



## Family Education as a Part of Quality of Life

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### Abstract

Socioeconomic growth, mobility and technology development have changed the goals, the borders, and the content of education. In a society of globalized information, education concerns to all domains of life, including family, which is traditionally considered to be the most fundamental element of statehood. A possibility for each individual to integrate into a number of social systems and to be personally effective into promoting their quality of life is acknowledged to be dependent on the development of one's personal competences [1]. The individual competences and the knowledge owned by family are instruments for personal growth and a possibility to gain satisfaction, as well as welfare, thus promoting the quality of life. Family is a linked system which undergoes inner interaction, and interacts with various surrounding structures [2]. On the one hand, family involvement into actions of community and cooperation between families and professionals during various stages of family development take place; on the other hand, insufficient quality of life and limited access to education resources for families do exist. Only a family which is capable at learning has a future paradigm. Family activity corresponds to the society it belongs to; unfortunately, the current situation of Latvia is strongly characterized by a lack of understanding of the significance and the meaning of family education.

The aim of the Paper is to affirm that development of family education means a promoting understanding of quality of life.

Both qualitative and quantitative research methods are used. An analysis of scientific literature, a survey and a statistical analysis of data (IBM SPSS 20) is used.

During the research, the aspects of understanding of family education have been identified, and the levels of quality of life have been measured. The objectively and subjectively identified goal of family education is to overcome the lack of understanding and to develop innovative methods of family education corresponding to the present situation.

### References

[1] [http://eacea.ec.europa.eu/education/eurydice/all\\_publications\\_en.php](http://eacea.ec.europa.eu/education/eurydice/all_publications_en.php)

[2] Darling C.A., Turkki K. (2009) Global Family Concerns and the Role of Family Life Education: An Ecosystemic Analysis. *Family Relations*, Vol. 58 Issue 1, p14-27