and ideals;
- the exploration of ourselves through self-knowledge;
- the wish of expressing and affirming our own personality;
- the respect for others’ personalities and opinions;
- the enhancement of the evaluation capacity and of some value-related hierarchies;
- a better and quicker adaptation to the environment;
- the optimization of the interaction and communication with the peers.

This list is far from being exhaustive if we were to extract the conclusions of each story and each experience triggered through this revolutionary program of reinvigoration of reflexivity, reinvigoration which can be achieved by any well-oriented student. This is because the essential objective of the entire project is not the accumulation of data but rather the learning of the way in which we can think correctly, fertilely and constructively. As professor Petru Cristian wrote in the “Postscript” to the first manual of philosophy for children translated in Romanian, “what is to be learnt from the “Philosophy for children” program is the thinking itself and not something in particular, not a precise content. (“Where did the idea that philosophy teaches you the truth come from? It teaches you to think – not the truth. It gives you the direction of the truth, wrote Constantin Noica in Philosophical Journal.”)⁶

As regards the content of the philosophical reflections, we can invoke the beautiful and famous conclusion of the Romanian philosopher Lucian Blaga according to which philosophy is actually looking for answers to questions addressed by children. Indeed, the major everlasting philosophical themes have triggered the interest of whose who, freshly entered into life, explore the surrounding world and recompose, through curiosity and wonder, something from the wonder and wish for knowledge of philosophers regarding certain aspects such as the meaning of life, death, universe, space and time, etc.

Consequently, as P. Cristian stated, before philosophizing, man has to have acquired the habit of philosophizing and the mentioned program contributes to this acquisition though the familiarization of students aged from 6 to 16 years old with certain rules, strategies and techniques that develop:

- the logical (rational) thinking;
- the interrogative thinking;
- the argumentative thinking;
- the critical thinking.

Of course, these types of thinking overlap and all are subsumed to the verbalized thinking, since psychologists consider that there is no coherent thinking other than language. We could say that rational thinking is the one that observes the forms of correct thinking, following a natural logic of any clinically healthy mind; interrogative thinking, especially vivid in the first years of life, refers to the development of the capacity to raise meaningful questions, useful for debates that stimulate investigations and dialogue and, when they do not receive a (unique) answer, enrich the mind of those eager to answer; argumentative thinking presupposes that the formulation of any opinion, choice, decision is accompanied by a motivation supporting it and eventually arguing against a different or even divergent opinion, choice, decision; critical thinking focuses on the opening of the mind and the flexibilization of reflection, the habit of not taking something for granted but rather, by means of an evaluation effort, debate, pro and con argumentation, corrections, supplementations, measuring, thoroughness, of reaching a more nuanced perception of the debated topic and of expressing some Wittier opinions, more documented beliefs. Each of these types of thinking can contain interrogative and argumentative elements and, of course, it is preferable that they are all rational.

The methods of philosophizing in the classroom are the dialogue and the story-telling and the manuals conceived by the American author (and remarkably translated by Professor Doina-Olga Stefanescu) offer particularly thought-provoking short texts. In spite of their simple and accessible language, they manage to recompose fertile philosophical themes and interrogations.

For instance, the first lesson in the 1st grade textbook reconstructs, in a generally comprehensive manner, an issue tackled in Plato’s dialogue, Apology of Socrates. The heroine of the short story, Sanziana, says:
“I really don’t know anything! Besides this, of course. This is the only thing I know. The only thing.”

The issue of knowledge and the relation between knowledge and wisdom has been addressed by Socrates, as character of the above-mentioned dialogue, as follows: looking for an explanation for the surprising and enigmatic choice made by Pythia in the Oracle of Delphi, of affirming that Socrates is the wisest man, he states in fact that the single thing that he really knows with certainty is that he does not know anything. Therefore, the meaning in which Pythia’s statement can be perceived is that the true human wisdom is the lucidity and the modesty of recognizing the helplessness, the limits in really knowing something. “I know that I know nothing” becomes, therefore, the ultimate human wisdom.

It goes without saying that these reflections can and must be approached within the borders of the child’s capacity of understanding and expressing himself. This entails, from the part of the teacher, real empathy abilities, of nuancing and adapting the philosophical contents to the forms of stories and dialogues between students, at which he participates at an equal partner level, with openness and comprehension. Therefore, we are facing the need for a re-education of the style of thinking and of the way in which the teacher relates to children in order for the philosophy lessons to reach their purpose. The authors have provided this by doubling each textbook for children with a training manual for the teacher. The benefits are obvious for both students and teachers.

Petru Cristian describes the teacher’s role in this process of reflexive evaluation and self-evolution as follows:

“On this psychological background, the role of the educator – teacher, professor or parent – becomes essential. He must stimulate, with thoughtfulness and real understanding, the explicitation (verbalization) of the meanings grasped by the child, he must guide those spontaneous confrontations in an unconstrained, unostentatious and non-inhibiting manner though coparticipation ("from equal to equal") towards open, unbiased debates, unhindered by the temptation of serving certain “certainties”, of enforcing the “true truth”.”

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7 M. Lipman, op.cit., p. 108.
3. Openings

As it results from the previous considerations, the project “Philosophy for children” sheds light on the need for vocational education since only within an education that takes into consideration the special vocation entailed by the profession of educator can the specific values be promoted. As I believe, these values are:

- respect for the personality in the development process of the students;
- opening in the communication with the students;
- passion for supplying them information;
- drive towards the exchange of ideas, dialogue and debates involved in an efficient communication;
- generous desire of the educator, at any level of education, to contribute to the improvement of the intellectual, as well as moral capacities of his students;
- support granted in the formation of the students’ civic spirit and in its implementation in society and in the affiliation culture;
- the educator’s availability for continuous training and of learning, in his turn, from the interaction with the pupils.

The project “Philosophy for children” also answers a former need of education, signaled since the end of the last century. The Swedish A. M. Huberman wrote\textsuperscript{8}, in an analysis of the way in which education undergoes certain changes, about the need for \textit{innovating institutions, including schools}. They should be stimulated in order to adopt the change, to adapt to new perspectives, to create a compatibility of the beneficiaries’ values and needs, to function through de-centralized systems, to stimulate the collaboration between administrative managers and local teaching professionals. All these aspects are presented as potential changes that, in spite of their slower rhythm, would be more sustainable, inspired from the real local requirements.

All these being says, I believe that the project initiated two decades ago should be evaluated again, at least by the criteria of its real improvement in children’s cognitive, rational and communicational abilities.

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RETHINKING THE LONG-TERM AIMS OF EDUCATION

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Abstract: Children who begin their schooling today will be working until at least the end of 2070. No one knows what the world will then look like or even how societies might then function. Few can foresee what changes global events may bring to our lives over the next ten years. So what stands between us, or, more importantly, between our children, and the potential chaos of an unknown and unknowable future? Quite simply, our governments must develop public schooling. Wise investment in education is key, preoccupied not with smooth administration, but focussed upon the genuine support of teaching and learning. The time has come to say unequivocally that all schools are different and every child is unique. The way of standardisation, with its rigid controls and curriculum and massive filing protocols, leads only to a dead end.

If, by definition, the future tests our ability to adapt to the unknown, our very flexibility, how can we create flexible strategies in education to meet the needs of the next generation and those following? How can we, as we must, take steps to customise and personalise education? What will be the most crucial themes and objectives for future learning? This article will elaborate upon these questions, as well as consider the European Commission’s own response to the issue in its recent paper “Developing Key Competences at School in Europe”.

Keywords: Customized solutions, personalized teaching and learning, competences, emotional intelligence, equity in public education.

The fact is that our future is largely unpredictable. How do we prepare the young generations for the unknown, is one key challenge of education. The contents, methods and aims of education are and should be always open to debate. There is one basic educational principle though, which ought to be accepted everywhere: all children should have an access to quality schooling. My basic claim is that unless we are interested in working towards equity in education, the more difficult it is to understand its importance. For example, we seem to understand less

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and less about the reasons of various social crises, although these are often caused by the consequences of growing educational inequity. It is time we realize that fairness in our societies is not only an economic issue. The better a society is able to satisfy the basic physical, mental and material needs, the less exclusive its economic challenges will become.

It means that we comprehend less and less about the possibilities of different crises caused by the consequences of growing educational inequity amongst our fellow citizens in our respective countries. It follows that we have to realize that fairness in our societies is not at all only an economic issue. The better any society is able to satisfy the basic physical, mental and material needs the less exclusive the economic challenges will become.

Author of the infamous “Black Swan”, Taleb (2007: 164-163) who writes poignantly: “It is often said that is wise who can see things coming. Perhaps the wise one is the one who knows that he cannot see things far away.” Taleb also claims that if you agree with a given societal forecast, you should be worried about the realistic possibility of a significant divergence from that. In other words, the less accurately it is likely to be. Despite agreeing with Taleb, I venture to claim that it is useful, even crucial to plan ahead and build different, flexible teaching and learning scenarios, which could improve each child’s possibilities to have access to quality schooling and to enjoy learning. I believe that it is our obligation to organise schooling, which will prepare individuals with useful competences for decades to come.

Equity Comes First

Some of the current research indicates strongly that national school systems ought to apply strategies, which combine quality with equity. A recent OECD report makes the following statements: “Across OECD countries, almost one in every five students does not reach a basic minimum level of skills. In addition, students from disadvantaged socio-economic backgrounds are twice as likely to be low performers. Lack of fairness and inclusion can lead to school failure and this means that one in every five young adults on average drop out before completing upper secondary education.

Reducing school failure pays off for both society and individuals. The highest performing education systems across OECD countries combine quality with equity. The report presents policy recommendations for education systems to help all children succeed in their schooling.” (OECD, 2012)

If aspiring to create equity in education system builders have to set
some basic aims for the future development of public schools. For example, today in Finland today the quality of teaching and learning in urban schools and in remote rural communities is exactly the same. This means that parents can trust that the teachers of the closest school distant-wise from home have all the expertise needed to educate their children well. It also important to notice that Finland is running a public school system based on equity where each individual child is seen equally important. Therefore, the society has provided every girl and boy has been provided quality conditions to study and learn. (Kangaslahti, 2012 & 2013) For some forty decades the countrywide attempt to guarantee equity in education has been the basic principle of the Finnish education system and it seems to be paying off.

**Every child is unique, and so is every group of pupils**

Deep down every parent, every teacher, and every politician knows that every human being is unique and so is every group of students. It is almost paradoxical, therefore that most current education systems desperately try to apply methods of standardization in teaching practices. For example, around the world, we use standardized test systems, by which – as often is told – we are able to measure intelligence, learning, quality of teaching, etc. Standardized tests are favoured despite, for example, the current trend to nurture creativity, invest in innovation and promote entrepreneurship. In these areas rigid norms and old social approaches seldom work. In spite of this, the stated aims of many education systems and much favoured control-based accountability movements are seemingly trying to build what can be described almost as a schizophrenic education model. This is a model in which rigid standardization ought to be synchronized with customized teaching approaches and individualized learning. This is a model, which is built on attempts to reduce or at least neglect human diversity. It can be claimed, that through standardization there is a danger of losing even the much-talked competitive advantage of a society because to reduce diversity is to sacrifice the potential new combinations that can be made from diverse elements. This movement into educational sterility finds its symptoms in a conservative backlash and in the highly polarized and old-fashioned culture of trying to measure any human phenomena, even those, which by nature are not measurable at all. (Hampden-Turner, 2009.)
Common sense tells, for instance, that a blind or a deaf child does not learn her/his most important skills for everyday life unless special individualized teaching methods are used. Common sense should also tell us that individuality in the teaching process of each child should be applied if at all possible, and if the goal is to reach the best possible learning outcomes. To put simply, pupils learn differently. Pupils’ talents vary and many people are multitalented. Each pupil has personal and thus unique inner motivations to learn. These and many other immeasurable issues should lead us to a conclusion that in the future education systems will and must include more and more customized teaching approaches and perhaps even personalized curricula.

**Teachers’ challenge**

During the last decades, most political decisions in education have been much based on hard statistical data, which favours test-based inquiries and standardized methods of data collection. Reliable, realistic grass-root knowledge and soft qualitative studies without numerical evidence are rarely taken into consideration. Therefore, in order to be better disciplined in the eyes of decision makers also educational researchers and administrators tend to put their faith mainly in strict mathematical approaches. Generally speaking in many societies this again means that authority and professional status is gained and practiced by using statistical information. Practical, first hand experience from the field is often a secondary consideration. Keeping this in mind it can be argued that a switch from planning curricula and teaching having in mind large age groups only into a model of guiding and supporting individuals’ learning processes is an enormous challenge.

Firstly, the transition into more customized teaching would mean that the number of students per teacher should be reduced. Using current terms, the class sizes should be smaller than those, which are in use today. The thought of creating standardized mass production of human competences and individualized teaching simultaneously does not sound logical. In practice this means more that more investments for education ought to be made.

Secondly, politicians and authorities have to acknowledge that diversity of people is a fact and an important asset in constructing quality future societies. Development of more fair and prosperous communities can be built by relying also on specific context based qualitative data, by valuing so-called soft skills, and by motivating enthusiastic people. It is
more and more crucial that also people who are, for example, in engineering, in business or in any leadership positions are able to apply soft people skills in their everyday lives.

Thirdly and most importantly, individualized education means that teachers in their teaching at all levels face the problematic dilemma of trying to balance skills and challenges of all their pupils. Good motivation boosts learning. Individualized teaching is optimal when skill and challenge of a learner are closely matched with each other (diagram 1). Any learning challenge calls forth the skill required whereas to feed motivation and the mounting skills more inspiring challenges should be searched. In an ideal case one is not able to tell the two – skill and challenge – apart because they dissolve into a psychological state of excitement in what Csikszentmihalyi (1990) calls a ‘flow’ experience. To tackle the ‘skill-challenge’ dilemma successfully, new teaching and learning methods, materials and technologies in accordance with new learning environments should be developed. First of all, individualized learning calls for radical changes in teacher education and teachers’ in-service training in most, if not in all education systems anywhere in the world.

Diagram 1. Flow experience: motivation and learning

Key Competences in the Future
If it is indeed practically impossible to make accurate long-term social and educational predictions, it is good to consider what might be amongst the competences, which would be worthwhile for young generations to try to learn and for teachers to teach. The endless global interconnections and networks of the world today make at least social competences ever more crucial. Perhaps we should be considering skills, which are valid and applicable locally, nationally and internationally. The future of the world depends on our capability to collaborate and disagree constructively. Thus I would argue that competence such as emotional intelligence is vital if we are trying to protect both the wellbeing of people and the globe. There is enough evidence that selfishness, hostility and anger will lead humanity into catastrophe. The good news is that researchers have argued that different types of soft competences can be taught (Goleman, 1995). Some of the mental aspects of emotional intelligence analysed by Goleman are listed below:

- Self-awareness: recognizing your feelings, building a vocabulary for feelings.
- Personal decision-making: examining your actions and knowing their consequences.
- Managing feelings: managing ways to handle fears, anxieties, anger and sadness.
- Empathy: understanding others’ feelings and taking their perspective.
- Personal responsibility: recognizing the consequences of your decisions and actions.
- Communications: talking about feelings effectively; becoming a good listener and question-asker.
- Assertiveness: stating your concerns and feelings without anger or passivity.
- Group dynamics: cooperation; knowing when and how to lead, when to follow.
- Conflict resolution: how to compete fairly with other children, with parents, with teachers.

It is naturally not enough to lecture about values and different aspects or skills of emotional intelligence. Early on at home, in the kindergarten and in school children need opportunities to practice soft skills and get guidance and feedback of and for their progress. Parents, teachers and other adults share the responsibility and must act as solid role models.
It is good to note that the European Union has specified eight basic competences, which have been identified to be important for Europeans when building skills for the 21st century (European Commission 2012, 7-8):

1. communication in the mother tongue;
2. communication in foreign languages;
3. mathematical competence and basic competence in science and technology;
4. digital competence;
5. learning to learn;
6. social and civic competences;
7. sense of initiative and entrepreneurship;
8. cultural awareness and expression.

These goals of learning are said to represent an interrelated set of knowledge, skills and attitudes that are regarded necessary for personal lifelong learning, employment, social inclusion and active citizenship.

It is worth of noting that European Commission’s (EC’s) report also emphasizes the importance of tackling low achievement in basic skills: reading, writing, mathematics. Early intervention programmes to identify learning difficulties in the first years of primary school, or even before, are rare in European systems. The idea of providing children customized support and teaching when needed is rarely applied. It is often stated, though, that teachers’ competences in dealing with pupils with a large range of interests and abilities is regarded as crucial in trying to support the learning of low achievement individuals. Not nearly enough has been done in this field of teacher training. The EC report also discussed the importance of encouraging students’ motivation to study. However, the report raises the point that in many European education systems the focus of initiatives to support motivation to study concentrates on so called high achievers while the broader student population is hardly targeted at all. (European Commission 2012.) In other words there are several indications that the important “equity principle”, which I have highlighted in this article, is not decently applied in most national education policies within the EU. It is realistic to say that the EU’s main intention in trying to keep up with the changing demands of skills and transversal competences of its citizens is mostly focused on gaining an economic and competitive advantage in the world. In other words the main educational drivers seem economy and labour market driven.
Although this article just scratches the surface, the notion here is that the work for sustainable development of our globe and basic educational goals should be in harmony rather sooner than later if we care for the destiny of our children and grandchildren. The big question is perhaps this: are our political leaders willing and able in collaboration to protect the world and its future generations from preventable chaotic crisis? Handy (1994, 270-271) has the following answer to the question:

“The hope lies in the unknown…if we can find it. The world is up to reinvention in so many ways. Creativity is born in chaos. What we do, what we belong to, why we do it, when we do it, where we do it – these may all be different and they could be better. Our societies, however, are built on case law. Change comes from small initiatives, which work, initiatives which, imitated, become a fashion. We cannot wait for great visions from great people, for they are in short supply at the end of history. It is up to us to light our own small fires in the darkness.”

All educators know that the easiest way to live up with professional expectations is to follow the main stream. Therefore, many education systems focus the attention more into the past protocols than into the future realistic visions. To respect bureaucracy and to please authority are often too much prioritized. In practice sadly phenomena in the classrooms – teaching and learning – remain of minor importance. It is time to remind us all that any education system, any educational administrator, any school and any teacher are for teaching pupils to learn skills and competences for their future. This is a lesson each individual working in any role for education has to relearn every day. As an individual one is certainly able to do this well without major changes in the system. Are you ready to return back to the basics? Thank you for reading my article.

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CONSIDERATIONS ON AXIOLOGICAL EDUCATION IN
GLOBALIZATION

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"Life means specificity, change, development, in one word – history"
(José Ortega y Gasset - "The Theme of Our Times")

Abstract: The crisis of values in today’s omni-mercantilized world could be
solved by changing the axiological reference specific to our times. The dynamics of
the contemporary systems is attained through diversity and not through
homogeneity, which is impossible for the two thousand existing peoples and the
five thousand ethnicities, each with its specific or resembling traditions. That is
why what is needed is education through and for cultural diversity. The
philosophy of diversity in action pleads for openness, empathy and the
communication of the values of each culture through programs focused on
contents (intercultural curriculum) that are centered socially (on the leveling of
chances of success) and on the student, who needs to be educated in the spirit of
perceiving his/her own future situation.

The idea that we intend to advance refers to the fact that the focus shift of the
paideic act onto the spiritual potential of the human being may lead to the
assuming of the axiological autonomy, which can undoubtedly constitute the
vector of our spiritual freedom.

We consider that the construction of an axiological conscience, defined by the
need of doubling the human existence by culture and faith and objectified through
a morally superior attitude and behavior, seems to be a primary objective of our
times. Thus, in globalization, the moral values and not the economic or political
ones must be primordial. Above the national interests and the cultural differences
among the states, what is needed is a universal ethics which should contain a
number of consensual values agreed upon by the whole humanity and by the
community of states, respectively.

Keywords: globalization, global village, axiological education, moral values,
intercultural curriculum, ethnicity, diversity, homogeneity, empathy, conscience.

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Globalization is today an undeniable phenomenon that affects deeply the states’ systems. In its current meaning, the term globalization arose from the awareness of the fact that the world is a process through which it will become a kind of "global village" or, at least, a unique economic, socio-political and cultural system.

The world in which we live today can be defined as a global arena, an increasingly crowded planet, faced with a real problem – that of population growth and hence the increase in the number of youngsters, which also involves the educational systems that could support them and meets their needs. Therefore, the implications of the globalization phenomenon for education are serious and compelling. I consider that our existential chance is axiological education adequate to the new international context that claims: re-evaluation of all values, stopping the offensive of pragmatic, commercial values that have invaded our schools and life, re-orientation towards the moral humanistic values.

The role of education in globalization
The great problems facing mankind require an urgent solution, using the most effective means and forms of education. It is considered that the abandonment of traditional educational values, the lack of axiological system in education through values and for values and the crisis of moral and spiritual conscience have brought school and education in front of the contemporary world’ imperatives.

The problem of contemporary education is the reverberation of the contemporary issues in the educational field, characterized by:
1. the universal character – no country or region can place itself outside this issue;
2. global nature – it affects all sectors of social life;
3. the rapid and unpredictable evolution – people are faced with complex systems for which they do not have appropriate methods or adequate solutions;
4. the multidisciplinary character;
5. the urgent need to address these problems1

The emergency of these problems require taking actions in this respect. "We need somehow to create a new movement and a new conscience at mass scale. The place where we must act are schools, our

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educational system”.

In front of these imperatives, the education leaders from different countries have two different positions. From the skeptics’ position, school is seen to be in decline, the educational systems no longer being capable to prepare tomorrow’s world. From the optimistic specialists’ position, school still has the necessary resources to build up the future, but it needs to adjust the educational services to the requirements of the contemporary world.

Man is a cultural being and, consequently, can be educated, open to contacts, dialogues, influences and cultural idiosyncrasies.

For a long time inert, traditional and conservative, education today takes on the responsibility of mapping out a world in continuous movement and to provide people with the orientation tools which can help them find their own way.

Following this commitment, educational theories and practices have emerged in the education area reflecting the changes of the post-modern human being’s existential and societal paradigmatic changes.

School has the role to reflect the character of postmodernism and globalization in the curriculum, to educate the trainers and trainees in order to discover and understand the existential uniqueness of mankind on this planet.

Without being a miracle that works wonders, education is an indispensable tool for improving the individual development, for building up relationships among people, for attaining the ideal of peace, freedom and social justice.

An essential role in envisaging the future dominated by globalization is played by the International Commission for Education in the 21th century, whose president, Jacques Delors, in his Report to UNESCO systematizes the perspectives in three main ways:

- From local community towards a global society
- From social cohesion to democratic participation
- From economic growth to human development

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4 Delors, Jacques (coord.), *The Inward Treasure, Report to UNESCO by the International Commission for Education in the 21th Century*, Iaşi, 2000
“How can we learn to live together in the global village? We also find a possible answer to this question in the quoted source. The four pillars that support the continuous educational process are: “learning to know, learning to do, learning to live together with the others and learning to be”.

The need for a common set of universally accepted values (tolerance, democracy, solidarity, respect, social equity and justice, etc) cultivated through education and mutual training with a view to a global morale and culture does not exclude, but emphasizes the preservation and renewal of the traditions of each and every culture. Along with promoting a real civic culture, the sense of difference will no longer cause animosities, but will encourage respect for each other’s culture through:

- awareness of human rights and social responsibilities;
- acceptance and respect for the national specific character;
- empathic openness to the universal cultural values through intercultural education;
- increasing the sense of obligation as to the natural environment protection;
- depoliticizing the cultural and educational values;
- developing creativity, education for change;

It is not by mere chance that the specialized literature speaks about “multicultural curriculum”, “education for cultural diversity”, ”education in pluralistic situations”. The contribution of the Professor Mircea Maliţa, who pleads for the same idea of cultural diversity, is also of reference in this respect.

There are outstanding concerns in the Romanian pedagogy from the beginning of this millennium, which warn that the transition from a mono-cultural education to an intercultural one involves changes in attitudes towards acceptance of otherness, of diversity as a privilege, not prejudice, without avoiding answering questions like:

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5 Ibidem, p.78.
8 Cozma, T., Intercultural education, Iaşi, Polirom, 1999, where a professor from Iasi speaks about the transition from a mono type logic to an intetype logic; from the same perspective, the same contributions are also notable: Cucoş, C., Cultural Dimensions of Cultural and Intercultural Education Iaşi, Polirom, 2000, Ciolan, L. Steps towards the Intercultural School, Bucharest, Corint, 2000.
• Can we find a balance between individual rights and collective ways of expression so as the ones do not exclude the others?
• How can we distinguish theoretically, practically or politically the differences resulted from the right to specificity and equality?
• Are particular identities (cultural, ethnic, racial, religious) relevant for public institutions?
• Should the educational institutions whose neutrality ensures equal opportunities in education give priority in relation to the universal dimension, violating the democratic values?

The education for cultural diversity asserts itself as an open attitude towards programs focused on contents (of curricular change) that are centered socially (for equal opportunities for success) and on the student (as relationships and group behaviour).

The above mentioned problems are admirably summarized in the 1st chapter “The Impact of cultural knowledge on the procedural development of education” in the volume Alternative and complementary training systems. The author finds out „revolutionary knowledge and education approach to its advanced limits”. This is because it is “another philosophy of knowledge – another type of education” and “redefining the cultural model and continuously rethinking the educational model”.

The variety of models offered by the 21st century requires a wide opening to creative teaching, starting even with the choice of either ways: “Modern didactics does not oppose the alternative, complementary or compensatory systems, but is in favour of pluralistic approaches, of differentiating between various solutions which can bring more dynamism and flexibility, which can form an antidote to a possible slide towards a pedagogical conservatism, uniformity and routine in the teaching activity.” The perspectives of intercultural education involve, first of all, modernity, globalization and the dialogue of cultures. It is therefore necessary to highlight that intercultural education and education for globalization have gone beyond the stage of pedagogizing the human rights being considered:

a) preventive therapies for the effects of the future socio-cultural shocks.

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10 Ibidem, p.33.
b) spiritual, ideological and behavioural exercises for adapting to the current and future condition of “homo mundi”.

c) catalysts and facilitators of globalization.

**Education through and for cultural diversity**

The idea of globalization has been supported since Marcus Aurelius who used to declare himself “citizen of the world, not only of Rome” and up to the representatives of the progressive education, who believe that “it’s high time we built an unprecedented civilization that should go beyond the bases of nationalism”.

The academic internationalization (increasing interdependences, communication, exchanges between students at planetary level) is not new, either. This is proved by a dialogue between Erasmus and Nivolaus Olahus, that dream about Collegium Pansoficum of Comenius, the studies of Romanian scholars at Lvov, Padua, Paris, Vienna, etc. The aspiration towards a Universal Academic Community is being built upon transnational academic research programs such as “Tempus”, “Erasmus-Socrates” but also by attempts of establishing some academic spaces which should produce universal values (e.g. the Central-European University). In this case, international cooperation does not exclude limiting the autonomy, both at individual and institutional level. The Mega-project CODREE (Cooperation for Reinforcing the Development of Education in Europe) founded on UNESCO’s initiative has the following priorities: education for all, education for the 21th century, developing capacity for reform and evolution in education.

The cultural perspective on globalization argues that it is a force that generates fragmentation and unification alike, supporting both the development of local and global communities. In fact, the education policy consists in the “states’ care for triggering the spiritual forces of peoples and increasing unlimitedly the cultural heritage”. 11 The ”planetization” trend, by shaping some cross-cultural and cross-border entities is opposed by the ”atomization” one, of separation into groups, regions, communities. The dynaminazation of the contemporary educational systems is achieved through diversity not homogeneity, which would be impossible for the over two thousand existing peoples, five thousand ethnicities, each with specific or resembling traditions. Therefore, we need an education through and for cultural diversity.

The philosophy of diversity in action advocates for openness, empathy and communication of each culture’s values through programs focused on contents (intercultural curriculum) that are centered socially (on equal opportunities for success) and on the student who needs be educated in the spirit of perceiving his/her own future situation. In this respect, the basic pillars of education: learning to know, learning to do, learning the rules of living together and learning to be get new formative content and new strategies for teaching, learning and assessing. Putting into practice the requirements of the four pillars of education, where human knowledge and understanding in a global society become basic landmarks of the new education, will endow the young people with what they need to be able to live together in tomorrow’s world, to everybody’s welfare.

The increase in educational exchanges, curriculum internalization, the changes due to the information and communication technology are undeniable realities of the contemporary world, which we provide as arguments to support the statement that the phenomenon of globalization is a worldwide reality. New educational tools are being developed, new educational products emerge, from new technologies to programs meant to shape behaviours, by broadening the knowledge horizons of the participants in the program, following the model of activities performed with big companies’ employees. In schools a number of programs are being developed, such as the natural and social environment protection, leadership training, development of entrepreneurial skills, involving primarily new attitudes: combating discrimination, accepting multiculturalism, intercultural exchanges, respecting everybody’s rights to existence and professional fulfillment. The students will learn how to learn, to find out the necessary information, to use the modern means to search for their information, to design their own career path ever since they are in school. The teacher will no longer be an encyclopedic mind, because the way in which the knowledge is transmitted is more important than its volume, the way in which the teacher guides his students to understand their own investigation methodologies, to reach the goal which meets their individual needs and aspirations. The teacher’s role will be decisive as to the formation of the students’ critical, lateral, complex, analytical thinking which they will be able to use throughout their lives. As a matter of fact, the methods of learning, teaching and assessment for lifelong learning propose a model which is different from the traditional one, in which the roles of the leading actors – teachers and students - have been rethought.
CONCLUSIONS

A lucid radiograph of the paideutic act which is currently performed in our school and everywhere urges us to believe that, for a proper axiological education of our times, the deduction of the educational objectives from the body of the modern values is necessary: At content level:

a) rethinking the place of anthropological and social subjects for educational levels, meant to provide graduates with knowledge on issues related to the values of modernity, to the citizens’ rights and freedoms, to the functions of the state, to the operation of the European and global institutions;

b) studying foreign languages in close relation to the civilization and culture they belong to, because the language is both a practical useful tool in various relationships and a vector defining a culture’ specificity;

c) promoting comparative studies in fields like philosophy, history, literature in order to understand the relationship between the universal and the particular, on the one hand, and the prospective change and discouragement of the ethnocentric approach, on the other hand.

d) at the trainers’ level, the teaching staff need to be retrained in the spirit of the European values, less through actions dominated by formalism, and more through improvement in collaboration with academic institutions outside the Romanian (academic scholarships, master’s and doctor’s degrees, research projects, etc.).

The academic elites, in their capacity as trainers of the trainers and as a result of cultural irradiation function fulfilled by the university, can become competent agents of spreading the European modern values, of modernity in general.

The socio-cultural referential system determines our behavior and, by admitting the relativity of this system, the individual becomes capable of improving it and thus adapting easier.

The ability to acquire larger identities (of European and world citizen) develops a new type of loyalty, which can integrate the national, regional, professional and social identities.

Cultivating values such as respect for the other, tolerance towards diversity, complementarity among values, the school is able to turn to good account the potential wealth of multiculturality without abolishing the identity of any of the cultures.

Globalization requires a new philosophy of education, an inter- and trans-disciplinary approach of contents and primordiality of humanistic
values which should confer man a higher value, elevation and moral eminence. The imperious need for achieving the cultural, spiritual values is perceived nowadays as a "longing to explore a certain domain". In his work “Transdisciplinarity” 12 Basarab Nicolescu proposes a new model of knowledge, a new paradigm of social and spiritual evolution”. Beyond the various interpretations of transdisciplinarity, this new paradigm builds up bridges between the exact sciences and the humanistic ones, between science and tradition, between scientific thinking and symbolical thinking, between cognition/knowledge and being” 13. Everything can be rethought and re-evaluated if we become aware that education is our chance. This differentiates us as individuals, as peoples. The identity crisis of the current school can be overcome by rethinking education.

In the current context, we need a dynamic, formative education focused on authentic values. Education through and for the human being can be a new type of education which should take into consideration all the human being’s aspects” 14. In the current society, characterized by economic, political and cultural mobility, the new educational order can be conceived through the joint effort of the theoretical pedagogical movement and the educational practice. The axiological education in globalization involves a certain understanding and rethinking of the space, of the axiological point of reference in order to acquire autonomy and an axiological conscience adequate to the epoch we live in.

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13 Pohoată, G., Towards a new Philosophy of education, Euromentor no. 1/2010, p.7


Abstract: New paradigms were born in the fields of scientific research and technological development, in the way of doing business, in the nature of work, and in business management. Education, as an activity essential to the societal development, could not be left aside the technological phenomenon, which brought about essential changes that created new methods, models and paradigms in the postmodern education.

Both in the European countries and in the United States, the development of education based on IT resources is enjoying a great interest and focus is kept on long-life learning, flexible, interdisciplinary and adult education. In this context, the paper aims to put some light on the concept of e-learning, by briefly presenting its evolution, main features, advantages and – of great importance – minimal requirements for an effective and efficient approach.

Keywords: e-learning, distance learning, online education, ICT, web-based learning.

The development, during the recent years, of the information and communication technology (ICT) has had a profound impact on the conduct of everyday activities in all aspects of the society. Thus, new paradigms were born in the fields of scientific research and technological development, in the way of doing business, in the nature of work, and in business management. Education, as an activity essential to the societal development, could not be left aside the technological phenomenon, which brought about essential changes that created new methods, models and paradigms in the postmodern education.

1. Short history of distance learning

Distance learning is not an invention of modern times. This type of study was born very shortly after the appearance of written language, but has only grown stronger since the modern era.

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In the nineteenth century, distance learning, in the form of correspondence courses, functioned by means of traditional postal services. In the first half of the twentieth century, however, the first radio courses were introduced, and soon after, televised courses became widely spread.

During this period, distance education has been used as a substitute for the classical training, to which access was limited for various reasons. Now it has become a specific type of training, which works in parallel with traditional education, and is supported to a very large extent by the information technology.

Classic teaching involves two types of actors: teachers and students. The information technology has changed this, proposing basically a new communicational paradigm, resizing the role of classical actors and involving in this process also IT experts, programmers and media technicians. This cannot be seen as a dramatic change, because building a new learning, teaching and training program, and a new learning environment involves an evolution, a step-by-step approach towards a fundamental change, giving participants time to develop new skills necessary to use at full capacity the resources offered by the new technology. In this respect, it is necessary to develop practical solutions to ensure the quality of courses, the information flow, the feedback and the integration of this type of training in the traditional education system.

Analyzing the global development trends, there are strong arguments to state that the distance learning system is one of the biggest educational markets of the future, a key element for the information society towards which we are heading. Some might even suggest that there has been a true shift in the center of gravity of the educational process. But we must not forget that the success of alternatives to traditional education consists not only in the use of the information technology, but rather in the acceptance it enjoys among teachers and students. The first substantial results appeared a decade after the launch of the first initiatives in this area, decade during which numerous projects, conferences and workshops were held, focusing on explaining and promoting this new type of education. However, continuing efforts are needed for harmonizing and setting up general standards for this new type of education.

Both in the European countries and in the United States, the development and modernization of education based on IT resources is enjoying a great interest and focus is kept on long-life learning, flexible, interdisciplinary and adult education.
2. Premise for e-learning

Recent studies indicate that there is virtually no social activity (education, research, culture, economy, transportation or entertainment) that is not accompanied by an electronic presentation embodied in web pages on the Internet, multimedia databases, interactive presentations etc. Preparing teachers to use ICT effectively in teaching appears as a major goal in coordinating the educational process.

Access to the Internet removes geographical and time barriers, allowing remote collaboration, accelerating the pace of delivery and appropriate communication of ideas and results. The new educational technologies\(^1\) are just one of these results, and they are disseminated through the Internet for use in teaching.

Most major universities have adopted the requirement of web courses (describing subjects, tables of contents, bibliography), offering on-line all needed course materials within their intranet. There have been created, developed and extended increasingly specialized program products for conducting interactive electronic courses, and an important role continues to play the training, explanatory materials for using services and networking tools necessary to students and teachers to start using Internet for obtaining useful and timely information.

Networks specialized in tele-education (KIDLINK, ThinkQuest or K12), covering an ever-growing area and encompassing more and more schools worldwide stimulate electronic communication among the students within the wider framework of the globalization process, being often used as an important driver in the educational process. For years now, in addition to being host to research, education, news and entertainment, the Internet has become a business environment\(^2\), with recent studies reporting almost 300 million users (more than one third of them being in the U.S.). The European Union is trying to narrow the gap, but the same studies show a stagnation comparing to the previous years in the countries of Central and Eastern Europe (in terms of number of users and of new computers connected).

Even more, the Internet proves to be an unexpected chance for the smaller and poorer nations, and for the research and innovation teams

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located outside of the academic centers. This opportunity is reflected primarily through access to cutting-edge work, to research reports and also to articles in specialized journals, without paying big money for subscriptions. The Internet allows, on one hand, rapid forming and dissolving of research teams regardless of the physical, geographical place where the different research partners live and work, and, on the other hand, forming developing of lasting relationships, based on shared affinities and passions, human connections that occur and persist through the prompt and easy-to-use e-mail messages.

The dramatic changes in the area of computer assisted learning have led to a new educational paradigm: instead of achieving a one-way information flow (e.g. from a teacher to a passive group of students), the new learning techniques are, just like the Internet, a two-way, collaborative and interdisciplinary communication channel. The penetration of the new technologies in the everyday classroom has changed fundamentally the basic relationship between teachers and students. Thus, teachers have moved from the position of omniscient leaders to the one of helpful guides through the info-sphere, while the instructional materials have evolved from rigid books to manageable programs. Information has become much more accessible, and users choose themselves whatever it is that they want to comprise in their knowledge, each of them becoming a real creator of content. The learning environment of the future will be an electronic campus: the place where classes will be delivered, where books will be read within the e-library, and, of course, the place where social contacts will occur.

3. Education approached differently: e-learning

A common problem affecting both schools and universities is the budget pressure. While spending more and more on educational technology, most of these investments is blocked in the existing structure costs. "Huge amounts are allocated for the purchase of sophisticated technologies." New technologies (especially network related ones) will be used to reduce costs and increase their access to information. Promising technologies are particularly interactive video, networking and the collaboration tools.

Computers can play the role of surprisingly patient teachers, encouraging creative thinking and promoting the entrepreneurial spirit. Modern educational concepts derived from studies of scholars such as Jean Piaget, Lev S. Vygotsky, or Seymour Papert insists on an individualized education, on practice, on teamwork and on a guided discovery of information. These concepts not only require technological assistance, but they would be almost impossible to achieve without the help of computers. Learning style should be designed individually for each student, and this cannot be done without technology.

Another problem in education today is the fact that students learn in large groups, which makes many of them to feel embarrassed when they have to answer a question and they make a mistake. The major advantage of computers is exactly the elimination of the state of embarrassment, offering the opportunity for learning without feeling constrained by the reaction of the people around. Computers can become a kind of electronic mentor, replacing the current educational model - where one teacher stands in front of the class and teaches a group of students – with quite the opposite: a user in front of a computer with hundreds of teachers "embedded". This will allow the reappearance of an old model of education: apprenticeship or discipleship. Discipleship has always been the best learning model, whether it was made around people or simulations. Computers will allow discipleship in areas difficult or impossible to access from the position of apprentice, in reality, such as surgery or piloting an aircraft. The new approach\(^5\) in education is reflected today by using the information technology in paradigms like e-learning, distance-learning, tele-education and online-learning.

E-learning represents just a new way of looking at learning, the background elements remain the same, only the medium of exchange and appropriation of knowledge changes. Using a computerized system and network for this purpose means invoking new elements: freedom to learn where and when you want. The roots of this educational system\(^6\) can be found in the distance learning practiced in some parts of the world. When distances or other obstacles separated instructors from their students, the mail and later the radio were the most used routes of transmission and


reception for courses. Although the appearance of personal computers (which could have been the support for the courses distributed by the institutions of educations) happened quite early, high costs hindered the development of technology in this direction. After significant evolutions of ICT, coupled with falling prices of personal computers, the promoters of these ideas began to put projects into practice. Thus, with the availability of storage of digital information on magnetic media, universities and high schools were the first to adopt the new method.

Worldwide, the e-learning sector budgets (over 11 billion USD) come to form the image of the existing market, the technology and e-learning concepts being more circulated in other environments than in the academic one. The adoption of e-learning solutions by for-profit organizations enables more effective training of their employees, in the context in which information is the cornerstone of any business (Figure 1).

The springboard for e-learning was the Internet and the World Wide Web technology and the disadvantages of distance learning are now a problem of the past as student-instructor interaction became possible. Achievements in the field of software support for the e-learning processes allow real-time communication both text and audio-video, creating virtual classrooms.

In this context, the Romanian market surprised others by its openness. In addition to the large number of universities and organizations that adopted such a solution, the Internet infrastructure promises a veritable boom. Beyond technological support, the essential element is the psychological aspect involved: by applying a clear and professional work methodology, the projects implemented will enjoy great responsiveness from users.
E-learning is a relatively new and unexplored industry, which involves covering a broad set of applications and processes based on learning by computer. E-learning is the electronic distribution of educational content (media, Internet, intranet) and is more precisely and narrowly defined than distance learning:

- e-learning is the use of ICT to build, deliver, select, administer and extend learning;
- e-learning means convergence of learning and the Internet;
- e-learning means learning through internet, which may include sharing of information in multiple formats and a communication network among those who adopt this style of learning;
- e-learning is the fastest way of learning with the lowest cost, which will increase access to education for all.

There are many meanings for the prefix "e" in the e-learning paradigm, four of them major:

- Exploration - e-learning students use the Web as an exploration tool to access a wealth of information and resources;

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Commitment – the Web captivates learners, enabling them to have access to synchronous learning, real-time collaboration and exchange of ideas;

Experience – the Web enables synchronous and asynchronous online discussions among course participants;

Ease of use - allows even those new to surfing the Internet to access information on any technical platform.

As a summary definition, it can be said that e-learning is technology-based learning, a way of disseminating information using all electronic media, including the Internet, intranet, extranet, satellite communications, audio/video tapes, television programs and interactive DVD/CD-ROMs. Concepts such as e-learning, web-based learning (online-learning) are defined and used differently by organizations and users.

4. E-learning paradigm

Basically, an e-learning application has unlimited resources: for online courses and seminars, learning content can be accessed on the website of the institution, reports and essays can be published and read, an electronic online library can be created, etc. Teachers can develop and publish courses and other learning content at any time and students can access them online immediately. Also, special software can be developed to simulate various situations specific to the laboratory work.

Any e-learning application should meet a number of requirements:

• Provide a friendly, clear and intuitive interface, to support an upward development curve for the students’ training;

• allow registration, or validation of students for a particular domain, knowledge or age. The system can allow a student to have access to other training and testing content only after receiving a certain score;

• ensure permanent access to specific reports and scores for each student. Achievements and scores are stored in a database, where they can be accessed anytime, anywhere and in any form;

• contain forums and chat rooms (chat room) to ensure rapid exchange of information among students and among teachers and learners; to support online courses according to a pre-arranged schedule, through the multimedia tools offered by the Internet infrastructure;

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provide maximum mobility by allowing secured access from anywhere on internet to testing, training and reports;
make possible the independent treatment of students according to their ability and results, but also to offer support for lectures with large audiences (hundreds, even thousands of participants simultaneously);
provide the opportunity for each student or professor to customize the interface used in order to meet their own needs;
ensure a low cost of a course – as there is no need for a physical classroom where the number of participants is limited to the room capacity, and as the teaching materials are virtual;
provide the opportunity to access or manage both from fixed (desktop PC) and mobile locations (notebook/smartphone) connected to the Internet.
allow easy administration at any level of detail and is available anywhere with a device connected to the Internet;

5. e-Learning and Internet support
Speaking about the development of education in the international market, Claudio Dondi president of a nonprofit organization based in Bologna, called SECTRA, specializing in innovation in education and training, said at the World Education Fair - Lisbon in April 2002 that "...perhaps the most important direction is to increase education and training weight in the corporate policy. This new development is primarily due to the programs and initiatives of the information society where e-learning plays an important role."

With the development of broadband long-distance communication technologies there came the idea of e-learning. At first, this form of education was used only on a small scale and usually for transmission and accumulation of know-how, because of the relatively high costs involved, but in time, the situation changed radically. The two types of costs of such a project are:

a. Cost to purchase equipment (computers equipped with webcams, internal networks, equipment for encoding, decoding and signal transmission);

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b. Costs for development / leasing and maintenance of external networks, providing communication between various workstations (Points of Presence).

Regarding the equipment costs, standards have remained about the same. It is true that information technology is evolving rapidly and prices for a certain generation of computers fall pretty quickly. But the next generation, with higher prices, supports more advanced technologies and offers significantly improved performance. So, overall, prices remain the same.

Instead, the telecommunication market prices were declining in recent years, as evidenced by the disappearance from the market of some of the well-known communications operators (e.g., KPNQuest, operator of the largest fiber network in Europe).

In this context, Internet communication has flourished and is growing. Internet is used increasingly more for collecting information, for the transaction of goods and services and, more recently, to support educational activities.

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EDUCATION GLOBAL BENCHMARK FOR A PLURALISTIC CIVILIZATION

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Abstract: The present study aims at dealing with several questions related to the conceptual and applicative background of plurilingualism. The Romans were the first people to clearly understand what means the concept of globalization in the order of communications and government. Later on, in Europe, the vernacular languages represented an alternative to Latin and the Latin Middle Ages was a period in which universalism and globalization were based on the written version of the classical Latin language. If a language policy, inspired by some issues of the New Multilingualism, is to be Europeanized, language policy makers should accept that multilingualism is «normal» and interdependently connected with factors such as economy, politics, social welfare and education. Language policy must be based on a non-discriminatory subsidiarity principle, in connection with a language-planning coordination centre, European language policies being not only possible but imperative.

Keywords: New Multilingualism, globalization the edge of chaos, chaordic, intellectual capital, emotional capital, Axial age, Achsenzeit.

The higher education, if we are speaking about its learning and pedagogical dimensions but also pragmatic ones, can’t, during the XXIst century, assess itself as a closed, autotelic universe, but in relation with complex strategies, both regional and global. Briefly, in this multilingual era, coherence and effectiveness are ensured inside of the system, and the national or the European curricula work only if there is an unional management strongly articulated but which can also respect the unity in diversity, in order to maintain an equilibrium between the national identities but also the linguistic and cultural communication’s deep dynamics. Therefore, the two primordial dimensions of our project will be, on the one hand, the educational, cultural and political management and,

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on the other, what can be organized and managed, such as: individuals, psychologists, identities, communities, traditions and values. Concerning those points of view, the EU policies are destined to protect the linguistic diversity and to promote the knowledge and skills in the linguistic field, defining aspects in order to better identify the cultural identity and the social integration. On the other hand, as it was specified in documents, «the multilingualism allows the European citizens to enjoy, in a greater measure about the educational, vocational and economic opportunities, benefits as the result of an integrated Europe».

The EU policies, even if they are not perfect, proved to turn and became perfect, so then, starting with 2003, when the European Commission, after a long process of preparation and debate, finally adopted the action Plan concerning: «Promoting Language, Learning and Linguistic Diversity: An Action Plan, 2004-2006», then was elaborated the first Communication of the Commission concerning multilingualism, and adopted in november 2005 with the title: „A New framework Strategy about Multilingualism” and, later, during 2009, were reached the Council’s conclusions about the framework for the European cooperation in the educational and professional training fields. Then were laid down the principles, rules, requirements, goals and ideals, even if the codification seemed to be quite utopian.

There really is an European strategy containing 7 strong arguments, with help of which could be tried the multilingualism management and, in the same time, the test of some various managerial tools raised to the top levels of the European Union. In the Council’s Resolution was underlined that: (1) «linguistic and cultural diversity is part and parcel of the European identity; it is at once a shared heritage, a wealth, a challenge and an asset for Europe»; that (2) «multilingualism is a major cross-cutting theme encompassing the social, cultural, economic and therefore

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1 http://ec.europa.eu/languages/languages-of-europe/index_ro.htm
educational spheres»; that (3) «the promotion of less widely used European languages represents an important contribution to multilingualism»; that (4) «significant efforts should still be made to promote language learning and to value the cultural aspects of linguistic diversity at all levels of education and training, while also improving information on the variety of European languages and their dissemination across the world»; that (5) «multilingualism is also of particular significance in promoting cultural diversity, inter alia in the field of media and content online, and intercultural dialogue within Europe and with the other regions of the world; translation, on account of the links it establishes between languages and cultures and the broad access it provides to works and ideas, plays a special role in this process»; that (6) «linguistic diversity within Europe constitutes an added value for the development of economic and cultural relations between the European Union and the rest of the world»; that (7) «multilingualism contributes to developing creativity by allowing access to other ways of thinking, interpreting the world and expressing the imagination». Under the moral and social pressure of these commands, both the countries which are members and the European Commission, they have the duty and the mission, within the margin of their competence areas, in the whole respect of the subsidiarity principle to promote multilingualism in order to strengthen the social cohesion, the intercultural dialogue and the European consolidation. We are notifying, once again, the high degree of the European generality of its strategy and implicitly, the low level of efficiency, and we consider, without a false modesty that our meeting for today, but also our communication sessions, symposia, the countless international conferences focused on education, multilingualism or other adjacent areas were designed to complete and test the European strategies and management in the relevant field but also to restrict the utopian space so definite for the European Union. And also not least, to offer to the European and global management some sequential models, proposals and suggestions able to optimize and make the best function of the regulations and codifications launched by the Commission, the Council, by help of some treaties or conventions.

Both inside of the regional management’s structure, being it unional or globally focused on multilingualism, that in the reform and reconstruction of the didactic teaching methods, the raw material is the human being, but also the communities, so, then, the components with some degree of predictability in terms of socio-psychological studies,
having many areas of black box or black hole types. So, some structures, sequences, unpredictable and uncontrollable areas, are located at the edge of chaos, which can be properly analyzed, especially by the complexity of the theory scales (Wheatley, 1992, Beeson and Davis, 2000; Haigh, 2002) or the theory of dissipative structures.

In this theoretical register, Stacey (2003) identified three types of order-disorder, detectable with help of some corrections in the field of education, too, like: the stable equilibrium, the explosive instability and the limited instability. Peculiarities of the contemporary education can be shaped and adapted - like all other sections of the civilization - in the random pressures of the economic, political, scientific, crisis, etc. Situated in this space, called the edge of chaos or chaordic after Hock (1999), the dynamic of education as a non-linear complex system adjusted between order and disorder in the context of the assumptions made by Frederick, Jenner, Kaufmann, Lewis (Frederick, 1998; Jenner, 1998; Kauffman, 1993; Lewis, 1994). On the other hand, the emergence of the order which is based on order-generating rules (Reynolds, 1987; Wheatley, 1992, Lewis 1994, Frederick, 1998; Macintosh and MacLean, 2001; Stacey et al, 2002, Gell-Mann, 1994: 100). Logics, but also the theoretical practice require the standard management reform based on cause and effect, top-down, command-and-control. Tetenbaum (1998) demonstrated that the effectiveness of a manager who although apparently destabilizes the organizational system, in fact, encourages the diversity of views, skills, creativity and, finally, the experiment. And Bechtold (1997: 198) confirms: «... People need the freedom to own their own power, think innovatively, and operated in new patterns». As Stacey affirmed (2003), people are "unthinking molecules" and they wish to exercise their free will, to interpret events. The key would be, following Jenner (1998: 402) and Brown and Eisenhardt (1997:29), the flexible and decentralized structure. A complex system, as the higher education is, subjected to permanent challenges can withstand in a competitive environment only through continuous innovation and communication in a real time, based on some specific rules. There are obviously some differences, sometimes difficult to reconcile between theorists. We will not go deeply into details here, but we will mention, however, some marks of the works of Brown and Eisenhardt (1997: 29), Beeson and Davis (2000), Brodbeck (2002) or Styhre (2002). We will also observe some similarities between the complexity of the theory perspective on order-disorder and Lewin's model of the «planned changes», based on the «quasi-stationary equilibrium».
The complex system of education as a generic universe is defined as material by logistics and also immaterial. In this sense, one can observe a tendency to incorporate some more articulated non-material factors (as religion, culture, identity, civilization), in defining and evaluating all fields. Thus, the question «is it possible the coexistence in a plural coexistence of civilizations in a civilisation of modernity while keeping their practices, unique and distinctive?» Katzenstein notes that civilizations «coexist with each other within one civilization of modernity». After Katzenstein et alii, the coexistence requires: «...a multiplicity of different cultural programs and institutions of modernity that derive from the interaction between West European modernity and the various civilizations of the Axial Age».

In addition to these non-material macro factors (such as religion, culture, identity, civilization), generated by the history, traditions, communities and nations in devising of the unional, regional or global strategies, as in the structure of the regional management, even unional or global, focused on multilingualism and the reform and reconstruction of the didactic teaching methods, it is essential to take into account the non-material micro factors, defining every individual as a part; the individual being is, metaphorically speaking, in the same time, raw material and tool; he generates concepts, he is the communication factor and the actor in this «4D» co-production or indefinitely D. So, for refining and completing our hypothesis, these concepts and realities, such as: intellectual capital, emotional capital or intellective intelligence, rational and emotional intelligence, etc., become true Kantian categorical imperative.

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8 Katzenstein, p. 1.
9 Axial age (germ. Achsenzeit; engl. axistime) describe the period between 800 BC and 200 BC, when, according to Max Weber and Jaspers (Vom Ursprung und Ziel der Geschichte), appeared almost simultaneously in China, India and the West Europe, revolutionary thinkers as Lao Tzu, Homer, Socrates, Parmenides, Heraclitus, Thucydides, Archimedes, Elijah, Isaiah, Jeremia, Confucius, Siddhartha Gautama, Zoroaster, Ashoka.
10 Idem, p. 17.
Regarding the intellectual capital in relation to the European Union from 2006 on this topic is required under the Lisbon agenda, that the 3% of GDP come from R & D (Research and Development), where innovation, for example, is measured by intellectual capital. Summarizing here, about the concept of IC, we hold in our memory some benchmarks: in any country, organization, or institutional complex system, there are intellectual type intangible assets (such as licenses, patents, research, goodwill) that can be evaluated. So, the value of an organization, institution or complex, even one of a country, may rise in a considerable way, by analyzing and by the re-evaluation of the human capital explicitly quantified, stored and reusabled. After Sabin Azua, the intellectual capital can be defined as: «a collection of company assets which are not listed in traditional financial statements, but produce or may produce profits in future»\(^\text{13}\). To say the essential, these intangible assets do possible the differentiation of strategies, the optimizing of learning capacity, and the flexibilizing/flexibility, efficient handling of the crisis.

Unlike the IC, the five constituents of the emotional capital (self-conscience, social awareness, adaptability, self-management, socio-relational skills) focus on performance leadership.\(^\text{14}\) So, Goleman, Gendron and Lafortune\(^\text{15}\) demonstrate that the discrete, non linear structures of the emotional capital enhance the human capital, social, cultural structures, regulate sequential adaptation mechanisms, for answer and initiative, or certain protocols still insufficiently investigated. Therefore, skills and performance, \textit{id est}, the answer and reformer crisis resolution, both at the


individual or at the macro level, concern systems and meta-systems, such as organizations, regional communities, even if unional or global, and all these were required in order to be rethought, redefined for a new historical stage, whose spirals remain widely unknown. The stratified, hierarchical and circular models (such as management, intellectual capital, emotional capital) could be - in this race against the clock - to solve the crisis, which works like in a real process of nuclear fission, - our model, like a tool among many others, for the evaluation and the better understanding of our contemporary global sequential logic, discretely confused and sometimes indecipherable.

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EUROPE: RETHINKING EDUCATION AND PROFESSIONAL TRAINING

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Abstract: Since 2009, the EU Council set a strategic framework for European cooperation in education and professional training for the period until 2020. The main goal is to support the further development of education and professional training systems of the Member States, so that they can ensure the fulfillment of all citizens at all levels. At the same time, sustainable economic prosperity, employability, promotion of democratic values, social cohesion, creativity and innovation, active citizenship and intercultural dialogue are taken into account.

Keywords: education, professional training, creativity and innovation.

Since 2009, the EU Council set a strategic framework for European cooperation in education and professional training for the period until 2020. The main goal is to support the further development of education and professional training systems of the Member States, so that they can ensure the fulfillment of all citizens at all levels. At the same time, sustainable economic prosperity, employability, promotion of democratic values, social cohesion, creativity and innovation, active citizenship and intercultural dialogue are taken into account.

In 2012, the EU Council and European Commission established measures to mobilize the „ET 2020” process to support the Europe 2020 objectives on economic growth and jobs and has identified a number of priority areas for European cooperation in education and professional training for the period 2012-2014. Europe is facing with a sustained economic crisis. The latest European Commission prognosis provide a slower economic recovery than expected and a peak of unemployment of

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almost 11% in 2013, with the unemployment levels with 60% higher among low qualified workers.

In this economic context, is a necessity to be stopped the increase of unemployment among young Europeans. At this moment, this is situated at an average of almost 23%, but rises to over 50% in several Member States. In recent years more and more evidence appeared such as the skills supply does not correspond the needs of the labor market. Over two million vacant positions across Europe are a proof. For here resides the need to establish future growth and competitiveness, under conditions of limited public finance, through more efficient investment in education and training.

Council of the European Union agreed that education and training sector should play a greater role.

Education and training system can be a major vector of economic growth and competitiveness in 2013.

At European level, more countries attach greater importance to skills, education, training and lifelong learning, to increase the chances of finding a job and to prevent the unemployment.

As is well known, the education and professional training systems can help to promote social cohesion, of sustainable development, active citizenship and personal fulfillment in European societies. It is therefore necessary for Member States to ensure that the social aspects of education and training are supported and are given equal opportunities of access to a quality education.

It is necessary to strengthen the role of education and training in Europe 2020, taking into account the annual growth and country-specific recommendations focusing on improving the functioning of education and training, and the overall level of skills.

This can be achieved through a closer connection between the professional and educational field and by ensuring an efficient communication, of strong partnerships among relevant policy areas, subsectors of education and training, social partners and different levels of governance. Another area of intervention would be to promote excellence in the vocational and technical education (VET). A VET properly system in terms of quality, including a solid component of training at work, by considering the possibility of issuing short-term training programs of post-secondary or tertiary level, can lead to excellence in the VET level. These short-term qualification programs can target identified areas as being characterized by potential growth or lack of qualified personnel.
The use of early identification strategies of low achievers in basic skills level can lead to improved outcomes for young people at high risk of early school leaving and with a low level of basic skills. May be given, at the same time, personalized support by allowing to validate your knowledge and skills acquired in non-formal and informal contexts, but also by combating the causes of poor results using accessible services of higher education and care. Another area where that can be occur is on reducing the number of low-skilled adults, by introducing or increasing incentives for adult education, by sending information on services lifelong learning. Such services relate to validation of non-formal and informal education, educational and vocational orientation, but also for adapted services of individual learning. An innovative pedagogical approach, centered on the learner, in the first years of schooling up to higher education, can lead to the development of transversal competences and skills.

Review and strengthen the professional profile of the teaching profession, by introducing coherent systems and that have adequate resources for recruitment, selection and initial training of teachers, early career support and continuing professional development, of teaching staff, can have favorable outcomes on education and training systems. In recent years there was a growing influence learning based on information and communication technology (ICT) in supporting teaching and assessment practices based on ICT. The European Commission has expressed its support to Member States in their efforts to improve education and training systems. Therefore, for this purpose you can use EU programs in education and training, can maintain contacts with Member States including bilateral meetings at key stages of the preparatory phase prior to the adoption of the Commission's draft recommendations for each country.

In the "ET 2020" work groups focused on major policy challenges identified, by ensuring closer cooperation of the activities carried.

At European level have been developed new tools (The monitor of education and vocational training and education and vocational training Forum) for which, by examining the results of the first round operation, is intended to make proposals as to achieve added value from the application of these new tools in the European Semester.

The European Commission wants to support the initiative for the establishment of the European Alliance for apprentices- which improve workplace training and involves strong partnerships between education and employment, in particular the social partners, Business and VET providers, according to the Copenhagen process. In education and
training areas for adults aims to analyze the possibilities of increasing the level and quality of supply, with the social partners at EU level, for retraining and improving existing labor skills.

Also, there is intention to create a European space for skills and qualifications, to promote greater convergence, between different European and national instruments, so that skills and qualifications can be recognized more easily across borders.

Use of ICT resources and entrepreneurship education are areas where there is promotion programs. Also, investments in different sectors of education and training is currently the subject of a review of the efficiency of public spending on education and training.

Council of the European Union believes that Member States together with the European Commission, can unlock the potential of cooperation by improved working methods, by avoiding duplication and better use of EU Member States belonging to international organizations, such as the OECD, UNESCO and the Council of Europe.

Such an approach can be achieved by activation of structures and procedures to increase efficiency, effectiveness and level of ownership by the Member States.

A structured process on a voluntary basis, peer review may focus on implementation of country-specific recommendations and the experience gained in the pilot peer review in September 2012. It can also consider a regular feedback from all working groups by the Education Committee and / or other relevant groups, presentation of essential findings related to Council policies, as well as regular communication between the Board of Education and all thematic working groups to ensure that the working groups are fully aware of the context in which they operate and about any developments relevant to the situation of their competence.

In recent years, for better dissemination of information, summary results of the working groups are provide multilingual publishing.

Council of the EU supports the Member States in stimulation of a constructive process subsequent of actions country-specific recommendations by periodic transmission of results to the cooperation mechanisms relevant policy committees (namely Economic Policy Committee and Employment Committee).
Abstract: The policies of the European Union referring to plurilingualism and multiculturalism promote intercultural education based on teaching attitudes of tolerance and openness before diversity. The introduction of the intercultural element in training could be noticed especially in informal and non-formal educational settings. On the one hand, the simple interaction between international students in the campus or at school does not implicitly lead to acquiring and developing intercultural communication competence. On the other hand, this competence cannot be taught in a formal educational setting without the direct contact with “otherness”.

Keywords: intercultural education, diversity, multiculturalism, intercultural competence.

The intercultural dialogue in higher education
The creation of a common European educational space, with comparable and coherent systems of education and with mutual recognition of qualifications and degrees, as a main objective of the Bologna process, has brought along new perspectives related to the society. Education is deeply connected to the social partners, for which it provides fully-trained individuals. Thus, education in general, and higher education, in particular greatly contributes to the development of the European, international society.

The tradition of assigning a role to higher education as a supplier of intercultural values and as a promoter of intercultural dialogue has been visible even from the earlier centuries of its existence, since it has always fostered a dialogue between cultures both in the teaching practices and in research. Higher education has always been a space of cooperation with others and openness to the unknown. The Bologna process has created an
even stronger opportunity for the intercultural dialogue to occur in the educational settings, through its policies regarding academic mobility.

Among the European authorities playing a fundamental role in fostering intercultural dialogue in education is the Council of Europe, whose policies support and open the process of higher education reform. It encourages education specialists to promote plurilingualism and multiculturalism through intercultural education and education for European citizenship and for democracy. Among the imperatives of the contemporary world is the promotion of intercultural dialogue and the education has achieved this objective by the creation of new school subjects entitled the „new educations”, based on UNESCO and Council of Europe’s recommendations.

If, at the beginning, the meaning of intercultural education was limited to solving the immigrants’ adaptation problems, nowadays this paradigm has become obsolete. The perspective of building a unitary European space from a social point of view has brought about new priorities such as teaching tolerance, learning as many languages as one can, developing positive attitudes towards diversity, becoming aware of one’s own cultural identity, overcoming stereotypes and prejudices etc. At present, intercultural education encourages intercultural exchanges and cooperation and it also values cultural differences.

The intercultural perspective concentrates on group and individual interactions, but, to our view it should not be based on do’s and don’ts recipes, which present a stereotypical approach to culture, hence, a static and objective reality. On the contrary, the term „intercultural” bears the connotation of dynamism and interaction; therefore it represents an identity developing process, which is carried on in various cultural contexts.

Pretceille has a constructivist approach to the individual cultural identity, which we welcome. This approach presents the individual as influenced and influencing culture: he/she are not only the product of his/her own culture, but, he/she himself/herself builds it according to various strategies, needs and given contexts. That is why the analysis of cultural diversity should start from the interaction processes, considering cultures as subjective realities.

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Cross-cultural understanding in education

Most often the concept of „culture” has overlapped those of „nation” or „country”, but, today, we are using phrases such as „European culture”, „international society” or „European citizen”, which reflect the pluralistic aspect of the cultures and the fact that there are no self-standing cultures, totally separated from the others. There has always been a certain direct contact between cultures in different historical contexts, but lately this has been supported by the international mobility programs and the technological advance.

The term of „intercultural” refers to a dynamic process which involves interaction and exchange between cultures. As a result of these encounters, the society as well as the individual suffers identity transformations. The individual reactions, in this context, may range from cultural adaptation to culture shock.

In comparison with interculturalism, multiculturalism reflects a mere coexistence between the cultures of the same geographical space, without necessarily denoting interaction between them. Given the process of cultural interaction, which has been facilitated by the creation of the European Union, any form of intercultural dialogue involves a borrowing of values and attitudes, process which is entitled „acculturation”. This contact can be visible at the linguistic level, when a tourist, for example, learns a few words in the language of the visited country, and, at other cultural levels, such as the influences in the dress code or the local cuisine.

In education, the cultural pluralism was first debated in the years 1970s, along with a massive immigration to the Western countries. In this context, as school was experiencing a greater failure in the education of immigrant children, it adopted an assimilation strategy, which aimed to reduce diversity, thus generating various critics from the specialists and the immigrant population. The next stage in developing adequate strategies in intercultural education was acknowledging each child’s rights to maintain his/her own cultural roots, including the language and their traditions. Even if diversity has acquired positive meaning, this strategy treated cultural differences separately, and did not focus on promoting interaction between individuals with different cultural backgrounds. Differentiated pedagogy as a teaching strategy ignores the common points of communication between cultures and thus, risks that the learners may not be educated for cultural adaptability to the host country.

The cultural diversity, which is present both between and in inside societies, suggests the fact that there is not one best cultural pattern, that
there is no inherently good or bad culture and, in fact, that there is no cultural hierarchy.

**Intercultural communication between the educational actors**

Intercultural teaching and learning focuses on creating positive attitudes between students, based on cooperation and mutual understanding. Thus, Weinstein et al. mention the knowledge, competences and behavioural elements of a teacher who teaches intercultural groups:

- The teacher acknowledges his/her own ethnocentrism;
- The teacher has knowledge about his/her students’ cultural origin;
- The teacher understands the larger social, economic and political context;
- The teacher knows the rules of conduct specific to various cultures;
- The teacher knows management and community building strategies, such as conflict management, decision making etc.
- The teacher has ability to create a positive atmosphere in the classroom, made visible by a caring attitude towards the students.

The intercultural academic group is different from the monocultural one by a low degree of homogeneity, a less visible hierarchy, given the fundamental principles of intercultural education, which are tolerance and cultural relativism. In intercultural teaching and learning the teacher’s role is of a facilitator and equal partner in the academic relationship. According to Archer Carol, cited by Gary Althen, ideally, a teacher who teaches an intercultural classroom should be plurilingual, should have deep knowledge in various cultures; but, the author mentions, no teacher can become an expert in all the cultures and, that is why, it is essential that both students and teachers should learn from each other.

Fennes and Hapgood also consider that teachers have to face challenging and unusual situations in intercultural teaching. They argue that in academic intercultural encounters the teachers themselves are

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confronted with issues to which they do not have a solution. They are themselves in the same learning context as their students and learn from and with them.

In order to communicate effectively and to develop successful relationships, the educational actors should negotiate the meanings of their messages, should adjust their behaviours and reactions, so that they could reach mutual understanding. In the process of communication between persons of different nationalities it is very important to understand the cultural frameworks by which each interlocutor interprets the reality. The speaker encodes the message according to his/her cultural framework of reference and the interlocutor decodes this message according to his/her cultural framework. These two frameworks may coincide or not. That is why G.Zarate\(^5\) proposes two major teaching objectives, in any course which aims at the development of intercultural communication competence, aimed to reduce this gap:

- the development of socializing skills, necessary to communicating in a group, which also includes openness and understanding of otherness;
- self-awareness and awareness of otherness, defined as understanding of one’s own culture and reactions in different contexts of intercultural interaction.

The author considers in her work that the general objective of an intercultural communication course should take into account three priorities: the development of group communication skills; awareness of own self and of otherness; teacher’s experience in intercultural learning situations, meaning that the teachers themselves should have been exposed to various prior intercultural learning situations as learners, in order to transfer to their students the knowledge, attitudes and behaviours learned in this experience.

Whether the teacher should become a specialist in plurilingualism and multiculturalism, or whether he/she should have prior intercultural knowledge is debatable, since we believe that teachers should focus more on teaching positive attitudes towards diversity and promoting cultural self-awareness. Undoubtedly, the training for practicing intercultural education should take into account teacher’s experience and intercultural skills. That is why we strongly recommend complete training programs

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and workshops for teachers who teach in a culturally diverse academic environment.

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GLOBAL EDUCATION: THE INTERCULTURAL DIMENSION

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Abstract: This article aims at presenting the most features of the Intercultural Dimension course (awarded by The Network University) as an important part of Global Education made by education practitioners, social workers, civil society, youth activists, policy and decision makers, local authorities and intercultural cities from all over the world. In other words, it wants to analyse the main objectives and goals of Global Education in my opinion, the specific contents and the eight key concepts of this area, the knowledge, skills, values and attitudes needed in this respect, the intercultural competences in communication and the methodology in education.

Keywords: communication, education practitioners, intercultural education, global citizenship, human rights, the intercultural competences in communication, global education methodology, formal/non-formal education.

In 2012, I was one of the world selected participants by the Network University (the main criteria were participants’ CV and projects) to pursue the great online course called Global Education: The Intercultural Dimension that was awarded by The Network University (rooted in the University of Amsterdam, the Netherlands) in close collaboration with the support of The North-South Center (European Centre for Global Interdependence and Solidarity) of the Council of Europe, as part of its Global Education Programme, financed by the European Commission.

North-South Centre’s mandate is to provide a framework for North-South co-operation to increase public awareness of global interdependence issues and promote policies of solidarity in conformity with the aims and principles of the Council of Europe: respect for human rights, democracy and the rule of law. The Network University (TNU) facilitates innovative learning and capacity building for a global network

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of professionals, students, non-profit organizations, agencies and networks, specializing in creating e-tools for education and networking in the field of development.

This very useful course was designed for education practitioners, social workers, civil society, youth activists, as well as policy and decision makers, local authorities and intercultural cities from all over the world. This course consisted of 40 hours of training covering Global Education, Intercultural Education and Intercultural Learning and Competences, from May 7 until June 1, 2012.

As education practitioners, social workers, civil society, youth activists, and decision makers we should ask the followings: How we can understand and practice the Intercultural Dimension in the frame of Global Education? What are the specific contents of this great global theme?

We have to reflect on the needs for intercultural global education, the intercultural competences and review concepts approaches to intercultural global education, the different meanings associated with intercultural education and challenges related to its practice.

We need to understand the existence of intercultural education in practice and analyse dilemmas and challenges in policy development towards intercultural education as follow:

a) We must debate the different spheres of the intercultural dimension in relation to anti-racism, anti-Semitism, Xenophobia, Homophobia, and other forms of intolerance, and how they are addressed in the educational practice at local, national, regional and international levels.

b) Other important ideas must be focussed on intercultural competences necessary for a new approach towards intercultural global education.

Education practitioners should develop the necessary strategies for intercultural political education and conceive the rights-based approaches to social and political action.

What are the possible levels of interventions? I consider intercultural dialogue as one of the strategic instruments for policy making. We must analyse the challenges related to quality standards and recognition of intercultural education, as well as the opportunities to experience an interactive exercise on designing a global intercultural education policy.

Definitely, what means the intercultural education as part of social and political action? I think that it is very important to understand the intercultural global education in terms of political and social action and to
explore the applicability of a rights-based approach in intercultural education leading towards political activism. Finally, there are absolutely necessary to exist the evaluation and a debate on these objectives and goals.

On the other hand, what means the *Global Dimension*? Education plays a vital role in helping children and young people. This concept recognises their contribution and responsibilities as citizens of this global community and offers them the skills to make informed decisions and take responsible actions.

I really consider that *the global dimension* can be understood through eight key concepts:

- global citizenship,
- conflict resolution,
- diversity,
- human rights,
- interdependence,
- social justice,
- sustainable development,
- values and perceptions.

In fact, *Global education* enables people to develop the *knowledge, skills, values and attitudes* needed for securing a just, sustainable world in which everyone has the right to fulfil his/her potential.

Some analyses about *the intercultural competences in communication* and *the methodology in education* in my opinion as follow:

*Global education* should help learners to deal with cultural variety of languages and codes so that mutual understanding can be achieved.

In today’s mosaic-like cultures, I think that we have to accept the idea that every socio-cultural group can contribute to the enrichment of our community life through the exchange of identity elements, dialogue and involvement of all the members of the multicultural community.

*Methodology in education*, and especially in global education, is more than a discussion about teaching methods; methodology is an important pillar of education policy. The methodology issues have to be regarded not only in relation to particular learning activities, but as the framework of a continuous learning process related to the main objectives of education and in dynamic interaction with the evaluation process.

In order to reflect on the fundamentals of global education methodology, we need to go back to the main concepts in *the Maastricht*
**Global Education Declaration**: “Global education is education that opens peoples’ eyes and minds to the realities of the globalised world.”

Regarding intercultural education, the most important sides are the following:

- education for Human Rights;
- education for democracy and civism;
- education for peace and disarmament;
- education for tolerance;
- education for development;
- education for environment.

Alongside definition trials of *interculturality*, Dasen mentions the aspects that state what it is not intercultural education, namely that it is not only a new school order but also a new approach of classic orders and that it is not the same with the native culture and languages courses for immigrant pupils, in fact it is addressing to all pupils.

The goal of intercultural education is to develop the value of solidarity and social responsibility with disadvantaged groups.

The problems of the contemporary world includes numerous discriminations (racism, apartheid, sexism), the desire of peoples to autodetermination and understanding, the bareness and the starvation, the international terrorism, the religious intolerance, fundamentalism, trafficking in dopes and human beings, environment pollution.

**Global education methodology** has to be related to the realities of the contemporary world. This means, it is first of all based on the reality, contexts and needs of our learning group, then the reality of the local society surrounding this group and the reality of the global society influence our local realities and the interconnections between them.

This requires first clearing all the concepts we will deal with and then using a wide variety of resources, adapted to the different capacities and characteristics of the learning group (age, language knowledge, cultural background and physical capacities) and related to learning styles.

1 *Maastricht Congress* defines global education and calls for the development of national strategies for strengthening of global education, North-South Centre of the Council of Europe.


In my opinion, the criteria for choosing and evaluating global education methods should be the following:

1. **Global education methods have to be:** interesting; attractive; motivating; challenging; participative; collaborative; realistic but optimistic; promising; reflective; targeted to different people; diverse and variable; learner-centred; creative; interactive; democratic; dynamic.

2. **Global education methods:** are based on good resources; are coherent with GE content; do not “teach” but educate; raise awareness; promote the dialogue; give the sense of belonging; involve people; respect the learners; are based on human values; develop critical thinking; link local to global; stimulate actions; are micro/macro based; promote human-values.

Educators practicing global education should use a wide variety of resources including the media as follow:

a) media as a goal for global education;

b) media as a resource in global education;

c) media as a means to act as global citizens.

According to Plugaru şi Pavalache, in the educational area, the problems of contemporary education are the reverberation of the problems of contemporary world.³ For Rey⁴, *interculturality* is outlined as a concept with a wide content thanks to prefix inter that sends us to „interaction, exchange, opening, reciprocity, solidarity“.

Universtalist ideologies consider that cultural entities will disappear in favor of a world, unique culture centered on certain cultural matrix.⁵

*The intercultural education* aims at a pedagogic approach of cultural differences, a strategy to considerate spiritual natures or the other genre (sex difference, economic or social difference, etc.), avoiding the risks resulted from unequal exchanges between cultures or trends to atomizing of cultures.

To conclude, I consider that global issues can be developed through any subject of the curricula, formal or non-formal. Connecting specific to general knowledge and linking different data coming from various sciences permit a multi-perspective approach, which is needed to perceive

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knowledge as a united system and so to understand yourself and others in a complex, interdependent world, where the realities of our lives can be complementary but also contradictory.

Moving from a culture of individualism to a culture of partnership presupposes the transformation of the personal criteria of the only truth to collective criteria of multiple realities.

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HUMAN CAPITAL DEVELOPMENT - EUROPEAN STANDARDS AND NATIONAL REALITIES

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Abstract: Since 2010, forecasts of the European institutions on the need for competences and qualifications estimated that by 2015, European economies will move towards advanced knowledge-based sectors, which will require higher qualifications at a rate of approx. 30% of total employment. Society technological progress and knowledge generates the need for experienced specialists both in terms of professional competences, and especially in that of transversal competences that build autonomy and responsibility, social interaction, interest and motivation for personal and professional development.

This paper presents the main tools used nationally to ensure quality human resources to increase competitiveness, comparability and mobility on the labour market in Romania and in EU, due to the lack of a national policy on human capital development.

Keywords: knowledge society, lifelong learning, qualification, competences.

1. Concepts

Although used quite frequently by the ‘50s, the concept of human capital has its origins in the statement of Adam Smith (Wealth of Nations, 1776) that human capital is the general skills and knowledge "useful" of the human being, which resemble a car entails both costs and ability to generate income. Over time, both academic and especially political ones were given a variety of interpretations of this concept, various theories have been issued for estimating human capital. Promoters modern theories are considered as Theodore Schultz, Jacob Mincer and Gary Becker, although there are differences of opinion. So if Schultz treat health expenditures as investment education and to increase labour productivity and the economy in general, Mincer and Becker declined by highlighting approaches to human capital investment costs associated with the training.

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In recent decades, the analysis of human capital is increasingly defined as the educational capital, stressing that education is the essence of human capital, the higher its importance regarding the health component. Changes in the role of the individual in contemporary society with emphasis on transforming its capacity factor of progress, caused changes in development priorities and the transition from technocratic approach to the anthropocentric oriented individual needs and abilities. Moreover, it is increasingly apparent that training and adaptability represent essential factors for long term development of a society’s potential of reaching a high degree of competitiveness and social wealth. Focusing on a coherent development framework of training and knowledge, experience, values and rules system specific to a society, professionalization will transcend more and more the work training field, vastly expanding towards more diverse areas of human life. Currently, education/training no longer represents just a social need, but much more, tending to customize individuals and to become a criterion in establishing the personal development degree.

The human capital is „the skills of individuals that characterize their and remain the same, in any social environment can be exploited on the labour market at exchange for economic resources of any kind”. ¹

Macro-level human capital is scaled by adding or levels of school years completed by individuals and determining the ratio of adults who has covered every level of education, or the average number of years of schooling to the adult population. Concerning at health, macro-social measures are more developed than those at the individual level, including additional estimates of the incidence of infectious diseases and chronic types.

The knowledge society can exist only in symbiosis with the information society and requires an expansion and thoroughgoing of scientific knowledge and of the truth about the life’s concepts and use of technical and organizational knowledge. Also is evident unprecedented dissemination towards all community/society members through new means (using mainly the internet) and creation of knowledge through innovation this would lead to a new economy in which the innovation process becomes decisive.

In conclusion, the true knowledge society, as expression of global society, tries to harmonize the needs of human nature, more and more

¹ Bogdan Voicu, „Dicționar de sărăcie” (Dictionary of poverty); ICCV, 1999.
growing and diverse, with the regeneration of material resources, proposing ways and solutions to meet such challenges. The micro and macro social context focuses on the individual, so much by his knowledge but especially by his attitude in relation with the increasingly more alert, unforeseen and mostly unwanted changes. In the same time professional mobility is no longer prevalently centered on the individual, but structural, focused on groups. In this context, professional competences and especially the transversal competences can become concrete and operational components of human capital.

“Competence” means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy2. Professional competences targeting specific categories of work or learning a profession circumscribed a profession/a domain of activity and transversal competences are those skills that transcend a domain and have a specific transdisciplinary.

2. Stages in the development of human capital

2.1. Procedural framework

The first stages in the modernist approach to the role of human capital the development of society as a whole was marked by the establishment of the European Community. Thus as a result of the Treaty of Paris (1951) or the Treaty of the European Coal and Steel (1951) was created Research Fund for Coal and Steel with a component dedicated to retraining, in 1963 the Advisory Committee was established training and in 1975 was established the European Centre for the Development of Vocational Training (CEDEFOP).

In the ‘80s in the context of major changes in European economies is recognized, at Community level, fundamental role of education in providing human capital for the economy, and the need for education systems to build competences and in particular, an aptitude for flexible and adaptable versatility. This creates premises for economy and a

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knowledge society where competitiveness depends on competences of human capital.

By the Treaty of Maastricht (1993), Community, now the European Union officially recognizes the importance of investment in human capital both in education and in training. As the main moments of this stage can be set up: White Paper "Growth, Competitiveness and Employment" (1993); Strategy of Essen (1994) which had among its objectives the development of human resources, through training and support to improve the efficiency of labour market institutions; Treaty of Amsterdam (1997) who founded a European Employment Strategy (EES); Bologna Process (1999) which followed the formation of a European Higher Education Area (EHEA); Lisbon Strategy (2000) which targeted to make Europe, by 2010, the most competitive and dynamic knowledge-based economy in the world; The Copenhagen Process (2002), who sought to strengthen European cooperation in education and training; Europe 2020 Strategy (launched in 2010), a strategy „to help us come out stronger from the crisis and turn the EU into a smart, sustainable and inclusive economy delivering high levels of employment, productivity and social cohesion”.

2.2. Methodological and operational framework

In 2008, was established the European Qualifications Framework (EQF), which thanks to its simple classification structure, this enables the Member States to categorise their own qualifications and thus to establish comparability. The body set up by the European Community to supervise the classification has the task of ensuring quality and standards. The European Community has put in place two further instruments to complement the EQF: the Europass and the European Credit Transfer System and also, in addition, it has set up the Ploteus portal for the comparison of formal and informal learning. The EQF is a common European reference system aiming to correlate the different countries’ national qualifications systems and frameworks together. In practice, it work as a translation device making qualifications more readable. The EQF uses 8 reference levels based on learning outcomes (defined in terms of knowledge, skills and competences). The EQF shifts the focus from input (lengths of a learning experience, type of institution) to what a person

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3 Europe 2020, A strategy for smart, sustainable and inclusive growth; Communication from the Commision; Brussels, 3.3.2010, p.5
holding a particular qualification actually knows and is able to do. Shifting the focus to learning outcomes so that:

- supports a better match between the needs of the labour market (for knowledge, skills and competences) and education and training provision;
- facilitates the validation of non-formal and informal learning;
- facilitates the transfer and use of qualifications across different countries and education and training systems.

It also, this instrument recognises that Europe’s education systems are so diverse that comparisons based on inputs, say length of study, are impracticable. The EQF is fully compatible with the qualifications framework for Higher Education developed under the Bologna Process. Specifically, the EQF descriptors at levels 5-8 refer to the higher education descriptors agreed under the Bologna Process. However, the formulation of the EQF level descriptors differs from the Bologna level descriptors developed specifically for higher education needs because, as a lifelong learning framework the EQF also encompasses vocational education and training (VET) and work contexts, including at the highest levels.

Complementary by EQF, the National Qualifications Framework, as an instrument which defines the qualifications structure and ensures their national recognition, plays an important role in facilitating students’ employment at all levels and types of education and training and it may also facilitate efficient career planning and professional development in the lifelong learning perspective. Starting from professional training standards developed at national level, both for training and for assessment of competences acquired, the National Qualifications Framework contributes to quality assurance in education and training.

The European Social Fund represents the main financial instrument the European Union uses to invest in its citizens with the purpose of perfecting education and developing adequate competences. And also, Sectoral Operational Programme – Human Resources Development (POSRU 2007-2013) had the role to grow of human capital and its competitive growth by connecting education and lifelong learning with labor market and ensuring an increased participation on a flexible, modern and inclusive labour market.

Also as tools that facilitate professional mobility and human capital development can be mentioned the programs: Tempus, launched in 1990 for university cooperation; Socrates - Erasmus, launched in 1987 to increase the mobility of students and teachers and in 2007 became part of the
program of education and lifelong learning; *Leonardo da Vinci*, launched in 1995 to encourage the competitiveness of European labour market by acquiring new competences and qualifications.

3. National realities on training and human capital development

At present, in Romania, the accumulation of human capital is a process influenced by the reduced budget allocated for the last 20 years of education, health and research and innovation but also migration flow caused by the departure of a relatively large number of qualified staff and the return of those affected by the crisis of jobs in countries of adoption.

The lack of updated statistics and forecasts as well as of national surveys on the supply and demand ratio at the labour market level, and the lack of a national strategy for human capital development are not insignificant realities for this topic. International terminology used for the qualifications description is not enough clarified, and translations into various languages and the wording specificity in national contexts lead to confusion and ambiguity. Also, employers operate more with instruments such as the job description, not with the description of a qualification in terms of *learning outcomes*.

Weak continuity between pre-university and higher education to ensure career development and the gaps between the various types of education and training are caused by lack of harmonisation between institutions involved and tergiversation the development and implementation of National Qualifications Framework. The development of human capital is severely affected by absence of a the National Qualifications Framework (NQF) and to include comprehensively all components of formal, informal and non-formal education and training, taking into account the subordination relations between the bodies involved and their scope of activity, as well by lack of a unique, coherent and integrating Methodology on qualifications in Romania – although 2010 was recommended deadline for countries to relate their qualifications systems to the EQF and 2012 for them to ensure that individual qualification certificates bear a reference to the appropriate EQF level. The main reason for these problems is an incomplete legislation led in time to important disfunctionalities between the various institutions in charge with the development and implementation of a NQF, to overlapping actions, activities and projects.
For all that the following achievements can be mentioned:

- Description of qualifications in higher education in line with the descriptors used in the Overarching Framework for Qualifications of the EHEA;
- Ensuring transparency and visibility of the educational system at national level as well as comparability and compatibility with the European Higher Education Area;
- Facilitating mobility of students and employees, both at national and international level;
- Development of university curricula based on learning outcomes, focusing on student-centred learning;
- Facilitating lifelong learning, including after graduation of a Bachelor or Master’s study programme;
- Studies and reports on human capital of the Romanian Academy by the National Research Institute, as well as recognized specialists in the field recruited as experts in ESF projects.

Conclusions

In the context of the challenges of the knowledge society demands and on background of globalization, of ageing population and of the global economic crisis, the human capital is unanimously appreciated as the major factor for the successful organizations XXI century. The quality of human capital, reflected in the level of education and ability to adapt and networking of individuals, is on the basis of evolution of society. Like any resource, the human capital should be measured and evaluated, but to take into consideration the diversity, but and the uniqueness of human typologies, this is an difficult process. Although Romania had at hand a generous fund allocated for Sectoral Operational Programme – Human Resources Development (POSDRU 2007-2013), the human capital is still poorly valued, this because of absence a coherent policy in this regard. Steps taken since 2004 for developing/building the national qualifications system have been significant, but the political decision underpinning them was rather due to the imperious pressure to align to the EU/EC requirements than to an effort to respond to a real national need regarding the match between education/training and the labour market. Change of approach in the curriculum development, switch to student-centred learning and focus on learning outcomes are principles accepted by all education and training providers but the conceptual definition and the practical implementation involve a change in
mentalties and a reform of strategies on education and training, which are not immediately visible;

For Romania, formal requirements at European level regarding the implementation of a coherent system of qualifications, urges awareness of needs for appreciation the role of human capital at the whole society and may enhance national progress.

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“Education must prevent blind use of new information technologies in communication, to prevent human alienation, entertainment desire to fight constantly against unjustified fear of new information communication technologies to prevent diminishing creative spirit”.

(G. de Landsheere)

Abstract: Originally called Computer Society, the world of knowledge we are living in is gradually becoming Information society. According to the opinion of many specialists Information society is based on technologies, such as the Internet and is seen as a new stage in the development of human civilization, with broad implications in all the areas of human existence. The most important area of the information society is the education. Today, more than ever, increasingly rapid development and deployment of information technology in social, economic and educational, the advent of new hardware and software technologies, altogether require the active involvement of pupils from primary forms and permanent updating of information by staff specialist teaching.

Keywords: Informatics, knowledge society, computer assisted instruction, information and communication technologies, training at away, interactive lessons, E-learning.

The term “knowledge society”, used today worldwide, is on the one hand understandable information, and on the other, communication, understanding and, not least, cooperation. Information Society (IT), based on the opinion of many specialists, technologies like the Internet and is seen as a new stage in the development of human civilization, with broad implications in all the areas of human existence.
Although many experts have only Internet-based technologies as a key factor in the information society, it can be characterized rather through the explosive growth of digital data or digitized, with the direct support of information and communication technology products.

Formation of information society is based on a highly complex process, stretched over a long period of time, with parts deeply rooted within technological, economic, social and not ultimately cultural. Informatics Society concept found in the early 70's in various works in the field, was established as a term in the literature until 1996 by Rob Kling, founder of the first social informatics journal.

1945 is the meaning of many point "start" Information Society through the development and completion of the University of Pennsylvania of the first computer called ENIAC (Electronic Numerical Integrator and Computer). Although in the period 1939 - 1944 Howard Aiken of Harvard University launch electromagnetic computer consists of switches and relays, Mark I, ENIAC remained in history as the first computer, because it represented the first a fully functional computing complex 1000 times faster than its precursor Mark 1.

Currently we can not bring into question the concept of Information Society without scoring broadly, at least in terms of information, the milestones that had a decisive contribution in defining it as follows:

- IBM developed during 1959-1963 first used in teaching computer software;
- 1963 is the year that Stanford University in cooperation with IBM set up the first computerized training system (COURSEWRITER);
- In 1972 with the launch of the Intel 8-bit processor is considered as a node in the evolution of computers, lead to the possibility of presenting visual information (the end of the 70 'and early 80');
- Another important milestone is the period 1994 - 1996 when, with the development of Web technologies, we are witnessing a dramatic increase in activity in both teaching and learning in other branches of social sciences;
- 2002-2009 - the rapid growth of social networks, computer mediated communication, the emergence of Second Life type virtual spaces.

An important role in the information society plays Information and Communication Technology (ICT).1

1 ICT - is the name used for a set of technological tools and resources used to communicate and create, diffuse, store and manage information to the educational process.
Electronic transition of classical information also creates new resources for use of computer, obliging pupils / students and teachers to access ICT sites because:
- Offers much faster and easier way to virtual libraries set worldwide;
- Immediate access to vast information content;
- Extension of portability of education programs;
- Initiation to manage information.

ICT enables dispersed sites worldwide educational programs and the ability to learn throughout life. Distance learning programs (ID) are benefiting from new technologies, teachers and pupils / students not finding themselves in the same location, and offering an immediate and convenient alternative to traditional print media courses, lectures, television, audio recording, etc..

Today, more than ever, increasingly rapid development and deployment of information technology in social, economic and educational advent of new hardware and software technologies, requires the active involvement of pupils from primary and permanent updating of information from staff specialist teaching.

Depending on the specialization, students should acquire some knowledge of computer, located at least at an average level that ensures individual information processing with personal computers.

Processing aimed, the pupil or the student must develop skills in their collection, use methods of processing, storing them in good condition and not least their transmission through specific applications.

In general, there have to be pursued at least the following objectives:
- Knowledge of at least two operating systems, preferably the one used in very high proportion (Microsoft Windows) and one under Open (Linux);
- General knowledge of the structure and architecture of a personal computer system;
- Understand some text editors and at least one spreadsheet application;
- Basic notions concerning the analysis and use of applications based on specialization;
- Knowing how to exploit the elements of basic elements of Internet -

use internet type services;
- Skills in the construction of multimedia applications.

Students or students need to know and confidentiality issues, plant protection which are accessed data, potential risk of compromising the information in case of computer viruses, protection of databases, effects and repercussions in case of the disclosure of information or entry illegal unauthorized areas etc...

Objectives to be achieved in teaching informatics are determined by factors that also highlight the role and importance of computing in the modern world, its role in science, economics, education etc…

Within these objectives, there must be located in the foreground the following basic elements:
- The student or the student's creativity;
- Gradual integration of computer use;
- Training the student or the student's first computer as a user;
- Gradual advancement of the computer user to an application or software specialist heating circuit chosen specialty.

Based on common elements of teachers and pupils or students, where it is intended to assimilate the information and put into practice by the students, are distinguished student-centered goals and objectives focused on the teacher.

Incorporate student-centered objectives besides memorizing and assimilating information contained active curriculum development elements of a deductive judgments based on capacity analysis and synthesis capabilities to form an approach, structuring and planning of complex problems arising at a time.

Speaking about the teacher, goals refer to planning capacity expressed in terms as precise, where vague formulations are excluded, determining the final performance that must be achieved and objective evaluation of the performance achieved as a last resort.

Another component based on the emergence of new technologies all hardware and software used successfully in teaching complementary and alternative, is to CBT.

For students accustomed to new ways of information (Internet, email, mobile) Assist the concept of learning in computer becomes a normal part of the learning process.

From their perspective, the computer is seen as an information resource. Computer use is already in the habit of daily for communication, information and training.
The concept of computer assisted learning includes:
- Teaching lessons;
- Implementation, strengthening and systematizing knowledge taught;
- Evaluation lessons using a computer or group lessons.

Called by some as "the most important technological innovation of modern pedagogy" computer assisted learning (CAL) contributes to the introduction (adaptation) progressive modern means of communication (mainly computers) in education.

The interaction pupil/student-teaching computer allows diversification strategy, facilitating student access to fuller information, more logically organized, structured varied view presented in different ways. Not just the computer itself as physical object configuration including even multimedia produces teaching effect immediately, but also the quality of programs created and properly handled, computer products, integrated methodological criteria of effectiveness in training activities.

Modernization of teaching involves so there hardware (computer), the software (programs) and adaptability of their reception and recovery in instructional environment.

The evolution of technology and multimedia that combine image, animation, graphics and text, gradually led to a growing number of users in distance learning.

Technology today by its multiple possibilities through interaction, is revolutionizing pedagogical approach. The user, whether pupil or student, has access to information, almost immediately, acquiring knowledge at your own pace.

These media are revolutionizing teaching and methodical approach through educational product interactivity. The student is able to assimilate the information presented in its own pace. He becomes practically his own training course coordinator.

Benefits related primarily to "open" barriers such as level of education, socio-professional category or age they are practically canceled, distance training make an item with a high degree of interest. Is encouraged individual creativity and discovery of new interpretations for various issues, access to information is no longer limited by distance, the trainer, in turn, may apply to a large number of students. Other elements supporting remote training are:

- The learning is significantly reduced by focusing the study
essentials;
• People involved in the study may benefit from cumulative experience many forms;
• The student may establish conditions-time study;
• The multitude of applications and interactive programs directly stimulates its capacity of understanding;
• Information can be accessed regardless of the schedule;
• Quick access to information character again.

One of the solutions becoming more prevalent in academia and elsewhere is the e-learning platforms with instruction and assessment role. They allow the possibility of improving the teaching-learning and increase educational performance online and in real time.

Access to such a platform is in principle the virtual page educational institution to address notified in advance. By completing a login form where the user will enter a username and password has the opportunity to become familiar with the virtual learning environment, through exploration or by following instructions.

In an e-learning platform are necessarily three fundamental elements:
- a component that plays a major role, communication;
- training;
- evaluation.

Thus interactive platforms come in support of education, and not least of continuous training.

The conclusion we can draw is that the evolution of the Information Society has, by using new technologies, a role in the development of human civilization through real progress to social, economic zone and especially education. We don’t have to overlook the fact, that new technologies do not come to replace traditional education and they are not a miracle solution. The will of continue training, regardless technology, eventually depends on human factor.

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PERSPECTIVES OF STUDYING MATHEMATICS IN THE SCHOOL OF THE FUTURE

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Abstract: In this paper we aim at identifying the current problems of mathematics in the K-12 education system, the relations between research and teaching, and perspectives of supporting the youth aptitudes for studying. Mathematics viewed as an indispensable part of culture in its ensemble; relations between science and art; the enlightening of the great spirits of humankind has been preceded by a maximal level of scientific knowledge in the respective period; the role of the electronic means of informing-forming.

Keywords: relations between research and teaching; relations between science and art; aptitudes; informing-forming.

The informational boom, the scientific and technical research represent the way ahead in relation to the development of teaching and that of mathematical teaching in particular. From this perspective, numerously natural questions occur, such as: a) is mathematics just a necessary tool in solving practical problems which arise sporadic in our lives? b) are we convinced that our experience is sufficient in transmitting information and the assimilation of it by our partner in the educational act? c) how can we support and motivate youngsters in achieving performance in their studies? d) are we supporting our students’ generative reading? e) are the actual curricula adapted to the requirements to assimilate knowledge form skills which our students will need in their adult life? f) how do we imagine the didactic act in the near future?

We will attempt to answer these questions by supporting arguments which we hope they will arouse interest.

a) We support the idea that Mathematics is not just a tool, but rather a part of an indispensable culture of every person. The interference between science and art is displayed to understand culture in its ensemble. In this sense, the mathematician Dan Barbilian (the poet Ion Barbu), in “Formația...
matematică” (“The mathematical formation”), answers the question: “What distinguishes the mathematical humanism from classical humanism?”, “They are distinguished by a certain modesty in spirit and submission to the object. A mathematical formation, even if it is valorized literary, brings a certain respect for the conditions created outside of us, for the collaboration with the given material.”

“The major mathematical research receives an organization and orientation neighbored with that of the poetical function, which, bringing near disjunctive elements through metaphor, unfolds the identical structure of the sensible universe”.

For a deeper understanding of mathematics, it is necessary to read some sources from the history of mathematics, selected information from well written papers or from internet based incursions. Mathematics has a long and glorious history and the influence among the development of culture has been huge.

In this sense, we will present a couple of arguments.

The perception of natural numbers by a child represents at a certain scale the development of the idea of number since the dawn of times. In the beginning of the 1800s, the members of an isolated tribe from New Zealand have been discovered to count as such: one, two, three, many. They did not know any other numbers besides three. There are similarities between the historical developments of the concept of number since the antiquity and the perception of numbers by children. Also, an accepted idea is that according to which the development of human society at a given moment is measured through the mode of perception of the notion of number by them¹.

The Old Testament is a long string of number sent to us by God. Thus, the Genesis, the first book, starts by numbering the days of creation. Here, preferences for the numbers 7, 12 and 40 occur. The child learns first to count and afterward learns the alphabet. The symbols are the fundamental entities both in science and in art in two fundamental modalities: a semiotic and a hermeneutical one.

Then, still counting, our student learns that the string of natural numbers is infinite, and afterward, the famous Euclid theorem: the string of prime numbers is infinite. The genius of the demonstration through the use of reduction at absurdum must be underscored. There is no method to determine a consecutive prime number of the biggest prime number

determined by the use of computers, even if through the method created by Eratostene (still used today) we can determine all the lower prime numbers of a given natural number\(^2\). The necessity of argumentation, of a demonstration as the whole world of mathematics requests it, is a gain for the mode through which the youngster will perceive the world. The systematic manner of the forms of thinking and demonstration is the condition of science from the Aristotelic organon.

The Indo-Arab numbers revolutionized mathematics through their positional writing. Leonardo Pisano (Fibonacci, 1170-1250) made an essential contribution through its work “Liber Abaci” (1202, revised in 1228) through which he introduced the Indo-Arab numbers and calculations using them in Europe. He learned the al-jabr methods (switching from one member to another with the changed sign) and al-µaqabala (of effectively solving equations) in the North African Arab harbors where he accompanied his father. His father was a secretary of the Republic of Pisa and in 1192 led a campaign in Bugia (Algeria). Commercial affairs were unfolding here with Egypt, Syria, Bizance, Sicily and France. One of the problems published in his work ‘Liber Abaci’ regards the breeding of rabbits. This problem created the famous recurrent series named the Fibonacci Series. Its importance has been underscored later by studying classes of linear recurrent series, homogenous or inhomogeneous, of nonlinear series, etc. Thus, François Édouard Anatole Lucas (1842-1891), known for works on numbers theory, studies proprieties of Fibonacci series, and, afterward, of the series bearing its name. He also publishes in 1883 the renowned game: “the Hanoi towers’ problem”. In 1963, Canadian mathematicians found a journal entitled “Fibonacci Quarterly”, journal which impresses through the multitude of results which continue to arise until today\(^3\).

Afterward, the rational numbers are being studied and through the contribution of the Pitagorists the irrational numbers are introduced. In the work “Elements”, Euclid studies the irrational numbers. It must be understood that the study of real numbers has been gradually undertaken through essential contributions of many mathematicians along the centuries. The numbers theory reached a momentum through the contribution of C. F. Gauss (1777-1855) and later the analytical theory of numbers was developed. The solving of algebraic equation led to the


refinement of some results, the introduction of new notions and even theories: Galois, Dedekind, Kummer, Noether, Artin, etc.

b) The knowledge, our process of learning and the desire to continuously improve ourselves will determine the modality to correctly perceive and notice the importance of the present problematic in the perspective of using it by our students in the future.

The problems in primary school which require the next elements of a series when the first two are given are plentiful. Let us consider the next example.

The first three terms of a series are 1, 2, 3. Determine the next three terms of this series.

We can notice that through this type of problem, the inductive reasoning of the student, the passage from particular to general, is being formed. We see that infinite modalities to continue writing the numbers exist. Among the expected answers are: 4, 5, 6 when the problem’s author thought (according to the students’ level) at the natural nonzero numbers or 5, 8, 13 when the author had in mind the Fibonacci series (1+2=3, 2+3=5, 3+5=8, 5+8=13). Later, our student learns through the study we direct or by being self-taught, that the general term of the Fibonacci series has among the roots of the characteristic equation the golden number \( \phi = \frac{1+\sqrt{5}}{2} \). It leads to many applications we can determine relative to the golden number in various domains: architecture, painting, anatomy, zoology, etc.

A part of them can rapidly be found on the Internet or in specialized literature which is indicated in this article’s references.

The opening of this cultural horizon later creates an availability to make various important connections while studying and leads to a superior understanding of nature\(^4\). The recurrent series and the determination of the general term later led to solving the differential equations.

The embedded tradition of the education system sometimes is a brake for our student. We must openly admit that we often relate to how and especially at what age we perceived the notions or the methods we will further teach. The pace with which our students learn new notions is much faster\(^5\). This is an extra reason through which the research and the


accumulation of new knowledge is necessary to all of us and to help them when we are approached or when we attempt at drawing attention toward the subject.

Let us consider an example.

Counting two by two can be thought of as a game by practice correspondence to numbering houses on a street. Counting “ahead” from a fixed natural number may be done forever, but counting backwards leads to a finite case. Any strictly decreasing sequence of natural numbers is stationary. For example, possible residues obtained by dividing two integers form a finite set. The natural number is entered as a concrete number, then by generalization as an abstract number (cardinal of a finite set).

The game, complex activity, deeply human, is made up of four elements: agreeableness (studied by psychologists), the unpredictable nature, the problem aspect and strategic one. The last of the three aspects are the subject of scientific disciplines: information theory, artificial intelligence and mathematical theory of games. The game is stimulating and thus develops many types of thinking: logical, combinatorial, algorithmic, analog, inductive, linguistic, etc. The game is associated to sensitivity and creation.

The concept of infinity appeared in Antiquity⁶. We recall in this respect the aporias of Zeno. In the Renaissance, mathematicians have noticed that between the natural numbers and even natural numbers there is the $n \rightarrow 2n$ correspondence that contradicts the postulation known from antiquity: the part is less than the whole. The crisis of the mathematics’ foundations in the last quarter of the 19th century caused the mathematicians to make axiomatic constructions of arithmetic and geometry. In 1891 G. Peano axiomized the set of natural numbers, and in 1899 D. Hilbert the geometry.

Georg Cantor (1845-1918) is considered the creator of the theory of sets. Cantor introduces the concept of cardinal number (associated to any set, finite or not) and ordinal number. Thus he concludes in 1873 that the sets N, Z, Q are countable (cardinally equivalent to N) and the set of real numbers is uncountable, so it cannot be put in bijective correspondence (one to one) with N. Moreover, Cantor shows that for any A set, the set of its subsets, P(A), has a cardinal strictly greater. Consequently there is an

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infinity of transfinite cardinal numbers, i.e., there is an infinity of different infinite sets (non-equipotent).

The cantorian creation revolutionized the entire mathematics of the 20th century. Since then new theories derived from it have been created: the theory of measure and topology. Then some logical flaws were found in Cantor's theory. They were solved by great logicians and mathematicians of the 20th century. Thus, Kurt Gödel showed in 1931 that arithmetic is either contradictory, or it is not, but it is impossible to demonstrate. Also Gödel, in 1969, demonstrates that the continuum axiom is independent of the other axioms of the Zermelo-Fraenkel system.

Development of theoretical computer science led to underlying domains: theory of formal languages, of corresponding automations, computational processes logic, calculation complexity theory, algorithmic and data structures, the study of running parallel processes, cryptography, etc.

Pius Servien (Serban Coculescu (1903-1959), son of the famous astronomer Nicholas Coculescu) considers in his work, “Musique-peinture-Poesia-science”, that every sentence of the scientific language has a uniquely determined meaning (definitions and demonstrations) and the lyrical one has an uncountable infinity of meanings. At the same time each phrase of the scientific language can be expressed equivalently in a myriad of ways. In the scientific language there are void sentences, which do not bring any enrichment of meaning, while the lyrical language has no void phrases, a silence having meaning. Depending on the context, a sentence may belong to scientific language or lyrical language. The two languages differ by the presence or non-existence of rhythm. Lucian Blaga said: “the poet brings out words from their natural state into the state of grace”.

As a conclusion, our experience as educators is useful and through its continuous enrichment it can serve to real formation of young performers.

c) Supporting and motivating young people to study, to excel can be done by personal example. Teacher-student relationships should be open7, questioning, searching and solving problems, determining certain reasoning, methods to be used subsequently to solve other problems, possible generalizations. Free speech of ideas on a given topics must be supported, to bring forth arguments for the need of its study, its

applications. Here it is necessary to involve knowledge of the history of science, connections between different areas of mathematics as well as links with other areas of knowledge. Some of the time spent by students outside of school should support the work, studying in freedom. The pleasure of discoveries, through reading, through their own intellectual activity, decreases significantly the effort sustained during the study.

The known results should be presented, shortening the searches as much as possible, and then the open issues that are to be resolved even empirically should be identified. Our role is to encourage the student to study, to cultivate self-confidence, to get him used to utilizing the information. Using scientific journals addressed to students are useful, in order for them to be informed of current important issues, of new methods, with applications and different connections between sciences, between science and art. The student should learn to seek additional information by using valuable books. A book, an idea presented in due time can bring to the student a much larger contribution than the educational action performed on a period of years. It is the merit of the mentors to seek new sources, new ways to reach the soul of his pupil (student), to understand the difficulties he encounters and to try to level them. First, the student will be a solver, and then gradually will become an author of problems and articles, thus being trained for research in the long run.

d) By generative reading we understand here reading that creates the desire to seek and develop knowledge acquired up to that point. The power of comprehension, the inner desire must meet at the right time the valuable book (source).

Superior knowledge implies a very good bibliography, a good intellectual exercise of reading. Schools should support positive use of the Internet for quick information. We do not wish to fall into the other extreme by overuse of electronic media. We consider that reading should be carried out mostly on printed texts.

At young ages, presenting biographies of those who have made an important contribution to culture is something that each of us should use it. Along with the moral aspect, we can trigger in the young the willingness to perform, to overcome the ancestors. This is the progress rule, to know what has been achieved and to enrich the cultural heritage of mankind.

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For example, the English mathematician Andrew Wiles, at age 10, found out the statement of Fermat’s great theorem by reading a book that popularized science. The theorem had troubled the great mathematicians of the world for over three centuries, without being solved, and Wiles proposed to himself that when he grows and gains deep mathematical knowledge to demonstrate it. He managed this feat, as professor at Princeton, in 1994.9

We presented this example to justify the idea that students should not be stopped in any way to ask questions but rather they should be supported and encouraged.

e) Current curriculum should take into account the development of sciences, technologies, of their continuous nonlinear development. In their preparation it would be necessary to achieve a harmonious blending of needs for each year of study.

Studying the mathematics syllabus designed for students participating in school competitions and Olympiads, we will notice the importance that some major chapters deserve: arithmetic, geometry, and combinatorics. The wealth of books, articles, studies addressing these chapters is remarked. During school courses it is difficult to present some of this knowledge for objective reasons: 1) the low number of classes 2) the heterogeneous preparation level of students in each class 3) initial teacher training early in their careers 4) supporting the training through courses, publications to which they should have access, etc.

f) Pupils (students) are particularly gifted and their expectations are often unmet. It is about the eagerness with which they seek applications for the courses presented, the pragmatism they are demonstrating.

We believe that in the near future, the transmission of information, its dissemination and the evaluation will be made in computer-assisted classes. This will not be achieved entirely through electronic means, chalk or marker pens will be used during teaching classes. Currently, prestigious universities in the world use chalk when teaching mathematics classes. Teaching with the computer only leads inevitably to a much larger volume passed on and not disseminated to the student. In excess, it becomes equivalent to distance learning. Many other applications of

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theoretical issues will have to be presented and vice versa, capturing the interest through specific applications, the necessity of presenting under a theoretical condensed form comes up. Doing homework will be more computer-aided to search of bibliographic sources, additional explanations, examples of solved exercises, applications in other domains, verifying theoretical results, etc.

We believe that different levels of requirements in each subject will be created according to the skills, endowment of each pupil (student), and the objectives which he has set.

By unifying the labor market requirements and considering the internationality of science, joint programs will be developed and implicitly the final exams’ evaluation will be the same for many countries, in the European community and in others.

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EMOTIONAL INTELLIGENCE BETWEEN SCIENCE AND ART

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Abstract: To address issues of contemporary education is imperative to know the society’ regional and global issues. Today, the world is changing faster than we can change, which raises new challenges in the development of the child as a free human being; a matter that concerns the sociologists, psychologists, pedagogues is the direction and the sense in which the world / the society is moving as a whole. In this context, social and emotional education has become the cornerstone of the "success in life". The study of emotions in the development of the human personality escalated a scientific field, but addressing emotional intelligence in everyday life is an art.

Keywords: emotional intelligence (EQ / EI), cognitive intelligence quotient (IQ) multiple intelligences.

1. The origins of the emotional intelligence concept(EQ / EI)

In 1990, the psychologists John Mayer and Peter Salovey published an article where a new concept called emotional intelligence was represented. However, we should note that the elements of this phrase can be found in the statement of Socrates (470-399 BC) "know thyself" or in the Bible: "Love your neighbor as you love yourself" and "do not do the other what you do not like t be done’.

In 1983, Howard Gardner brings to the field of knowledge the concept of "multiple intelligences" which argues that there is not only one type of intelligence, but multiple types of intelligence. The seven intelligences are: mathematical-logical intelligence, interpersonal intelligence, spatial intelligence, musical intelligence, rhythmic, intrapersonal intelligence, kinesthetic intelligence, linguistic-verbal intelligence1. A brief overview of these multiple intelligences leads us to the correlation between interpersonal intelligence and intrapersonal intelligence. Although

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Gardner did not reveal the existence of emotional intelligence, however he indirectly opened the assertion of this concept.

The year 1995 marked an amazing revolution in psychology through the book of Daniel Goleman, "Emotional Intelligence". His research tries and succeeds brilliantly in explaining that when we understand the feelings the situation becomes much clearer.

Today, the concept of emotional intelligence (EQ / EI) has become unmistakably as important and publicized as cognitive intelligence quotient (IQ). Note that these two kinds—the purely intellectual and the emotional-party expresses quite different activities of the human brain.

2. Conceptual clarifications

Emotional Intelligence (EQ / EI) is now present in all areas of life. From this perspective, the research of emotional intelligence is booming and establishes itself as a new paradigm; the world must see and understand emotional intelligence as an integral part of everyday life as well. Although the academic world does not give as much importance for the emotional intelligence as for the cognitive intelligence quotient (IQ), the secret of success in life mainly presented by the emotional intelligence, which is another way of being smart.

There are a lot of definitions for the emotional intelligence, but we believe that the most realistic definition must arise from its content, namely: self-knowledge (a better understanding of the own emotions), self (the effective management of the emotions and significant increase in quality of life), social consciousness / group (a better understanding of the others around us and living together with a high degree of comfort), intra / interpersonal relationship management (creating better relationships at all levels with the others and increase productivity and personal image). Since emotions are an important and useful source of information, knowledge and understanding, emotional intelligence is desirable to be seen in terms of four types of skills: perception of emotions, using emotions, understanding emotions and managing emotions. We can therefore emphasize that emotional intelligence is at the same time a social skill, and an ability to understand right and proper our and the others emotions in order to effectively and efficiently adopt a management. From the perspective of Daniel Goleman, emotional intelligence refers to "the ability to recognize his own emotions and feelings and those of the others, to motivate us and to do a better management of our spontaneous impulses and of those occurring in
relations with the others”.

Daniel Goleman provides a taxonomy of the components of emotional intelligence (EQ) briefly these structural elements are as follows:

a) Self-knowledge (emotional self-knowledge, realistic and accurate self-knowledge, self-confidence);

b) Self (emotional self-control, transparency and maintaining integrity, versatility and adaptability to change, results orientation, initiative, optimism and perseverance);

c) Social awareness, group / social "awareness" (empathy, "awareness" within the organization, task orientation);

d) Managing interpersonal relations (developing others, inspirational leadership, initiation and management of change, influence, conflict management, teamwork and collaboration).

3. The link between intelligence quotient (IQ) and emotional intelligence (EQ)

Intelligence quotient (IQ) measures the ratio between mental and chronological age of an individual or must be seen as the only universally accepted measure of human skills, according to Gauss curve 2-3% of the population has high intelligence, mentally handicapped are the same percent, and the remaining population is at intermediate level. We believe that IQ generally measures the person's personal informational base (memory, vocabulary, visual and motor coordination, etc.) or the ability "of starting" for predicting performance in the profession. It also should be noted that there are many theories about IQ. They converge to the questions: "Is anyone born with a certain IQ and nothing can change that or is IQ a skill that can be learned and trained?" No categorically and unique answer was given, but it is generally accepted that IQ is a fact which can hardly be improved throughout life; in this context we should mention that there are a large number of interfering factors such as stress, abilities and self-image which can positively or negatively affect job performance. Although the cognitive psychology argues that IQ (rational academic intelligence quotient) is the main factor that determines the success and professional success, the results of research on brain and human behavior in recent decades show the extremely high importance of emotional intelligence (EQ).

Emotional intelligence including intrapersonal and interpersonal field has no limits, anyone who is ready and willing to improve their emotional intelligence can do it. It was concluded that the way we manage our feelings and emotions can ensure the success we want to achieve. The study of the emotional intelligence has taken a truly scientific field and the results of the research are used worldwide in all fields. Today one can give a right answer to the question: "Why some smart people are performing poorly and why some people poorly trained perform much better?". "The secret of success is not assured of what was taught at school or a university economic diploma and even the technical know-how or years of experience. The only major factor is emotional intelligence."³

We believe that EQ has become as prevalent as IQ. Both are interdependent; "we are judged by a new standard: not only by our intelligence, or by our professional competence, but also by our behavior, to us and to others."⁴ Emotional intelligence 'describes the complementary qualities but distinctly from the pure intelligence of those with IQ measurable cognitive skills. Many people equipped with the academic intelligence but lack emotional intelligence end up working for people with lower IQ than their own, but who excel in emotional intelligence skills."⁵"

4. Emotional intelligence and curricula

10 years after the publication of the book "Emotional intelligence", Daniel Goleman notes that "the greatest reward came from the warmth with which the concept has been adopted by those who deal with education through social and emotional learning programs (SEL-Social and Emotional learning)."⁶ "In most states in the U.S.A, social and emotional education is "necessarily included in the curriculum as arguing that students must attain a certain level of proficiency in math or language, so you need to master these essential skills for life."⁷" Also, social and emotional education in schools can be found in Singapore, Malaysia, Hong Kong, Japan, Korea, Australia, New Zealand and many countries in Latin America and Africa. It should be noted that since 2002, UNESCO

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launched a global initiative to promote social and emotional education issuing a statement with ten basic principles for the implementation of social and emotional education in 140 countries.

Romania, as a member state of the European Union adopted the key competences which are "a specific combination of knowledge, skills and attitudes appropriate to the context of each individual needs for personal fulfillment and development, active citizenship, social inclusion and employment on the labor market 8". Law no. 1 of 2011 (National Education Act) took the 8 key competences of the European Union, and with special reference to social and emotional learning skills we have axiological and cultural expression skills. It is imperative that the curriculum of school education topics to be included integrated social and emotional education (character education themes, to prevent violence, bullying, drug prevention and school discipline).

5. "Simple techniques for developing emotional intelligence 9"

The study of emotions in human personality development escalated a scientific field, but emotional intelligence in everyday approach is mostly an art. In each person but also in terms of learning organizations is necessary to know at least basic techniques for developing emotional intelligence. Preferably is that there would be a best practice guide on emotional intelligence in the action context.

We illustrate:

a. A need for self-knowledge: "What kind of person are we?", "What are our deepest fears and desires?"

b. Reflect on their own feelings; it needs an awareness of emotions faced by a person and identifying their names like "I feel confused", "ashamed", "unfulfilled", "incomprehensible", "rejected".

c. Making the distinction between thoughts and feelings, saying "I feel neglected" and not "feel that others have more important things to do."

d. Assuming relevant feelings we have and not the actions or reasons of the others ("I am jealous" and not "you make me jealous").

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9http://www.armonianaturii.ro/Inteligenta-Emotionala-Tehnici-simple-pentru-dezvoltarea-ei.html*articleID_1051-articol
e. Using of the feelings that we have to make decisions based on one of the questions: "How would I feel if I do that?", "How would I feel if I do that?" "How do I feel?" "What would help me feel better?"

f. Setting targets more or less operational need to use feelings, with reference to how I want to feel the others around us.

g. Permanently validate pertinent feelings of others using empathy, understanding for what the persons feel to whom we are relating to. Preferred: do not criticize, judge, label, control.

h. Learning to cope with negative feelings.

i. Sincere approach and expressing feelings as objective as possible; recommended not to make statements such as: "I love coffee with cream", "I hate these pants." These statements do not usually reflect the expression what we really feel.

j. It is desirable to firstly identify our emotions and then to label the others feelings. There are commonly used sentences consisting of three words that begin with "I feel ....." "I ......" "...... I am impatient....." We must avoid expressions such as: "It is terrible what is happening", "I feel hurt", "You're a jerk."

k. Avoid, if possible, persons in the presence of whom we feel uncomfortable because emotions are contagious, and the negative ones that these individuals have generate bad mood.

Our trip summary from the perspective of emotional intelligence has given us the opportunity to "a deep and compelling reflection on the emotional significance and its critical role in your career." Today, emotional intelligence is certainly "the key to success in life" considering any activity in which a person, a group, an organization. The organization that teaches school (undergraduate and universitary), "emotional and social education is the active element of curricula that improves learning ability of the child and simultaneously prevent problems such as violence. We can prove this scientifically: if we help children improve their self-awareness and self-confidence, to control emotions and impulses troublesome and to develop empathy; their reward will be not only in behavior but also in improving academic performance measures emotional approach to education is an art without which life in its fullness would not exist.

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EMOTIONAL INTELLIGENCE AND TEACHER’S CHANGING ROLES

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MOTTO:
“We cannot teach others what we want, we can even say that we cannot teach what we know, or what we think we know, we do not teach and we cannot teach but only what we are.”
(Jean Jaurès)

Abstract: In a society in which people tend to grow apart, where violence, selfishness and uncontrolled emotions seem to be increasing, educators have to face new challenges. Due to the breakthrough in technology and communication, the teacher’s roles seem to undergo even more changes in the future. In the past decade, emotional intelligence has come to be considered one of the main components of leadership effectiveness in many different contexts, including the educational ones and above all that of classroom management. The teacher no longer has a central role in conveying the information, he is a manager in a learner-centered educational process and his “soft skills” seem to be even more important than his “hard skills”. Therefore, the present article aims at examining the relationship among emotional intelligence, the teacher’s personality and his new roles as an effective leader in order to provide a satisfactory educational act beneficial for both his students and the society they live in.

Keywords: emotional intelligence, teacher’s roles, classroom management, learner-centered, soft skills, educator.

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During the past few years we have witnessed a series of changes in the educational context worldwide. This is an international reality and it is a consequence of the globalization process, but also a consequence of changing the educational paradigm that used to meet the needs of the Industrial Revolution. The result was an education that put emphasis on acquiring the knowledge, on learning it by heart and merely reproducing it, on the respect for authority, on the skills to follow exactly some instructions, in a word on a mechanistic view of the world. But today we live in a world in which the technological and communicational evolution is amazing and bewildering, in a world which is changing so fast that we often feel we can no longer keep pace, in which we must rely increasingly on collaboration and have to face a complex, interdisciplinary thinking. And, within this context, it is natural to ask ourselves how we can improve the educational process and which will be the role of the teacher in the future.

A number of thinkers, philosophers, sociologists, psychologists, educational experts have tried to explain this phenomenon. In the UNESCO Report of the International Commission on Education in the 21th century, entitled "Education, a treasure is hidden inside" it is mentioned that a feeling of confusion has taken possession of our contemporaries, caught between two trends: globalization, whose evidence they see and sometimes they have to bear and the search for their own roots, the need for a sense of belonging. The education must face this very problem, because it has to cope with the painful birth of a global society. Therefore, its mission is to enable everyone, without exception, to exploit their talent and their creative potential, which also involves individual responsibility, the capacity to attain their personal goal or, as stated by the writer Paulo Coelho, to achieve their "personal legend".

Under these circumstances, nowadays we speak more and more about a different type of intelligence than the one conferred by the intellectual capacities, about the emotional intelligence EQ and about the fact that, by comparison, IQ actually ranks second in determining peak professional performances. That is why we consider that motivation should become increasingly important within professional and intellectual success and, therefore, it should be attached a greater importance within academic success.

Ever since the first steps children take on this difficult but extremely exciting path of acquiring knowledge, they need encouragement, praise, evidence that their work has been rewarded. Unfortunately, when a child -
and especially a very young one is scolded, reprimanded, he can become discouraged and demotivated. And, perhaps even worse than reprimanding a child is ignoring his/her achievements, depriving him/her of the recognition of his/her merits within their own group or collective. All these forms of negative motivation may remove the children from the learning process because they primarily need a positive motivation. It is the emotional motivation that the students need both at the beginning of their learning path and later, throughout the school years. We learn, in the first place, because we like a teacher, because he/she knows how to appeal to our inner feelings and to arouse our interest, how to explain and systematize our knowledge so that we can understand it without finding things very difficult, because he/she knows to reveal for us those inner, deeply hidden beauties of the subject he is teaching. And, after taking to the teacher, to the respective subject, the intrinsic motivation occurs: we learn because we want to, because we understand that the accumulation of this knowledge will help us later in life to choose a suitable a profession.

In addition, we consider that the choices we make, our interest in certain subjects is also related to the cognitive motivation: we learn more for certain subjects because we are keener on certain aspects, on certain fields, or because we have a special attraction for literature, foreign languages, exact sciences, drawing or music. Depending on these talents which are innate, or just more cultivated in early childhood, we prefer one subject or another and get better results. According to these skills and preferences, the students generally make their choice as to their future profession. In conclusion, we could say that motivation, this concept which, according to the latest research in the field of neuroscience belongs to the „soft” psychology, is decisive for the academic success. Without an adequate motivation, many students with great intellectual capacities lose their way and fail to achieve, later in adulthood, their professional success.

In the last decade emotional intelligence has come to be considered one of the main components of efficient leadership in different contexts, including the educational ones and, above all, in the management of the students in the classroom. The teacher no longer has the leading role in providing information, he is a manager in an educational process centered on the learner and his personal skills seem to be even more important than the intellectual ones, he must transmit and help his students to get certain competencies. Therefore, this article aims to examine the relationship between the emotional intelligence, the personality of the teacher and his
new roles as an effective leader to ensure the development of the educational process in a way that is beneficial both for pupils /students and for society as a whole.

**Emotional intelligence** is our innate capacity to identify, evaluate and control our own emotions but also of those around us. This type of intelligence lies in the ability to get to know and to understand yourself and the others. Emotional intelligence is related to concepts such as love, empathy, spirituality, motivation, self-control and sociability. These innate characteristics can be developed and cultivated throughout life or, on the contrary, they can be degraded. This depends greatly on the way we are brought up in childhood and adolescence. Therefore, there is a distinction between emotional intelligence as an innate potential and emotional intelligence as a potential developed throughout life. In the specialized literature the former is called EI (Emotional Intelligence) and the latter EQ (Emotional Quotient). It is interesting the fact that emotional intelligence can be learned and consolidated. The emotional competence is a quality acquired, based on emotional intelligence, and whose result is an outstanding professional performance. The phrase "emotional competence" brings together both mental skills and emotional ones, in the same way that Howard Gardner uses the phrase "personal intelligence" which includes intra- and inter-personal skills. The emotional intelligence determines our potential to acquire the practical skills based on the concepts listed above and it also shows the proportion in which we were able to transfer this potential in professional performance. Based on this concept, a number of new methodologies in which empathy and the emotion play an important role have emerged. An example in this respect is Suggestopedia, mostly applied in foreign languages teaching, developed by the Bulgarian psychotherapist Lozanov, founder of the Suggestology Institute in Sofia in 1966. One of the basic ideas of the suggestology is to wake up unsuspected qualities within each individual and to develop them by simply organizing in a conscious way all the surrounding micro-suggestive elements. Another basic idea of suggestopedia is to help the learner to fully relax, to be open and receptive to what he is going to learn. Any barriers raised by negative feelings and resentments must be removed before the process of learning takes place. But the one who has the key role in this process is precisely the teacher, who, like, the learner, opens emotionally. The teacher's authority is primordially, but we do not about an authority in the classic sense, what we mean is a form of respect for his competence and reputation, he is the
one who manages the "double plan", that means that everything that accompanies the speech: tonality, intonation, voice modulation, mimics, look, imperceptible facial expressions, gestures, body attitude and other verbal signs, different from the "first plan" which relates directly to the conscious and the verbalized suggestion. The teacher must become an artist in order to be able to master the double plan, being the only one able to access inner the reserves of the personality and take them out using the indirect micro-suggestion.

If in the past the teacher's role was that of an instructor, transmitter of information, today, in the light of the above mentioned things, the focus has been shifted to the teacher's role as a classroom manager. The teacher, like a manager, has the role to create conditions so that the teaching/learning process may take place, and he is also the one who should have an overview of the normal development of the process. The teacher is no longer the unique possessor of truth, wisdom, authority, but a tool that checks if the learning process is taking place. The teacher should be aware that the learning success depends on his ability to withdraw, and this means a substantial reduction of the time when the teacher talks. He must withdraw in favor of the pupils/students and, in return of his reduced role, he will be rewarded by the rapid progress of the students. However, this withdrawal does not mean losing the control of the class. The students' initiative and the teacher's control should not go in opposite directions, the success of the teaching/learning process being ensured precisely by maintaining a right balance between these two. Thus, Stevick states that there must be a way through which the teacher should have 100% control of the classroom and the students should have 100% initiative. The place of the learner is, therefore, in the center of a space which the teacher has structured. The teacher is also the director who supports the actors in a play; he has almost nothing to say and yet he is a crucial figure, who supports the entire structure of the play. This attitude of withdrawal and omnipresence at the same time, requires a great subtlety on the teacher's side as well as good professional training. The conception of the teaching process has clear implications on the teachers and especially on the specific roles/ functions they will assume in the teaching process. It can be considered that a teacher's teaching style may be the result of the way in which the teacher plays his role in the classroom, which is related to the teacher's affectivity and to his system of beliefs - cultural beliefs, beliefs about the process of teaching and learning, in a word it is also closely related to the emotional intelligence.
The re-assessment of the teacher’s roles is one of the issues that has been a steady concern for the pedagogical research during the past 2, 3 decades and has aroused the interest of more and more institutions and international organizations, especially UNESCO. Thus, at the end of the Geneva Conference of 1977, a working paper was adopted, drawn up based on the national official reports, in which a number of changes needed for the improvement of the teachers’ activity were identified. These were relating to: a more important diversification of the educator’s functions and the increase of the teacher’s responsibility for the organization of the teaching and learning content, customizing the educational process, modifying the teacher-student rapport, a larger use of the educational technology, a better cooperation between teachers in schools, a more important involvement in social life and a closer connection with the family, a diminution of the traditional activities of the teachers. We will find these things again in the European Commission's Communication to the European Parliament entitled "Rethinking the Education". Within this context, the teacher needs a good understanding of the bases of his activities, so that he can make an intelligent use of familiar techniques and adopt new ones because he is subject to continuous changes of circumstances and, consequently, of some new requirements. Only a broad-minded person, willing to take into consideration and weigh several points of view, can develop the skills that trainees/students are required nowadays. An original approach in this respect can be found in the British pedagogy, P. Strevens (1979), who in his article "Differences in Teaching Methods Depending on Certain circumstances or Teacher as a Chameleon," compares the teacher with a chameleon in order to show that the teacher needs to be able to adapt to different situational contexts. Just as the chameleon has the possibility to change his color, to become undistinguishable from the environment, in the same way, P. Strevens suggests, the teacher should be able to adjust to new situations in the teaching/learning process. The political and educational circumstances are subject to changes, the methodological approaches are changing just as the language itself is changing, the expectations of pupils/students regarding the teacher also change, therefore the teacher must be able to cope with change over time. Although not all these changes occur simultaneously, the teacher should be open to innovation, to realize what the needs of the students and of the educational context at a certain moment are.
If we look deeper into the content of the current requirements related to the teacher’s roles or functions, we can notice that a first category refers to his role in the selection and organization of the educational content; a second category envisages the design and the management of the instructional process; a third one takes into account amending the social relationships with all the categories he comes in touch with, but especially with the students; and a last category involves the extension of the teacher’s social and educational functions beyond the classes. Despite the permanent changes in his professional field, the teacher has been typically considered a "constant" in the teaching/learning process as a guide of pupils/students. The teacher is requested professionally in different ways in the three interactive systems in which he carries out his activity: classroom, school and a larger educational frame. He is a catalyst of these interconnected systems, being asked to give a professional sense to the decisions, opinions and perceptions of different people he comes in touch with.

The two basic roles of the teacher that we mentioned above – the role of an instructor, a transmitter of knowledge, and the one of a manager, leader of the educational process, although belonging to different educational paradigms, are interconnected, only that the emphasis is put differently. These two roles imply a number of secondary roles for the teacher, such as: source of information, planner, organizer, facilitator of learning, guide of his students, counselor, analyst, animator, monitor, observer, controller and evaluator. All these roles are interconnected. In addition, the teacher’s roles change during a lesson. For example, in the first stage of a foreign language lesson, the teacher shapes the new linguistic structures which will be learned, he is more concerned with planning and control. In a further stage of the lesson, the students work independently and the teacher’s role changes into that of facilitator. The way in which the teacher plays his roles show differences in the approach of the teaching process. Different assumed roles suppose different methods of understanding the dynamics of a lesson and therefore different patterns of behavior, of interaction in the classroom. In conclusion, the personal way to assume the various roles in the classroom illustrates how various problems of the teaching process are solved:

- Class management and organization;
- Control;
- Curriculum, content and planning;
- Instructional strategies;
Motivational techniques;
Evaluation;

Within the current context, the subject who learns is no longer regarded as an object teaching is aimed at, but a human being with personal individuality whose dignity, integrity, complexity of ideas, thoughts, needs, ideas and feelings should be respected. By specific means, the teacher should contribute to the process of the individual’s self-actualization, trying to be a real human being. Both intellectually and emotionally involved, the teacher should be open to all the students he interacts with in the classroom. The current generation of students, both in our country and abroad has international and intercultural aspirations. In this way, the professor brings a basic contribution to the formation of students' personality because one of the primary tasks of education is to raise awareness and response to all ideas, events, people and things the student comes in contact with. It can be said that the foreign languages, whose teaching clearly has in view this goal/envisages it, have their place and role in the educational program. The purpose of school is to develop well-trained young minds with moral and spiritual qualities that will enable them to contribute to the welfare and progress of the community to which they belong. In this respect, one of the newest roles of the teacher, and which prefigures to have an increasingly impact in the future, is the intercultural one.

In the past, education was given on an equal social basis, a school for everyone, promoting the justice and aiming to reduce the differences and targeting the social integration. Today, the great problem in our society is how to deal with differences. How should we recognize and capitalize the cultural differences and, at the same time, promote authentic cultural integration and full development of our students, first in school, and later in society? The intercultural education is a progressive approach for transforming education based on critical, on discriminatory policies and practices. It should be based on social justice, on equality of chances, on providing experiences that help pupils/students to be fully accomplished, conscious and socially active persons locally, nationally and globally. The intercultural education admits that schools play an essential role in laying the foundations for social transformation and removal of injustice. Only when the teacher’s perceptions are sufficiently developed, depending on their life experience, he can begin to understand the world around him and manage properly the relationships with his peers. The teacher also has the responsibility to strive to eliminate their own prejudices, to see who is
influenced by his teaching and discover how his identity affects the students' learning process. In order to be an intercultural educator, the teacher has to be in a constant process of self-examination and transformation; he must therefore be based on emotional intelligence.

In a society where people tend to evolve separately, in which violence, selfishness and uncontrolled emotions seem to increase, educators must face new challenges. An increasingly important role that the teacher must play is that of a mediator, attached to the classroom, and also to the institutional level. Demonstrating self-control, the teacher is the one who must know, not only how to settle the conflicts, but also how to avoid them.

Another role to whose importance is constantly growing is the decisional one. With more freedom, the teacher should take more decisions and have more responsibilities, both in terms of curriculum decisions and educational ones, in general. Having a number of hours available at his disposal, with a school curriculum, he becomes more and more involved in the decision making process. But it is good, on the one hand, that some of these decisions should be taken together with the students, and they can become involved in these decisional acts from the very early ages, at least in terms of the daily learning activities that concern them directly.

A role that we have intentionally left to discuss in the end is the role-model. People, especially teenagers, have felt always the need of role-models and these are usually famous persons, politicians, actors, persons of public notoriety. But the teacher can be the best role-model, he is the nearest person to the pupils and, besides, he can have a great influence upon his students' behavior and way of thinking. In order to fulfill successfully this role, the teacher has to emanate strong positive energy that they can convey to their class of students. He needs to be a charismatic person, and generally, the charisma is based on three important factors: being able to feel emotions himself, to really get involved emotionally and affectively, to be convincing and to be a good transmitter. He needs to be able to communicate, besides the verbal language, through facial mimicry, voice, gestures, and must have an appropriate body language. We learn firstly by watching the others and, if someone proves its specific qualities, the others, especially the children and the teenagers are ready to assimilate them.

Instead of conclusions we will quote the words of the Mexican writer Carlos Fuentes which best summarize what we have discussed above: that
every human being is unique and that we have to take into account his/her uniqueness, the individual consciousness and the collective consciousness of the group of people to which he/she belongs.

"Some time ago, I was travelling in the state of Morelos in central Mexico, looking for the birthplace of Emiliano Zapata, the village of Anenecuilco. I stopped and asked a campesino, a laborer of the fields, how far it was to that village. He answered: "If you had left at daybreak, you would be there now." This man had an internal clock which marked his own time and that of his culture. For the clocks of all men and women, of all civilizations, are not set at the same hour. One of the wonders of our menaced globe is the variety of its experiences, its memories, and its desire”. (Carlos Fuentes)

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THEORETICAL AND PRACTICAL CONSIDERATIONS ON TEACHING PSYCHIATRY IN COLLEGES OF PSYCHOLOGY AND EDUCATIONAL SCIENCE

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Abstract: Teaching Psychopathology and Psychiatry to students undergoing a Psychology Degree is a difficult task, especially when it comes to emerging young people, the average age being around 20 years-old (the course being addressed to students in their second year of study).

Consequently, the approach should be maieutic, combining knowledge of teaching with training, developing and shaping personality traits necessary for the development of psychologist / therapist professions.

Therefore, this paper is intended to be a broad perspective on the possible ways of exposure (starting from simple to complex) of the basic psychiatry knowledge, understandable to the future psychologists. Emphasis is placed on the analysis of countertransference, on the dynamics of a clinical group that was formed during psychiatry seminars, using the stress – diathesis balance scale model of thinking and also learning the necessity to analyze each case individually.

Keywords: psychopathology, psychiatry, teaching, countertransference analysis, stress - diathesis model, developing empathy.

Analysis of countertransference in “the first day of psychiatry”

For students of a Psychology Degree, the innate skills are tremendously important and can be refined during the time spent learning this craft. In common language, it is about distinguishing as accurately

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and as exactly as possible what one feels when standing in front of another person. The sum of these reactions falls under the phenomenon of countertransference.¹ For starters, to someone untrained, everything that he thinks, feels, experiences and logically cognitively infers before a psychiatric patient can come from their own emotions or past experiences or can be “generated”, “induced”, transmitted through resonance, from unconscious to unconscious, to the patient and his feelings. This phenomenon may occur - whether the respective person is aware or not.

As time passes and experience accumulates, a clinical psychologist will learn to detect where exactly does the boundary, between what comes from inside of him and what it is provoked within him by the patient, lies. Thus, countertransference becomes a tool increasingly useful in the analysis of the patient’s experiences. For instance, after you’ve seen hundreds or even thousands of psychiatric patients, after going through a personal formation, you can get to easily identify and analyze your own experiences and feelings enkindled by the patients. You could be facing a person who speaks about himself for the past 20 minutes. It is still uncertain and summarily to diagnose him. You haven’t even managed to administer a battery of psychological tests and do not know in what area of psychopathology you could place him under. You start to feel sad for no reason; shadowy memories are coming back to you and suddenly you feel the need to rest. This may be a clear indication that you are interviewing a patient who lies in a depressive pathology area.

Possible types / typologies of students’ reactions in the psychiatric clinic

1. There is the group of those who feel an immense pity when coming in contact with distress and psychological suffering. They are deeply empathetic, responsive, letting their guard down regarding any possible barrier that could protect them from the contamination with the other person’s pain. The empirical state that is coming from this profession directs some of the people in this area, because the psychologist profession itself is characterized by the desire and possibility to provide help, by offering help and also, offering you as the tool and "medicine" for healing the others.² An extreme of this direction might also become the one in which

young Psychology students are inclined to believe that this conduct of sacrifice is valued and (self)valorizing, in which, in order to prove your skills and expertise, you have to be moved to tears, completely contaminated by the other’s feelings.

As long as this is done without much effort from the one in question and without emotional consumption on the inside – provided he would be able to put aside a good area for conservation in which to operate unaffected - things will be quiet. When he starts to offer himself to others, consuming from his own reserves, those are the cases of students who feel strongly ravaged by their first days of contact with psychiatry. To be able to put a protective limit is not something wrong and each one of them will gradually learn that raising the barrier is something helpful, not only in our advantage, but also beneficiary for patients, because they feel the weakness of their therapist and you cannot offer help from a narcissistic collision position in respect to what they live.

2. A second group of possible reactions occurring in contact with psychiatry is defined by the updating of some primitive fears, aware but inexplicable, diffusely felt and lived with the accompaniment of a certain somatic anxiety. It is a kind of indefinable feeling during which the one in question does not feel well in that particular situation, preferring to leave it, or, if possible, even to escape it, without explaining to himself the motivation and etiology of the fears that control him.

These may refer to a strange fear of contamination or a hyper-expli-cative, hyper-analytical trend in which he overpowers, to inductive reasoning, any reaction or emotion, superimposing a psychopathology grid. Unexpected similarities begin to refresh, resonances that are projected in the blind zone, unknown zone, undeniably translated through the discomfort state at the moment of contact with the patient. The representations of these fears may be real - concrete, such as: the person concerned feels as though the walls close in on him, that he has no air to breath, the rooms in which he finds himself are extremely ugly, narrow and dark, that there is no space. Or they can be expressed on a spiritual/metaphysical level through anxiety, fear, subjective feeling of paralysis, fear of becoming agitated or depressed once he enters into the hospital.

3. The third situation can be seen as a sort of defense, during which the students in question - as they would be unconsciously afraid that
somehow they could feel something from the previously experienced spheres – thus, they set their mind soul and behavior in an attitude symbolically summed up in a “feel nothing” type of attitude or to trifle with the impact that distress can bring. There are those who repeat to their colleagues that, for them, coming to the hospital means nothing, that even they cannot explain how they have no emotional thrill, feel like nothing has changed within themselves and boast about the fact that they are "tough" and unmoved by sufferance.

4. The least pleasant situation, on the patient’s side, is the one where some of the students' defense mechanism constitutes itself according to hypomanic mechanisms, activism and humor (but not in the mature sense of the word, but the puerile one). During the psychiatric seminars, there are students constantly inclined to laugh, joke, slighting, trivialization and continuously making fun – related as much to what the patient lives as to their own counter-transference reactions. This kind of behavior hides fragile structures, otherwise unable to manage the emotional ballast that those in distress project it around them. Given that we are talking about psychology students in training, the clinical leader of such a group should not settle just with the elimination, out of the seminar room, of the student in question. We find necessary to point out that something is happening underneath and it is important for the student to find out for himself, in a personal therapy session, what it is from his own past that might cause such a defense mechanism.

The process of knowing the other begins and completes through self-knowledge, the two processes are strongly confounding. Thus, as a young psychologist sees more and more cases and, in parallel develops his personal training while operating in a particular therapy, he gets to know sides of him that interact differently, more or less well, with various personality sides of another Self. An experienced clinical psychologist or psychotherapist learns / discovers that hypochondriac patients provoke within himself certain reaction, that he likes or dislikes hysterical women, that he feels deeply and acutely the states of depression, that he cannot tolerate dialogue (or, more accurately, monologue!) of a paranoiac for more than 10 minutes. Such refinements of the use of his own counter-transference ability help to develop the sense of clinical acuity and, at the same time, helps facilitate authentic and direct communication with the patient. All the more as

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psychiatric patients are people who have more advanced sensitive features than most people, therefore easily feeling the therapist's false Self at human contact, no matter how good and well-built is his professional role. Such a patient may be able to make some outrageous statements – "My doctor is as cold as ice", even after his bed visit lasted 30 minutes, and it is worth asking ourselves what parts of each one came into this interaction and what could be the benefits of each of the participants.

Another particular aspect, also related to communication from unconscious to unconscious, that the Psychology degree student needs to learn and understand, it is the one where he has to feel the potentially hostile, aggressive, demanding psychiatric patient, with gruff disposition or high risk of discharging states, such as “acting out” or bursting into violent acts. Through intuition and increased sensitivity refined by locating the unconscious much closer to the surface, these patients feel the other's dominant feelings. Like frightened animals, manifesting themselves through aggressiveness, the pulsatile dynamic in the disruptive violent syndrome is always intertwined, it never happens only in the mind or heart of the patient himself, but always in interaction with the one next to him.

Everything becomes a game of power, with its own coordinates. If such a sick patient will feel fear in his interlocutor, he will “charge” him by being violent. If he feels he is not liked, or that the other one is afraid or doesn’t understand him, it will become increasingly angry. DO NOT mistakenly think that, by understanding your patient could mean agreeing with that kind of behavior. The issue revolves around an unconscious setting, not necessarily put into words, such as: "I understand that, for you, at that moment in time, the way you acted was the easiest possible way in order to save yourself from suffering, anguish, fear of annihilation ... " Such behavior, not addressed internally, but exclusively in an underlined professional position, will immediately be caught and punished accordingly.

Patients notice the vulnerabilities of their therapists, attacking right there with masterly strokes. They are empowered and able to reveal your own fears, weaknesses, things that hurt you or make you insecure. They watch every move, every mistake you make, every nuance they sense in a tone of voice, formally structured, and it is more likely that they appreciate a genuine yell of a doctor who they manage to rile, rather than his gentle and quiet, but inauthentic voice, which hides a lack of emotional resonance through remodeling repulsion that was transformed into calmness.
Introducing the stress – diathesis model

The most common questions that students have in mind during the first courses or seminars are: Is mental illness hereditary? Does it spread? What caused the patient to have a seizure? And what if he had not been upset at X, would it still have happened? Why isn’t this solved through psychotherapy only? Do all the things that a patient lives through have something to do with his childhood?

Modern conception over the etiology of mental illnesses starts from the stress – diathesis model, where either one or the other of the components can be biological or psychological. The diathesis sums up the possible factors that made the one in question to be built in a certain way. If we situate ourselves in a biological concept, we would call it vulnerability and if we want to get closer to the psychological side, we would call it fragility. Elements taking part in the composition of the diathesis are, actually – each taken separately – the etiopathology models, assumptions in itself, in the occurrence of mental illness. This new model brings its contribution exactly by joining together all of these perspectives, a little bit of each theory or hypothesis contributing as a factor that charges, additionally, the diathesis and makes the person in question more exposed to a disorder, under the influence of a certain trigger.

In the following pages, we try to gather a few items that ALWAYS have to be searched and found in the life history of a patient, referring to those elements that "load" the diathesis:

* Family medical history. There are times when the family history for mental illness is unknown. This applies all the more so as the relevance of certain behaviors depends on the tolerance of the social group from which the ones in question belong. Depression is more tolerated in certain environments, especially the ones with low socio-economic level. As long as the patient is quiet and does not disturb, nobody is interested in his mental health. At the opposite end, there is the manic episode, when social rejection, blame and penalty are significantly higher. In consequence, many of the older family history events are being neglected because the community environment - at that time - was more lenient than it is now, with the new economic development. Sometimes specialist must know how to ask questions because some data, facts and events are omitted, not

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being taken into consideration in relation to what is happening to the patient at present (things like: "Oh, yes, I had a brother who committed suicide... But that was a long time ago and he did it out of love... It's not about me or what happens to me at present ...") Denegation is majorly involved; it is why therapeutic attitude should be chosen carefully and in no way should have a guilty aspect.

*Assumptions about intrauterine life. Here we talk about all the diseases of viral etiology, toxic or infectious, caught up by the mother during pregnancy, which may influence the neuro-psychological development of child (just as with contraindicated medications during the pregnancy period), along with two other etio-pathologic aspects that the specialized literature take into account as assumptions that lead to the onset of schizophrenia. The first is the one connected to neurodevelopment, which postulates the existence of an inadequate migration of neurons from one of the three embryonic sheets to another, which would occur in the second trimester of pregnancy and later, in adult life, lead to the formation of dysfunctional neural circuits. The second of these assumptions is the one connected to neuro-degeneration, in which part of the neurons begin to destroy early, already during intrauterine life. These two theories have “seen” both arguments and criticism.

* assumptions about anatomical brain damage.
* functional hypothesis inferring the fact that the brain is not anatomically affected, but it's just some poor or inadequately connected neural circuits.
* biochemical assumptions related to the disturbances of neurotransmitters.
* another hypothesis related to the organic structure and perinatal period is the etiology of infection with the type A para-flu virus and refers to schizophrenia.
* any physical trauma suffered during labor (birth) - which led to some degree of hypoxia – leaves trails on the subsequent mental functioning, as well as any trauma with organic connotation occurred during early childhood.
* a special role is reserved to epileptic seizures with an early childhood onset.

Students are taught to discover that it's not always about an actual loss; it may sometimes be the case of the loss of a fantasy object of love or
desire, during the period of time when children are able to de-idealize what they once wrongly and deliberately invested in. The built-in ideal cannot be outsourced in any other way than with the sacrifice of eliminating a part of Self, after which grief will come in much later, when it can be symbolized.\textsuperscript{5} Trauma is not significant here - it comes from the outside, but the significance the then-child confers to it, and which is, essentially, an internal act. Thus, one can talk about the loss of the house pet, about the brutal void and separation of the transitional object, much sooner than the child’s willingness to do so, about the loss of self-reliance and the creation a False-Self adapted to the needs of the parents and educators.

Students in Psychology must learn a model of successful anamnesis, in which to investigate all the lines of development and to pervasively insinuate themselves into all areas of operation. Being obliged to create an early Super – Self, the rigid life frame, parental conflicts, improper position in the family hierarchy, being forced to an early maturity, impenetrable identification with one of the parents, living in a climate with excessive emotion (be it about the tender-affective emotions or the hostile ones - aggression and rejection) – all of these are potential causes that, investigated thoroughly, will lead to shaping an accurate picture of the diathesis. We can represent it in a metaphorical form of a "trunk", which can be more or less filled, for each person, and all of these dimensions previously exposed must be present in our minds, as evaluators, during interviews, trying not to leave out any of the investigative directions and discover the features of the patient in front of us.

A future psychologist must learn that, later, he has to review the second “balance pan” of our imaginary balance scale, with which we try to measure our patient, a pan on which we place stress or otherwise known as the trigger. This is considered the event that marks the onset of the mental illness at some point in time and under certain conditions. In common language, we could say "the straw that broke the camel". Trying to do a summary inner representation of such potential triggers, the first that come to mind are psychological traumas such as: separation, desertion, abandonment - in the area of personal or occupational safety, factors related to newly emerging financial instability, decompensation of the secure family environment, recent conflicts. What is less common, but very important, is that trigger, like diathesis, can take even the somatic

form. A physical illness - pneumonia, surgery, discovery of diabetes, autoimmune disturbances, recently installed, can become triggers for depressive or psychotic episode or - why not? – manic episode – when the defenses of this manner go beyond the control that aims to bring a balance and go beyond the concept of good in the sense of normality.

When teaching Psychiatry to students in Psychology degrees, one has to insist on this type of “balance scale” model in which one side of the balance pan is the diathesis and the other - the event trigger. The realm of psychology and psychiatry, things are not simple, and etiological explanations are not unique. It is about a multifactor determination when faced with a mental illness and still, it remains a difficult task to each specialist to learn through quantification - more or less subjective – about the endogenous factor, respectively the psychogenic factor from what he sees.

Thus, following our metaphorical image, we find situations where the scale pan tilts more in the favor of the diathesis. There are those patients in front of whom their life partner, friends, colleagues and neighbors wonder why they got sick just because they went through a difficult period, although both X and Y happened to go through something similar, but they never let themselves get so worn out. Frequently, they are not understood and their suffering is considered superficial - with direct reporting to the trigger and omitting what it is considered the background, being encouraged with trite expressions such as: "You must be strong and you must cope, it is not big deal!" Surely if the scale pan of the diathesis wouldn’t be so full, the trigger couldn’t have acted.

There are other situations at the opposite end, where the diathesis is not significantly loaded, but the trigger is traumatically marked, above and beyond the limits of the experiences that the majority goes through. Consequently, there is no generally valid answer when it comes to the causation of a mental illness, the role of the evaluator being precisely to judge the percentage of what is tantamount to each of the parties involved.

Other serious criteria for the Psychology student, who must learn to detecting significant clinical issues that can tell of a disorder of the mind and soul, are guided by patient’s instability in decision-making (in an interview of about 20 to 30 minutes, he often changes his opinions, desires, demands, or the promise to follow the treatment), the total lack of insight,

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the disorganization of thought – which manifests as a feeling, from the evaluator’s point of view, that the one standing in front of him does not understand what is being said to him, what is happening to him, the questions that he is being asked to respond, the weakening of logical associations, tangential answers or circumstantial speech. In the same category falls the identifying of the major depressive mood with inhibition of thought and conduct, with collapse in the inner world – experience that, when it comes to the intensity and paralysis of the action-decisional behavior, is still defined as psychotic. The panic attack is considered to be a psychiatric emergency, although in this case there is no need for non-voluntary hospitalization, because the subjects are aware of what is happening, requiring hospitalization and help.

A particular aspect, typical in psychiatry, is the management of the situation where the patient requires non-voluntary hospitalization, and the family does not understand the severity of those symptoms that the patient presents. Especially if they are facing for the first time the newly appeared pathology of the one they bring to the hospital. It is necessary for them to have the clinical urgency explained, if it's life threatening. They should be warned of the serious risk of suicide that the patient presents and that this is something beyond the control of the will. Sometimes, families with a member who has had a suicide attempt refuse to leave him in the hospital, insisting that the one in question "will not do it again", as they are with him, together, and "he realized the mistake he did". All that is part of the suicide area expertise, in psychiatric sense, is considered a disturbance of the instinct of self-preservation, a disease and therefore it cannot be defeated by mere will, because, in itself, it is a disease quite literally at the impulse – motivational level. All these need to be explain to the families, namely that even if the patient promises not to repeat the gesture, he finds himself in a critical and fragile moment in which - in the next half hour – the simple volitional and attitudinal brake won't be able to stop or hold under control those self-destructive impulses.

The same is true even for those with perceptual abnormalities whose content - at least, when making the assessment - is not a dangerous one. For example, auditory hallucinations consistent with the delusional ideation of grandeur - voices that tell the patient that is the descendant of a certain noble family, teaches him positive things, encourage him to do charity and

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noble gestures. It must be explained in detail, to the family members, that the content of the pleasant voices can change from one second to another, and the next time they can order the patient to take his own life.

Another situation would be one in which the conditions that led to the emergency room request are no longer valid, the patient refuses to stay hospitalized and will go home, committing to follow the medical advice and treatment prescribed by the doctors, and will address the regional psychiatric clinic where the dosage will be adjusted and additional investigations may be continued. Under such cases might come the suicidal threats that are caused in a reactive way (in a family conflict) and having more of a demonstrative aspect, the psychotic or violent depressive syndrome pathology occurring in acute ethanol intoxication or substance abuse, borderline personality decompensation which is known to take several hours, maximum one or two days, pathology that was firstly assessed as psychotic schizo-side, but at a closer look it is found to be hysterical - dissociative.

Ideally, in these cases, during those (maximum) two days of hospitalization until the Commission manages to evaluate the patient, the emergency physician is to perform the usual analysis package, a psychological examination and electroencephalography; if appropriate and time allows it, a CT scan is welcomed, especially at the first psychiatric hospitalization. Thus, once the patient is discharged, there is also the feeling that it is not a condition of organic nature, at the same time a weakened premorbid personality structure investigation taking place, which allowed the installation of the current episode (inventory through a psychological examination of the factors that led to the composition of the diathesis). The size (intensity) of the trigger mustn't be omitted and also, teaching and educating the family members about the possible ways that the one in question is - if possible - as little exposed to the psycho-traumatizing or psycho-stressing situations.

**Composing the observation chart**

This chart starts with the Reasons for admission, which may be shown in two ways: either what the patient said is quoted exactly, in an attempt to render his feelings in that moment of time as accurately as possible, or these subjective complaints are to be transposed and quantified in the required psychiatric terminology of following type: diffused anxiety, depressed mood, insomnia, discordant symptoms (psychotic), hallucinations, delusional relationship ideation, etc. Typically, when admission is done
through the Emergency Room, the noting may be done in both ways. Because modern psychiatric drugs sometimes act quickly (especially during first admissions or when the symptoms are reproductive), you may encounter situations where – if hospitalization was done the previous evening and the patient received a treatment dose equivalent to a quick neuroleptization, the following day – during the contact with the ward doctor – a large part of the symptoms may have disappeared. In this case, if in the observation sheet the patient’s quotes have been written down, the patient will be confronted with them, to see the percentage in which – opposed to the previous day – is the critique set in or not, or if the hallucinations have disappeared.

The family medical history follows, if there is any, and the inventory of the entire psychiatric history, if this is not the first episode. A particular aspect is the distinction between the apparent onset and the real onset of the illness. The apparent onset is considered to be the first contact with the specialist (psychiatrist or psychologist), that is when the respective person admits he has a problem and requires professional help. When taking a more detailed look on the patient’s history we actually find – in many cases – that over time there were “signs”, perhaps even similar episodes, but of lower duration and intensity, which the respective person has overcome alone, but which have weakened him in order for the current condition to set in. One of the questions worth asking is of the following type: “Have you ever in your life, not necessarily recently – several years ago in adolescence, or even in childhood – experienced something that resembles what you are feeling now?” This phrase is also an open invitation for the respective person to explore his emotions and learn to identify them. It’s mostly about the affects in the depression area, which acts as a peek that hits the consciousness for a few minutes and which is best to be discovered as quickly as possible, before they are transposed into the somatic scope or to deepen into the psychiatric tendency of a real depressive state of major intensity.8

Sometimes – in the case of discordant symptoms with an insidious onset – it is difficult to establish a specific moment of illness’s tipping point, so we assign through the term prodrome the suite of atypical manifestations, which usually stretch over a year, a year and a half, during which the respective person gradually changes his behavior from normal towards the illness, presenting issues such as: becoming increasingly

withdrawn, shyer, more isolated, apathetic and uninterested in what is happening around, refuses friends, entourage, not feeling well at school or in social situations. He is perceived as “weird”, not necessarily by family members (who often deny the transformation), but rather by the same-age group. This transformation must be specified in the observation sheet, trying to determine the time gap between the real onset and the apparent one, because the higher it is, the more difficult the possibility of obtaining rapid effects under medication.

Another often encountered case is when the patient comes for a major depressive episode, moment in which the mind of the student who learns to perform a pertinent history check should not miss the bipolarity hypothesis. Consequently, the questions in this regard should be carefully chosen, as there may have been a history of hypomanic episodes that not having disturbed either the patient, or the others, were overlooked and considered as belonging to the broad boundaries of normality or as the premorbid personality of the patient.

If it is a psychiatric patient with a history of over 20 years, it is interesting to watch it over time: the age of onset, the type of the first episode, the frequency of admissions (how many per year), the number of years and the time period in which the patient was fine and did not require hospitalization. Everytime the quality of the social, professional and family activation should be written down, the point of reference being the highest functioning level ever attained. We must be careful to look at the pathology aspect related to age because we meet patients, especially female patients, around 50 years old, diagnosed with affective or paranoid schizophrenia and in which the first episodes (which were between 20 and 30 years old) have manifested in a neurotic manner (neuroaestheticiformpathology – convulsive, somatoform or depressive-anxious, as it was then called). Over the years, the intensity of the anxiety became psychotic and the evolution was towards a major illness, hallucinations or delusions occurring. In a transversal brief psychiatric evaluation (like the one performed 20-30 years ago) it is sometimes impossible to anticipate this change, but at the end of it, if the evaluation is done by psychodynamic means, we see how the defenses of the respective patient erode, getting to work with mechanisms more and more primitive in an attempt to save the Ego.

Also regarding the psychiatric history of the respective person it is important to count each episode separately – to the extent to which you can work with the patient and he remembers, or if there are older
documents (previous observation charts, exit sheets out of hospital) – which are the drugs *that worked for him and the ones that didn’t*, which are the ones to which *he responded positively* and the ones to which *he did not*. Especially in the case of depressive pathology, it should be noted that if a patient responded well previously to a particular drug, it can be successfully tried in the following episodes, too. Moreover, when a specific medical history element definitely expressed in the family is present, which is of the same type with the patient's disease, there are great chances that the antidepressant to which the sick relative responded well might be suitable for the patient, too. In other words, we can speak of a positive family response to substances belonging to a certain class of drugs.

As far as it is possible, including for the placebo effect, it is recommended to respect the patient’s wishes on receiving a certain drug or not and the expectations with which he addressed the specialist should be properly assessed. This is about the cases of the clinical situations resistant to treatment and of the patients who have tried multiple therapeutic combinations that in time have managed to desensitize the receptors (because they have been tried chaotically, without respecting the given dosage and timeframe for each separate chemical substance to have the opportunity to get into action). The desired aim is to explain to the patient that yes, he is right, the respective drug did not help him in a certain earlier moment of time, only that now it will not be administered alone, but in some kind of combination determined by the doctor, which has much higher chances of success. Emphasis on patience is required and nobody should surrender to the patient’s claims of changing his treatment sooner than 3 to 6 weeks (period of time postulated by existing treatment guidelines for the drug to fully enter into action).

The first meeting between the patient and his doctor / psychologist (especially if the latter has training in one of the psychotherapy techniques, such as the case of young students in Psychology who are in a specific training formation) should consist of a sort of *symbolical negotiation* between the patient’s expectations and the helping type that the specialist considers most appropriate to the myriad of presented symptoms. Sometimes an open question such as "*What thoughts made you come to me?*" is welcomed. The first reason is to learn the patient’s wishes and demand

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and also to be able to set yourself apart – in the case of patients that are accustomed to go from specialist to specialist – from what the previous others have done before you. Especially since there are clinical situations in which the expectations are unrealistic and – consciously or not – those concerned feel this, let alone the fact that previously there have been other therapists, too, who have warned them in this regard.

Secondly, everyone – when they leave home to seek help from a specialist – has something in mind, though unclearly outlined. They would like to be helped without drugs or, conversely, invest a lot in a drug treatment, thus helping them get rid of the labour of discovering the inner causes of their sufferings. Perhaps they want some psychotherapy sessions or simply want a single contact with a psychiatrist for an opinion (which, psychodynamically speaking, will have to ensure them that what is happening to them is not serious, it falls within the wide range of human emotions, it is only “stress-related” and “they can cope with it”). The unconscious to unconscious game is strong, and if what the patient hears from the therapist in front of him does not overlap at all with his expectations or with the manner in which he invested his psychiatrist before he even got to know him, he will pursue a second or a third meeting with another specialist, looking and hoping to hear what he wants to hear.

There are cases where the psychiatrist, because of his experience, is certain – at least for the present moment – that the patient cannot be helped to get out of that episode in the absence of treatment. This should be communicated directly and firmly (it is better to have the family present, too). Often the inner conviction of the psychiatrist who makes the recommendation fully and without hesitation is sent directly to the patient in that specific area of the heart and mind that remains in contact with his suffering, the one asking and accepting the help. In such situations, even if the demand was made only for psychotherapy, the doctor must explain and convince him that medication is the current decision, following that psychotherapy be delayed for some time, until symptoms have been resolved. This is the case of acute psychotic episodes, major depressive episodes, maniac episodes.

There are other clinical situations in which the client's wishes can be met, trying psychotherapy initially and only after some time – if its effects

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are not the expected ones—medication can be added. This is the case of panic disorder, generalized anxiety disorder, phobias and depressive episodes of mild and moderate intensity, mild obsessive pathology. There are also reversed situations, in which the expert provides his opinion on the fact that the respective symptoms could be solved exclusively through psychotherapy, but the individual in question came with a desire to receive treatment because it is the help method he trusts the most or he thinks it is “useless” and “hilarious” to talk in order to heal. This is common among patients with a low level of insight, in which all the inner conflicts are impregnated directly into the body, the respective person not being able to speak about except for only what he feels somatically, and not being able to infer on the reasons for which he might experience a certain symptom or not. They are the alexithymic patients, stiffened into an operating thinking, for which the drugs are all-mighty.

The observation chart continues with information on living and working conditions of the respective person. Information about the relationship partner (marriage, divorce), number of children, people currently living with the patient, relationship among them, as well as practical ways of living are obtained. Although it may seem superficial information, among the psychiatric patients an important role in maintaining a certain pathology is played by the lack of sufficient personal space (that is, families with 7 - 8 - 9 people living in 2 bedroom apartments, brother and sister who at adolescence age share a bed, an old mother still sleeping with a 40-year old daughter, and so on). For women especially the behavior of the spouse or partner is important (whether he is aggressive, alcoholic, verbally violent, threatening or terrorizing the entourage).

Next is the information about the professional education of the patient, when asked about education level, whether he managed or not to pass their baccalaureate exam and what school performances he had (the grading level 5 - 6, 7 - 8, 9 - 10, class failures, school year repetitions – in what subjects). These facts are important because one of the criteria by which we can judge a certain psychiatric pathology remains the social functioning, and then, when in full episode of the illness, we need to know which could have been the maximum level to which we could relate. Details on the practiced profession are important, which can provide us data on the premorbid personality of the patient in question, as well as the number of workplaces switched, to see the ability of establishing appropriate and long lasting interpersonal relationships. When we are in
front of a patient who has switched multiple workplaces, we formulate the questions so that we could find out in what way he considers himself somewhat responsible for the instabilities that have guided his life (especially if this is reflected in the personal life, too).

Many of our patients are medically retired with grade II or III disability (the second situation is the one where the right to work for 4 hours is still allowed), due to previously established psychiatric diagnosis. In these cases also (mostly schizophrenias, bipolar disorders or recurrent depressive disorders) we are interested in the work experience period until retirement, i.e., the ability to remain active in the circuit of the professional life circuit as long as possible.

We are also interested to hear about the addictive behaviours of person in front of us (coffee, tobacco, alcohol consumption) and, especially, how they have changed or not along with entering in the current episode.\textsuperscript{11} The fact that a patient suddenly increases the tobacco consumption, getting to over two packs a day is, usually, an indicator of entering into a new manic phase, when irritability, irascibility, hostile aggressive potential and dysphoric mood try to be calmed down by use of an increasing quantity of nicotine.

The amount of alcohol usually consumed also matters, to see if we are facing a chronic potatoric patient (ethanol addiction) or an affective patient, which consumes exclusively during the episode. There are maniacs who drink only when the expansive symptoms are in full manifestation. Just as there are depressed patients who if unconsciously feel that a new wave of illness comes back, resort to alcohol as a drug, for its euphoric effect and to remove the depression. To see if we are facing a potator or a genuinely depressed person, a period of about two weeks is needed during which the addiction should be treated exclusively, after which it will be assessed whether what comes up to the surface is or is not a depression in the clinical sense of the term (not just a simple depression with psychological connotation). It’s not until this moment that a new treatment can be given, namely antidepressants.

\textit{Drinking coffee} is relevant when we take under discussion an anxious pathology because coffee – consumed in excess or for a person with a higher sensitivity – decreases the threshold at which convulsive seizures, spasmophilia type manifestations can occur, fears are brought out,

accompanied by somatic connotations of following type: tremor, subjective feeling of fear, muscle tension, nervousness, crying. In the case of an expansive or dysphoric symptomatology, coffee acts as a neural stimulant and increases the psycho-motor anxiety of the respective person, causes insomnia and has an antagonistic effect to the medicines that the patient receives (!).

A particular aspect that deserves to be accounted– perhaps briefly in the first interview and resumed in the following days of hospitalization – is the childhood and how it was perceived by the patient. We are interested in the socio-economic level from which the respective person left, the rural or urban area of origin, the place and position in the family (the birth order and relations with siblings), the conflicts with them or with their parents, how he adapted and related from an informal and educational point of view. Some subjects spontaneously tell their life story, after encouragements such as “Tell me about yourself! Tell me what you consider it would be good for me to know, in order to get to know you better. You can start from childhood, from the first memories you have or the first stories that come to your mind. It does not matter the order in which you tell me, I will listen carefully and try to put them together. If I do not understand or something is unclear to me, I will ask you or I will get back to that topic.” Other patients need further encouragement, they want to be guided to the target topics or are curious – themselves – to find out what in their life history interests the specialist. Then, the students can ask additional questions or formulate helpful phrases such as: “What kind of character did you have during childhood – happier, sadder?”, “Were you shy?”, “Did you like school?”, “How did you get along with the parents?”

Usually, if the patient is allowed to speak freely, even when it seems he says irrelevant things, if we continue the meetings and they turn into therapy sessions, we will discover how what he says during the first meetings is in fact the quintessence of the conflicts he lives. For the subject to be taught or sensitized regarding the communication manner in psychotherapy, the questions can be transformed into ascertaining statements of the following type: “I noticed that you told me a lot about you when I asked you about the childhood, but you have not mentioned anything about the parents...” or “It seems that an important aspect of your life is the academic career, because we started the discussion by introducing yourself in the

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including (or especially!) in the case of psychotic patients, it is important to investigate the childhood, the only inconvenient being that, in the absence of any medical history, it is sometimes difficult for a Psychology student to determine the precise line between what really happened and the point where fantasizing “colors” his speech. This is difficult when the disorganization of thought is great and fragments of reality are integrated and interpreted delusionally in a bizarre system that imprints the entire mental functioning. During the seminar courses, students will be guided to succeed in distinguishing as accurately (with their own emotional and cognitive means) what happened or might have happened in reality in the patient's life history and the psychotic fantasizing coefficient. There are also difficult situations where in the absence of evidence from the current reality even the most experienced psychiatrist can make mistakes, taking reality as psychosis or vice versa.

On the other hand – if we are in an eminently psychodynamic conception, important isn’t whether the childhood trauma – that the person can describe (and which often is from the large area of abuse) – was extrinsically real or not, important becomes the trauma as it was perceived internally, even if in this situation the fantasizing coefficient is large.

Next a summary of the illness history is written down, which goes back again to the reasons of the current hospitalization, and also the start date of this episode, the moment of the symptoms’ emphasis (if it’s the case), the specification of trigger producing this episode. In addition, the year of the first admission and number of stays in psychiatric wards is also written down.

Where possible, an important role goes to the social investigation, performed at the patient's house and which brings data about his social performance, with people and among people outside of the psychiatric hospital.13 The individual should be informed that the social worker will go on the field and, as much as possible, it is better that the information should not be required from persons with which the subject is in conflict. The immediate neighbors are questioned, with which presumably the subject has common interactions, the building administrator or manager. In the same manner their quotes are written down as faithful as possible.

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If the patient is still active in the work field, the relationships can be taken from the team of which he is a part of, in case here is a relationship deficit or a problem which contributes to the current admission.

As a conclusion to the previously stated, in the presentation of clinical cases made to the Psychology students during the seminar courses, customized for each patient, his psychological functioning must be exposed, in terms of the defense mechanisms at play in the interaction of his hereditary - genetic potential, his traumatic “load” and triggers that made the current decompensation possible. Clinical cases of different pathologies must be presented, in order to highlight the continuum supported by the psychodynamic psychiatry, but also the descriptive differences from the classical psychiatry. Therefore, each clinical case presented separately can be discussed at two levels:

The descriptive psychiatric level, which goes to:
* identifying the feelings felt by each participant student in the clinical group separately, when meeting with that respective mental suffering;
* trying to obtain a “group profile” of what the respective patient “causes” in the countertransference;
* sensing the manner in which the patient’s contradictory personality traits split and project differently in the participating students of the clinical group;
* refining the ability to identify elements of psychiatric semiology, depending on the patient's induced emotional reaction;
* the possibility to group distinct semiological entities into psychopathological syndromes, based on which diagnostical suspicions can then be raised;
* the ability to capture the elements that define the psychotic behavior; resuming the narrow and wide definition related to the concept of “being psychotic”;
* developing a stage diagnosis- disease diagnosis; transversal diagnosis - longitudinal diagnosis;
* possible differential diagnoses.

Psychodynamic explanatory level:
* identifying the maturity versus the immaturity of the defense mechanisms;
* capturing the psychotic versus neurotic level of the mental functioning;
* the ability to identify and understand the defenses at play;
* explaining the unconscious level where defense mechanisms go into action;
* the ability to explain each defense mechanism through the managed emotions;
* taking into consideration the transgenerational transmission versus role model acquisition regarding the use of mostly one or another defense mechanism.

**REFERENCES**


INCLUSIVE EDUCATION

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Abstract: Inclusive education involves a constant process of improvement the educational establishment aimed exploitation existing, particularly human resources to support participation the educational process of all students within a communities.

Creating opportunities for people with disabilities to participate the regular education is not only important for them but also for people without disabilities, understanding the benefit by people of human diversity...

Inclusive education reveals outside social imperatives ideological, ecological and interactive conception of the difficulties learning and highlights the possibility that organizational changes and methodology, conducted in schools, in response to difficulties Children learning to lead to improved teaching and learning for all students.

Lies a significant challenge launched by inclusion in education, the need for school development, training and change its overall, get properly meet participation of all children, including those with special needs, with disabilities (and other marginalized and / or excluded) in regular school environments as components of diversity human - with its specific differences.

Keywords: Inclusive education, special needs, diversity human, ecological and interactive conception.

Inclusive education involves a constant process of improving schools, aimed at exploiting existing resources, especially human resources to support participation in the educational process of all students within a community. In this way, children who are included in the category of those with special educational needs may come to be seen as factors that stimulate the evolution towards a global educational environment richer.

The pace of social change intensifies: today all over the world, companies turn really fast and are becoming increasingly diverse. Social changes often have the ability to make those who are attached to their own

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status to feel threatened, you can get to resentment and fear to get outside the members, which lead to different attitudes to harm or stigma. Even if it does not show violent discrimination can easily become part of the social structure.

The two vectors of social inclusion and respect for diversity are closely related. Social inclusion refers to citizenship status and rights. Respect for diversity is correlated with belonging and mutual acceptance. The two vectors have a symbiotic relationship, supporting each other and together are reflecting ideal that all citizens participate in their own environment, enjoying full rights and safety belonging.

There are two ways to approach vectors. Social inclusion programs aimed at social discrimination. This often involves overcoming barriers imposed by socio-economic, political orientations, ethnicity, preventing children have real access to various resources, facilities or services.

Respect for diversity programs are designed to promote positive attitudes and to recognize the needs of those who are different. This does not refer to constitutional rights, but the way in which children and adults interact in everyday situations.

The respect for diversity should promote positive social behavior, interactions open and accountable - including responsibility effects created by barring discrimination. Respect for diversity and commitment to incorporating transposes imaginary realities of other people (eg theater, stories, images). Other components include speaking skills, negotiation, and confrontation of anger and resolve conflict situations.

Respecting diversity is in compliance with United Nations Children's Rights Convention that supports the right of all children to grow up in environments that are not violated the principles of equality, where there are differences based on race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability or social status differently.

Despite the risk differentiation and discrimination, increasing social heterogeneity can also offer children opportunities to explore cultural and intercultural exchange. Exposure of children in inclusive environments and facilitates the development of normal and raised by their long-term potential.

A concern in this area has Bernard van Leer Foundation, which in "Early Childhood Matters" No. 108 / June 2007 Page 5-7, shows the framework document of the foundation, "Promoting inclusion and respect for diversity in the media age children small "it unites both approaches
forming the main aim of interventions in this area. Any project based on social inclusion and diversity should take into account that the two vectors are intrinsically linked and therefore must avoid the trap of considering structural discrimination as a problem of cultural diversity.

The values of inclusion and respect for diversity have always been the mainstay Bernard van Leer Foundation's mission, particularly targeting disadvantaged groups of children from socially and economically. These values also play a role in the other two areas of action.

Professor Janette Rheding-Jones Professor of Early Childhood Education at the University of Oslo Norway, in the article "Implications for early childhood professionals" - published in the above mentioned on page 47 makes the following remarks about diversity:

"Diversity can be perceived as positive institutions that are providing employment potential. Diversity can be seen as another term for different, which implies marginalization. In examining the two approaches, the article focuses on those whose work is found in bureaucracy and administration and those who are involved in child rearing and education and training sector.

Diversity is a term that should not be used with ease. It is a concept with a great load very complex and allusive. The views presented are very different and there are other ways to conceptualize the idea of diversity. It is important to approach a critical perspective, to explore and analyze the implications of the relationship between concept and approach."

The experience gained by Prof Dr. Radhika Viruru in India in 2002 on early education entitled her to say: "the concept of 'Relationship' others place them in a position of equality and is a present need for different.

Another important aspect is the concept of relationship as part of a process rapidly changing and diversifying, and to be reduced to the essential need to be accompanied by permanent attributes" ("Implications for early childhood professionals" on page 48 -49). Viruru's diversity is "a process in continuous change and diversification" (page 49) that exist because of the relationships we have with other people is a concept with a great load very complex and allusive.

Professor Martha Friendly, Coordinator of the Department of Resources and childcare, Canada, shows that public policy, well designed, is fundamental for early education and child care can enhance the development of children, supporting parents, equity and social solidarity.
Comparative studies such as the Organization for Economic Cooperation and Development and the thematic report shows that some elements of public policy include:

January. Access and universal participation, non-discrimination in preference to promote certain social segments or leaving the part of those who can not afford the payment of certain fees;

February. A coherent policy approach that integrates care for children and their education to ensure access to employment;

Three. Satisfactory service for parents;

April. Substantial public funds, targeted;

Quality programs that develop through a process of participation and include a curriculum. ("Early Childhood Matters" No. 108 / June 2007 page 13).

Evolution towards inclusive education is supported by the UN Convention on the Rights of the Child. The adoption of the Convention by the UN General Assembly and its subsequent ratification by 187 countries impose radical transformation of traditional practices. The Convention contains a number of items that require governments to undertake a systematic review of legislation, policies and practices to assess the extent to which they comply with the obligations imposed on the education of all children.

In recent years, in Romania, there have been taken a number of significant actions toward supporting, producing and developing inclusive practices. These include projects for research and action, the result of collaboration between the Ministry of Education and UNICEF, UNESCO resources using packet for teachers entitled "Special Requirements in class." Both materials are intended to support initiatives aimed at increasing the level of participation and learning at all levels in the Romanian education system.

REFERENCES


THE IMPORTANCE OF PRE-SCHOOL EDUCATION IN CHILD DEVELOPMENT

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Abstract: According to brain research conducted over the past decade, learning in the early years is critical to a child’s lifelong development. The neurological pathways children will later use for everything from coloring to calculus are constructed within the first few years. This discovery has led most civilized states leaders pay special attention to pre-school education, activity that is mirrored in global and European statistics.

Keywords: Education, preschool education, children, Member States, European Union.

1. Short history

In the recent decades there has been a growing awareness of the crucial importance that preschool years have in the optimal development of the child.

The second half of the twentieth century brought with it a change in the world both socially and economically, and in family. In industrialized societies families have moved from rural to urban and mothers began to go to work. Thus there arose the need for a system of preschool education. Public preschool education systems have been implemented for the first time in the socialist countries of Eastern Europe after the Second World War, and then it was taken over by Scandinavian countries in the 60s who were followed shortly by France and Italy.¹

Hunt (1964) and Deutsch (1964) found out that early learning affects later learning and the educational potential of the first years of life is too great to be wasted. They also noted that a good environment is essential to early learning.²

Also in 1964, Bloom concluded that the fastest development period appears to be the first five years of life and that 17% of the accomplishments of education take place between the first 4 and 6 years.³

Midness and Keliher (1968) analyzed 47 studies about the importance of the education received in the kindergarten and supported the inclusion of preschool education in the public education system in the United Kingdom. These studies are related to various aspects of preschool education such as growth rate during the years children spent in preschool, the effect of the preschool experiences on cognitive development, young children's learning potential, social and personality development etc.⁴

In 1950 in the United States of America a recommendation was made that nurseries and kindergartens that meet the highest professional standards must be included in the public education system.⁵

But only in the '60 preschool education has received an unprecedented development. Hunt's theoretical writings and Bloom's have prompted these changes. New social awareness and government funding that resulted from it, and increased confidence in the development and maintenance of preschool program made it possible to change the existing situation at the time. Originally preschool programs were developed only for those who had a lower socio-economic status and children who were culturally disadvantaged.⁶

2. The importance of pre-school education

Pre-school education comprising children aged 3 and 5 years old has certain features that facilitate the process of thinking among children. Through games, drawing and music children are taught things about the environment and about the society in which they live.

Pre-school education has been considered as a tool for poverty eradication. Many theorists in this field consider that it is desirable for all children to go to preschool, but it is more necessary for disadvantaged children. Without preschool education there is very little possibility of achieving equality in education.⁷

Preschool education is essential for children whose mothers work. In

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³ Idem.
⁴ Ibidem., p.p. 3-4.
⁵ Ibidem., p. 4.
⁶ Idem.
⁷ Ibidem., p.p. 4-5.
1969 Sargent emphasized the importance of preschool education for those children whose living conditions are poor and where mothers are used to go to work. It was noted that good light and fresh air, opportunities for play and sleep are vital for proper preschool education of children. Therefore, children living in unsuitable conditions should be enrolled in preschool.\(^8\)

Pre-school uses certain techniques designed to improve children's mental processes and skills with particular attention to conceptual and mental development, to improve language skills, to improve children's health, to help in their emotional and social development by encouraging self-confidence, self-esteem and dignity, spontaneity and discipline.\(^9\)

There is substantial evidence showing that through play children show improved verbal communication, social skills and interaction superior to other children who did not receive preschool education, they use materials used in games in a creative way, have divergent and imaginative thinking skills and problem solving capabilities. Play and playful activities are leading to complex forms of knowledge, to skills and understanding, especially in the cognitive and social fields.\(^10\)

Looking at play through the theoretical lens has demonstrated that play is not just the child's world, it reflects his understanding and the interpretations that he gives to this complex social and cultural world in which he lives.\(^11\)

Participation of children in preschool education highlights the following features:

- The experience of pre-school compared to non-participation in this type of education improves the multilateral development in children.
- The participation (in months) is also important; an early start (under age 3) is linked to a significantly better intellectual development, which is noticeable when children begin primary school especially in their results in language and communication.
- Participation in preschool full time does not bring greater benefits than attending part time.
- Disadvantaged children benefit significantly from the experiences of high-quality early childhood education, particularly in centers where there

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\(^8\) Ibidem., p. 5.
\(^9\) Ibidem., p.p. 5-6.
\(^11\) Ibidem., p. 31.
is a mixture of children from different social backgrounds.

- In addition, disadvantaged children participate in preschool education a much shorter time than those from advantaged backgrounds, with 4-6 months less than others, and this reduced time spent in preschool is a disadvantage in addition to these vulnerable children.\textsuperscript{12}

In terms of quality preschool education the results of the analysis are:

- High quality pre-school education is linked to better intellectual development, social development and behavior development of children.
- Institutions that have employees with high qualifications have higher quality scores and their children make more progress.\textsuperscript{13}

Currently the kindergarten teachers are expected accomplishments from which will benefit the whole society. There is evidence that children who are enrolled in high-quality preschool are more likely to finish high school, to get into college and have a job than the children, who are from the same background, but did not receive preschool education.\textsuperscript{14}

Preschool is seeking to carry out the following objectives:

- Social and interpersonal goals (helps children to get along with other children and adults and have good relationships with teachers, also teaches kids to help others and to develop feelings of compassion);
- Goals related to self-help skills (teaches the kids how to take care of their personal needs such as dressing and to know what clothes they should wear, teaches them how to eat with cutlery and how to use a napkin, teaches them how to wash and bathe and brush their teeth, shows them how to comb and how to clean their nails);
- Goals related to self-esteem (promotes self-help skills to teach children how to develop a good self-image and self-esteem, helps children learn about themselves, their family and their culture, helps them to develop a sense of self worth by experiencing success, teaches them about the parts of the human body and their functions);
- Academic goals (teaches the kids their own names, addresses and phone numbers; teaches them colors, sizes, shapes and positions of an object, teaches them numbers, letters, identifying shapes, sounds and rhymes);

\textsuperscript{12} Kathy Sylva, Edward Melhuish, Pam Sammons, Iram Siraj-Blatchford, Brenda Taggart, „Early Childhood Matters: Evidence from the Effective Pre-school and Primary Education Project”, Abingdon Oxon, Routledge, 2010, p. 94.

\textsuperscript{13} Idem.

- Objectives related to thinking skills (involving children in activities that help them develop essential skills for building schemes such as classification, counting and knowing the concepts of time and space, gives them an opportunity to respond to questions that asks them to synthesize, analyze and evaluate);
- Learning readiness goals (children learn to obey the teachers and to do what the teachers ask of them, learn to pay attention in class and how to work alone, how to perform a task and how to sit still);
- Goals related to language and literacy (the ability to interact with adults and older children makes children develop their oral language skills, they learn how to converse with other children and adults, helps them to increase their vocabularies and language skills, helps them to develop early literacy skills);
- Objectives related to nutrition (teaches children the importance of healthy food, diversify their diet that relies on a balanced menu rich in nutrients).¹⁵

³. Pre-school education in the European Union

EU gives great importance to preschool education. This is reflected in Eurostat statistics that addresses this issue.

The European Union percentage of children who attend preschool education between ages 4 and 5 or at the latest 6 years is quite high. Since 2000 when it reached 85% it gradually increased to 92% in 2010. But the target that EU has proposed to touch until the 2020s is 95%, which it can be done if we think that in 2010 it had already reached 92%.¹⁶

The situation in the Member States is the following: France and Spain are the countries that since 2000 until 2011 had a rate of enrolling children in preschool to 100%, Spain had a period of decline from 2005 to 2010, but was recovered in 2011. Surprisingly the lowest percentage of enrolling was in Finland in 2000 which was only 55%, but this percentage increased annually reaching in 2011 to 74%. Poland, Lithuania and Cyprus were at the bottom of the ranking in 2000 with 58%, 60% and 64%, but they managed to grow at 85% in 2010-2011 in Cyprus, and Poland and Lithuania 76% and 77%.¹⁷

¹⁶. Eurostat.
¹⁷. Eurostat.
Participation in early childhood education - % of the age group between 4-year-old and the starting age of compulsory education. The share of the population aged 4 to the age when the compulsory education starts who is participating in early education. This indicator measures the Education and Training 2020 strategy's headline target to increase the share of children participating in pre-primary education (measured as those between 4 years old and the age for starting compulsory primary education) to at least 95% in 2020.18

The next table shows the entrance age to the primary education and the age range of the indicator by country:

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18. Eurostat.
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* Entrance age to primary education
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In some European countries only the last year of kindergarten is considered as pre-school, whereas in other countries of the old continent preschool encompasses all age groups until the start of compulsory education. In most European countries preschool education is free.\(^1\)

In Finland the new preschool curriculum focuses on cooperation with parents, individually or as a group, to develop the educational plan. This plan shall identify the key factors in individual development, such as goals to be attained for child growth and development and evaluation of its strengths and weaknesses.\(^2\)

Based on the national preschool curriculum core each preschool institution develops their detailed curriculum based on local circumstances and profile.\(^3\)

Denmark stands out as the European leader in providing a comprehensive and coherent preschool program, but Ireland, the Netherlands and the United Kingdom are lagging behind in this regard. Britain has been close to the bottom in the European ranking for publicly-funded preschool educational places for three and four year olds. This means that children who have the greatest need and would benefit most from early education will not receive it.\(^4\)

In Sweden since 1995 municipalities are obliged to provide all children between the age of 1 and 12 years old, whose parents are employed or studying, a place in a public or a private educational institution. Children aged 1 to 5 years are offered a place in a day care centre, the 6 year olds not yet enrolled in school are offered a place in a preschool and children attending school a place in an after-school centre, until they are 12 years old.\(^5\)

Parents can choose whether or not their children will use these facilities, but local authorities must be able to provide these services. In addition there are private educational institutions run by churches or

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\(^{21}\) Idem.

\(^{22}\) Lesley Abbott, Helen Moylett, „*Early education transformed*“, Routledge, 1999, p. 44.

\(^{23}\) Colin Brock, Witold Tulasiewicz, „*Education in a single Europe*“, Routledge, 2000, p. 355.
other organizations. In France preschool education is seen as an important factor in reducing inequality. Therefore, all families with young children are recognized the right to enroll their children in preschool regardless of their cultural, social, ethnic or geographical origin.

Preschool institutions accepted children's enrollment regardless of their nationality. In fact, it was even recommended enrolling the children of migrant workers in nurseries and kindergartens from the earliest age, in order to adapt to the French education system.

In Germany preschool attributes greater importance to the daily experiences of children and their families at the expense of artificial learning situations, parent participation and the integration of the kindergarten in community life.

### 4. Conclusions

Participation in preschool education is essential for optimal development of children. Enrolling in this type of education helps children to gain more information about their world and develop their thinking and social skills. It has been shown that dropout is less common in children who have attended preschool.

Also disadvantaged children enrolling in preschool is seen as a way to alleviate poverty because they will be able to continue school, get into college and find a job. Between the ages of 4-6 years old are established the foundations of thinking and learning skills in children which will help them later in their development both in childhood and in adolescence and in the young adult period.

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FAMILY-SCHOOL PARTNERSHIPS: INFORMATION AND APPROACHES FOR EDUCATORS

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MOTO:
"Other things may change us, but we start and end with family."
Anthony Brandt

Abstract: A partnership requires families and educators to work together toward a shared goal. Issues that arise in creating partnerships are power and control. Families dramatically influence the degree to which children are engaged in school and how they identify themselves as learners. A strong family-school partnership will improve both academic and behavioral outcomes for children. The benefits of a strong family-school relationship extend beyond academic work. Other benefits of family involvement in schooling include improved behavior at school, higher attendance rates, lower drop-out rates, higher self-esteem, and higher probability of avoiding high-risk behavior in adolescence. The resulting empowerment of families and coordination of educational efforts is important for students' success.

Keywords: partnership, family-school interaction, teacher, trainer, student, behavior, personality, collaboration.

The importance of family-school partnership
A good cooperation between family and school can be achieved through partnerships. The family influences significantly the extent to which the children are involved in the educational process, as well as the

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way in which the students assume their identity and their role of "students". The family-school partnership will improve the school results of the students, and will have a positive impact on the forming and harmonious development of their personality.

The close and sincere cooperation between family and school gives great results, because no matter how big and important the educational force of a collective is, unless there is such collaboration, if a contradiction between the educational methods in school and in family arises, it will be much more difficult to address the educational errors. In conclusion, children's education requires special efforts both from family and school and they must be based on sound principles and perseverance.

The importance of school-family partnership

The advantages in academic plan: the specialized research reveals the fact that "students have higher performance at school in the programs where their parents are involved than in similar programs in which their parents are not involved" (Henderson and Nancy, 1995). The degree of parents’ involvement in their children’s school-life also influences their outcomes in a positive way: the better the parents cooperate with the school, the higher their children’ grades are. Education is not a process for which school or parents are exclusively responsible: it is a process whose success depends on the cooperation between the two implicated parties.

Benefits in the behavioral sphere: the family-school relationship has a positive impact on the student’s activities outside the classroom, in family, in society. It appears that those children who are supported by parents, who have in the family adequate pro-school attitude obtain high performances at school and show a higher degree of aspiration towards the level of education they want to achieve. The positive attitude and participatory attitude of the family towards school is also transferred to the children and is reflected in their higher interest in the school activities, homework, results of the evaluation. As far as their personality is concerned, these students are more self-confident and get involved actively in their educational and professional training.

Critical issues in establishing the family-school partnership

Within this partnership, the difficulties often arise from the dispute on divergent ideas as to: the responsibility of the school and the family concerning the children's education; the freedom to choose the school by the parents or the uniqueness of the education, the impact of the family
environment on the children's educational outcomes, the parents' participation in the management and the decision-making process of the educational establishment. A significant and difficult to approach obstacle is the attitudinal one. The mentality of people - parents, teachers, students, etc. - and the social traditions deeply rooted and consolidated by repeated behaviors represent factors which are hard to influence and change.

❖ **Genuine partnership**

A partnership implies that the family and educators work together towards a common goal. The problems that arise when establishing and "operating" this type of partnership concern power and control. If this school-family partnership has been developed unilaterally so far, often being considered "the school responsibility", at present this thing has changed significantly and involves different connotations.

The genuine educational partnership assumes that school loses its supreme role and educational monopoly expressing a positive, democratic approach of the educational relationships. School needs the parents' support and, in their turn, they can become responsible parents with the help of school. In this respect, Bonnie McReynolds said that parents should get involved both as teachers and students, supporters and advocates of their children.

❖ **Keeping the parents informed**

Parents' information and training regarding their child's schooling implies, at least, that the parents know: the legal obligations concerning their child's education, the rights they are entitled to for their child's education, the importance of their attitude for his/her academic success, the methods of collaborating with the school. To this end, a dialogue must be established between teachers and parents; the teachers must benefit from special training for the relationships with the parents, and their competence in this field must be considered a professional skill; the parents, in their turn, need to be trained to play their educational role in cooperation with the teachers; therefore, schools should provide parents (parents' associations) with the necessary assistance.

❖ **Flexibility**

As far as the educational action of the family is concerned, this proves to be efficient only when its goal toes the line with the school, when there is consistency between the two factors concerning the targeted objectives,
responding to the social and educational ideal. Thus, it is necessary to adopt some adequate behaviors, such as: free communication of information; tolerance, when the professional language is not understood by the non-professionals (among the parents); encouraging debates on major educational issues, mutual consideration of parents and teachers as partners.

Communication – an efficient way of promoting the partnership family-school

The efficient communication between school and family is one of the most important tools to achieve common goals related to children and their development. Setting up a wide range of opportunities for the parental involvement in the school activities is an indicator of the educators’ openness and professionalism. School must be understood as an institution where people communicate by all means, learn and communicate at any level or for any social or thematic context. The goal of communication in school is not confined to the academic success, but it seeks human success under all its aspects and in all the moments of life. The educational influence of the family is not over for the child at the age of seven. It takes other forms and intermingles closely with that of school and society. The main activities that facilitate communication are:

- The establishment of a work plan at the beginning of the school year

In principle, during the school year the school-family interactions are limited to the exchange and completion of documents, as well as to the exchange of information on school regulations and practices. In this respect, it is necessary to conclude a "parental contract" at the beginning of school year between the parents and the teachers. This "contract" is established as a system of mutual obligations between the parents and the 'educators' under economic, educational and cultural aspects.

- The establishment of the relationships before the emergence of a “problem”

It has been found out that parents should be notified when the child has an outstanding performance, but also at the slightest sign of concern so as appropriate actions can be taken. Thus, the family has the opportunity to get involved actively and responsibly in their child's school activity. Following such an approach, the family members may become receptive to the educator’s suggestions and advice.
The development of the collaborative relationship step by step

In this partnership, parents and "educators" share a huge responsibility. Together they provide their children with the desire to learn and work hard. A good communication between them is the key to success, to motivate the children to learn and to raise their interest in this respect. The more the school represents a value of the family, the higher is the degree of the family’s involvement. Regular meetings with the family enable "educators" to answer the parents’ questions, to provide them with information about the student’s academic performance and to find together solutions to the potential problems that may arise. When the educators and parents seek a closer collaboration, they must appeal to an organized form of communication. There are a number of means that can facilitate communication, such as telephone, e-mails, newsletters, etc. It is recommended that special messages include a special section in which feedback (comments, suggestions, questions) from the parents is required.

Asking for adequate information

It is common knowledge that, besides sharing the same views, collaboration also involves a unitary coordination of the actions – the coordinating factor of this cooperation being the educator. This results naturally, the school having the role of coordinating the collaboration of all the educational factors, as it represents the only qualified factor for such an action. It is also necessary to set up a system of parents’ training which should ensure a transfer of knowledge, experiences and practice examples. In this process we have to take into account the following aspects: the family’s objectives and expectations as to the child’s education, the family’s involvement in supporting the child to do his/her homework, the way in which school can contribute to increasing the child’s academic performance, the way in which the family helps school in assisting the child.

Parents need to be educated and be made responsible as to their children’ future in order to become aware of their own role and of that of the school in shaping this future. The educational programs for parents can eliminate many of the limits of their active participation in the educational process and their possible mistrust in the teaching and learning process.

Initiatives in school-family partnership development

While the family’s involvement diminishes year by year and decreases dramatically during the secondary school years, the need for the family’
active support of the students in the educational process increases. Recent research in this field has revealed the fact that teenagers need their parents’ support to the same extent (if not more) as primary school pupils. Therefore, it is essential that school strive to encourage and maintain the active involvement of the family in the learning process throughout the entire period of the educational training.

**Modalities to promote the family-school interaction**

*The support lent to the family by school*

' Educators' must propose appropriate means of communicating with parents and highlighting the evolution of their children in school, prepare a steady flow of high quality information targeted at the parents in order to make them re-examine their attitudes towards the parents’ role and their opinions about the experiences their children are going through and, what is more, to approach more seriously their whole schooling experience. That is why "educators" need to learn about the families’ culture, life and workplace, to be receptive to other members of their family or close friends who take interest in the education of children, to explain clearly the homework assignment policy or the way of establishing classroom rules, to tell the parents in detail how the set objectives will be attained, to inform them as to the current issues of education, to help parents understand the importance of their support, and, last but not least, to thank them for their involvement and to explain to them how their actions will benefit their child and the school.

*The support provided by the family in the learning process*

For educational success, the family must assume the role of an active school collaborator, to be acquainted with the specific requirements of the school, to create the necessary conditions for continuous learning and control the implementation of the daily schedule. The family role is not limited to that, but it must strengthen the moral and civic skills, the civilized behaviour in relation with others, to create the necessary conditions for the development of their child's skills, etc. Other ways of parents’ involvement are: discussing with their children’s teachers, establishing an adequate relationship with them (a short telephone conversation or a meeting at school or at their house can liaise them, in order to help the child), attending school events, discussing permanently with the child about what is happening at school, asking him specific questions about the class work, about the teachers and other additional
activities, supporting the child’s learning by carrying out daily activities with him/her (reading, checking the homework, limiting his/her access to TV or videogames), asking the teachers’ advice about a number of problems concerning the child as the latter knows more about the child’s development and spends more time with him/her; providing the teachers with useful information (such as family conditions change, divorce, parents’ illness or death of a pet, events that can trigger concentration problems in the learning process), getting involved in organizations that support parent-teacher collaboration in school reform, learning how the school counselor operates, helping the school management to establish certain rules.

- Including the family in the decision-making process

The relationship with families is increasingly encouraged by school: the School Board includes representatives (associations) of parents with decisional role in all educational issues; parental organizations are allowed and encouraged to participate in the school activities; specialized teachers (counselors) treat special problems which require collaborating with the students’ families; teachers’ organizations recognize the status and role of parental associations; teachers’ training addresses the issue of school-family relationship as one of the most important problems, courses for teachers and parents are organized.

- Providing useful information for the family

The educators’ collaboration with parents should be conducted on a sound thematic basis. It can be part of a set of educational problems whose awareness, debate and operational resolution requires continuity, resumption and development for longer periods of time. School work with family requires a system, a unity of objectives, methods and measures which should lead this special collaboration, so as not take place randomly. School work with family can take the form of a methodological experiment of social pedagogy envisaging the activity organization and analysis, verification of objectives, methods and procedures used by means of the parents’ lecture, in parents’ meetings, in counselling and debating sessions as to the permanent link between school (the educational process) and family.

Conclusions

The partnership school-family can take the form of services developed by the school for the benefit of the students' families. These can be organized exclusively by the school or in partnership with other
organizations/institutions.

These services can be: counselling centers, health centers, sporting centers, after-schools which can also include other services: teaching foreign languages, sporting activities, mini-trips, theatres, shows, visits to various places, etc.; volunteering centers; clubs; canteens; half-boards, etc.

The offer of services for families through schools represents a strategy to strengthen school-family relationships. The parents gain confidence in school, an institution which becomes more transparent and closer to the community needs. A good point is the services coherence; the parents are no longer compelled to search by themselves to benefit from different services as they can find them in school. School as a provider of complex services will perform the transition from institutional education with emphasis on institution (which has a schedule, a curriculum the students need to adapt to) to the school centered on the student, on his needs and those of the community. The basic function of education is to prepare the human being for social integration. Education does not envisage shaping an abstract man, but the necessary man for the respective society, according to its requirements. The axiological function represents education for and through values.

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