



Koulutuksen ja kulttuurin PO

Elinikäisen oppimisen toimintaohjelma



Handbook

For helping to examine staff further training needs and get help in the field of children's day care.

On the DCT Sites (www.edufin.fi/dct) you will find this Handbook as well as the WEB Questionnaire and CD-ROM with manual, selected articles and results of queries made during the DCT Project. There you can also join the network.

The content of this project does not necessarily reflect the position of the European Community or the National Agency, nor does it involve any responsibility on their part.

Contents

<i>Results of the project DCT</i>	2
<i>How to use the handbook</i>	4
<i>Current situation of identifying training needs</i>	8
<i>- Finland as example</i>	8
<i>Different concepts of training needs</i>	17
<i>Different actual training methods</i>	23
<i>Status quo – different methods of identifying actual training needs</i>	40
<i>Further training providers</i>	53
<i>Please remember to examine the training needs ...</i>	87

Results of the project DCT

1. The first claim: High quality further training is a *basic right of children* - not only a professional privilege for staff = well trained staff is a right of children.
2. One valuable discovery of the project DCT was that: do never believe only advertisements from training institutions *but study and research your own actual training needs* and send them to training institutions for practical implementation. This could be a good start for future interaction between further training and working life in the field of children's day care.
3. Training needs can also be a *social concept* or have social features. Parents and children could have also something to say. Please try this point of view.

4. From the page www.edufin.fi/dct you can find training needs WEB analysis access. Please don't hesitate to use the questionnaires which are available in several languages.
5. *DC-ROM* which you can ask partners to send to you is available and for free access. The CD-ROM is similar to the WEB-questionnaire. You have also all rights to copy and deliver the CD-ROM which you can also download on the Sites. This is an innovative possibility to gather training needs and to send them to the training institutions. Tested and proven.
6. Please join to the new *European network* which discusses of the day care training needs and further education in this field. You can join via DCT-pages.
7. Facebook is also available for on-line and different discussions in the address: *Day Care Training DCT* (please use e.g. Google to find the right page).
8. If any problems occurs by using the DCT-ICT results, please contact the coordinator: Kari Koskinen kari.koskinen@ppp.inet.fi. Support will be provided indefinitely.
9. *You can look the results* of the DCT-questionnaires from the DCT-sites under button "Questionnaires".

We hope that you could use successfully the DCT-tools for identifying your training needs and for transferring them to training institutions.

How to use the handbook

INTEREST GROUPS

This handbook is made for all interest groups of children's day care although the professionals working in day care centres have been given a remarkable role. The handbook tries to provide benefits for children, parents, employers, employees, training institutions, politicians and of course for society. Here we see further training as an elementary part of the quality of children's day care. The auxiliary tools created in the project DCT hopefully helps all to increase interests in further training and the quality of day care. The selected starting point is to develop methods to find out actual training needs of the staff. The process of development continues purposefully after the project DCT.

FURTHER TRAINING OF THE STAFF IS A RIGHT OF CHILDREN

In the best case this handbook could be a reminder of the overall importance of further training as a part of the quality of children's day care services. A central task of this handbook is to ensure that we all who are working in day care could remember that:

- well-trained staff is an elementary right of children
- further training is a professional right of all staff categories
- taking care of further training is an important part of quality in day care
- we had better explore the actual training needs

- we had better to coach a training need evaluator in every work place of day care - meaning one person who takes care of development of training need issues more than others

TRAINING NEEDS AS RESEARCH SUBJECT

In the history of education there have been several approaches in training needs as research subject. The most simple approach is to think that *wanted level and quality of skills minus current level = actual training needs to be improved*. Fascinating theory in itself but quite impossible to utilize in real life. One reason why training needs have not been very popular research subject is this difficult approach. This handbook wants to offer other and easier approaches which could help to grip to training needs in new way. You can try to listen

- what parents and children want to say
- different opinions of professionals
- training markets, training institutions
- education scientists
- employers, municipalities
- politicians, especially local ones

We believe that this approach gives many possibilities to create a new concept and content for training needs. Local orientation - locality - is as important feature of the concept than it's social feature. In every European community there is trend of national programs of early childhood education. Beside this positive development in itself we have better to favor also locality and understand that training needs of staff are local, national and European as well.

SOCIAL CONCEPT OF THE TRAINING NEEDS

The DCT-project partners would like to underline that training needs could be seen as a social concept. Usually one can not describe his/her own skills and competencies or development needs of them. Our social environment makes it better. We want to encourage all day care staff to

- ask parents which kind of know-how they appreciate in children's education
- open-minded discussion of training needs in work places
- ask employers sufficient financing for further training
- add more social contents and social orientation when discussing of training needs

STATUS QUO

According to the results of DCT-questionnaire it seems to be quite usual to discuss of the training needs between the staff in the work places. In the real working life anyway it is more usual to discuss of the interests and motivations to participate in a further training course or program. Most of employers (municipalities) seems to know this problem and wants to add more researching, exploring and evaluation of actual further training needs. This kind of change could be welcome for all interest groups of day care. The change could be seen also as a threat because before the right of further training has been understood before as a private right of professionals. In our wired world it is not possible to leave this important stra-

tegic tool only as a property of professional educators. This handbook wants to tell that

- try to increase evaluation of training needs
- try to aware of the changes in society
- try to understand the social change of the concept *training need* and especially it's change from professional privilege to socially oriented concept
- it is not always a question "*what you want?*" or "*what you like?*" An increasing demand is to ask "*which could be our actual training needs and how to find out them?*"
- better study the actual needs than ask only opinions - knowing that it is a complicated task and the development is just in the beginning
- do not overdo these issues of research and evaluation - the target is to ease everyday working life and coping with actual challenges

MARKETS AND TARGETS

Some professionals of day care say to be frustrated because of the market commotion in further training. On the other hand it is a comfort that markets provide alternatives for participating in further training. One problem is that further training programs and courses are quite expensive and not necessarily based on knowledge of real needs of working life. That is why many "training stores" sell products which are fashionable and modern but not very primary. This handbook wants to tell that

- when buying further training it is usually better visit "*tailor than store*"

- we can find out actual training needs and order tailor-made further training

POSSIBLE METHODS TO FIND OUT TRAINING NEEDS

In the project DCT (2007-2009) we have tried to clarify the concept of training needs in the field of children's day care. One important target was to create a web-tool (query) for finding out actual training needs and to deliver results to relevant training institutions. There are also some short lists for making contacts to training institutions. You can use the query made in the DCT but also use it as an innovator to make your own ways of evaluation.

There is a target in DCT to start building up a new European network focused on developing further training in the field of children's day care. You are welcome to this co-operation!

Current situation of identifying training needs

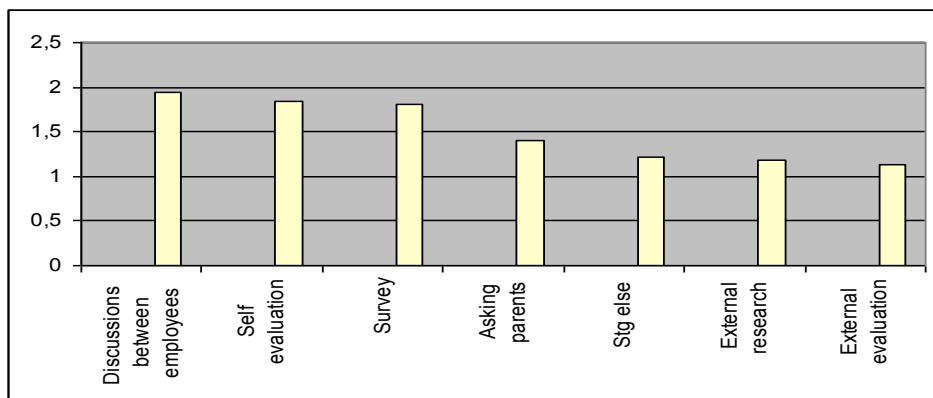
- Finland as example

The results of DCT-partner countries are quite similar and that's why we use Finland here as an example case.

INTERNAL SOCIAL INTERACTION VS EXTERNAL APPROACHES

Social interaction - discussions - in own work group seem to be the most popular way to discover the training needs at first sight. A deeper analysis shows that too often “discussion” means that employers have possibility to tell what kind of further training they *want to have* e.g. during next year. A liking is not necessarily an actual training need although it is important itself. In the future we should think an alternative to give a real social aspect to the concept training need. The results of the DCT questionnaire indicated as follows: (answer alternatives yes=2, no=1, 326 responses)

What kind of methods do you use when discovering training needs?



Here we see that discussions between the staff are the most popular way for trying to identify actual training needs. External approaches are rather seldom used methods. Costs explain this observation. The idea to understand social interaction is anyway understood here quite narrowly. We could have a remarkable development if we could understand it as a bit more broad way but it is a difficult task in our professional world. It has been understood to be an ultra-democratic demand that parents as clients and some external interest groups could define actual training needs of day care staff - not to mention children themselves.

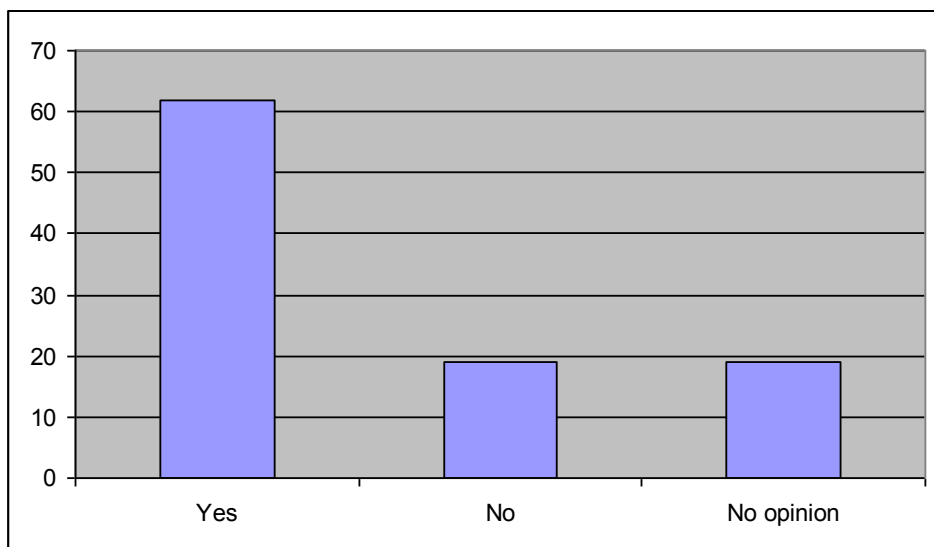
When we understand that further training is a part of the entire quality of children's day care, we understand also that professional groups cannot define alone their training needs. It is not possible or wise to take this privilege away from the professionals but to add more social features in it. According to our interviews we are still far away from this target.

COOPERATION BETWEEN DAY CARE CENTERS AND TRAINING INSTITUTES

There is rather clear and undenied opinion in the professional field that we need a system where the training needs could have been researched more in depth. Also phone call interviews of day care centers support this observation. *“Too often we just talk that which one could be the most comfortable training course”* or *“The fact is that we have to buy the cheapest courses or leave totally outside of further training”*. There were also an interesting “everyday observation” that phone call interviews provided much more critical responses that the Web-

questionnaire. This can be explained with the number of managers as respondents in the Net.

We need a system of more in depth research of training needs?

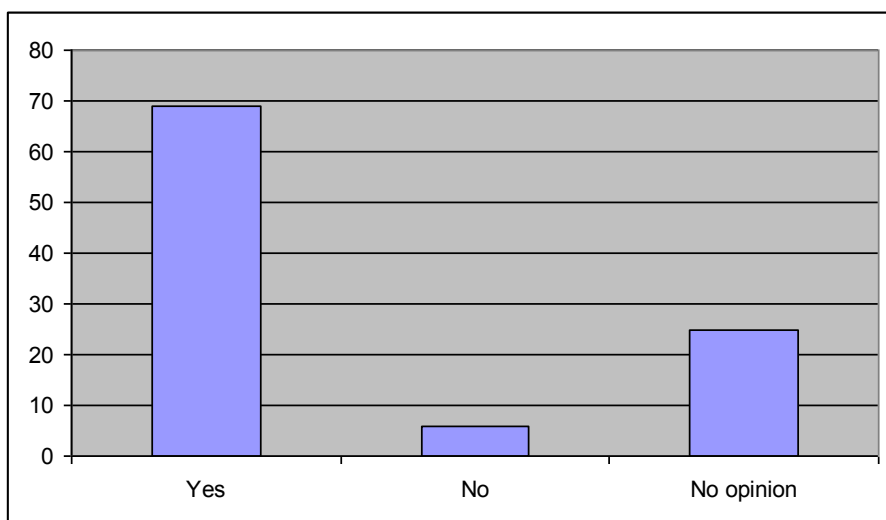


62 % of respondents thought that they need a system with more orientation of research of training needs. 19 % of respondents said No and 19 % didn't have any opinion. There is a feeling that people in day care centers want to have closer interaction between training institutions but not with any boundary condition. Financial matters are

important matters and the quality of training institution:

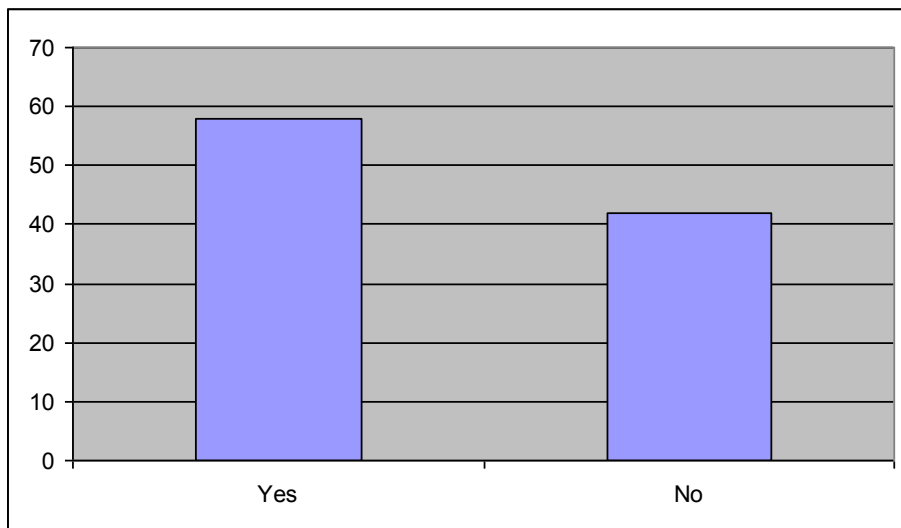
“too many private tradesmen in this field - as well as public ones”.

Do you want that training institutions will ask your opinions of further training e.g. once per year?



69 % wants asking once per year and the respondents are often managers of day care centers. 25 % don't want to have any asking and 6 % don't have opinion. Anyway this is positive basis to build up closer interaction between training institutions and working life.

Do you want to be in closer interaction between training institutes?



58 % of respondents want to be in closer interaction but even 42 % don't want to. This is a bit surprising result. On the basis of phone call interviews the reason of this kind of result is *"we don't want to loose our independence and we want to decide ourselves with whom we are going to cooperate in each time"*. There were also some responses referring to a role of a spy: *"we don't want that some external organization will know too much of our in-*

ternal matters". Also lack of time was important reason for this result: *"we don't have enough time to discuss with all kind of researchers, we have to protect ourselves"*.

ECONOMY OF FURTHER TRAINING IN THE FIELD OF CHILDREN'S DAY CARE

Although it is written in law that employers (municipalities) should organize enough further training for the staff there are still some basic problems:

- the law does not tell what means enough
- there are great differences between municipalities in financing further training
- there is inequality in availability of further training in different part of Finland
- the staff has not same access to further training in different part of Finland
- the children have therefore unequal situation based on location

RATHER SATISFIED STAFF

Professionals in the field of day care understand well all the difficulties of further training but they are unbelievable satisfied in the quality of training: poor = 1 %, moderate = 16 %, good = 74 % and excellent = 9 %. The conclusion is that further training itself has high quality but it is not always serving the needs of working life and it is not always based on actual training needs. (Source: DCT QUESTIONNAIRE in Finland and phone call interviews to day care centers 2008).

Different concepts of training needs

A training needs analysis (TNA) is a review of learning and development needs for staff. It considers the skills, knowledge and behaviours that your people need, and how to develop them effectively. A TNA is also recognized as an effective way to identify any gap between the skills the organisation needs and those its employees have. It involves gathering information to identify areas where they could improve their performance. A TNA is a foundation of any staff training and it is essential for the development of any effective organisation.

Training needs analysis should be undertaken at 3 levels:

- Organisational level
- Team/departmental level
- Individual level

For the organisation as a whole Training needs analysis at this level should start with an examination of the objectives, the current skill pool, the organisational climate and any existing measures of effectiveness. The organization's strategic and operational plans should be taken into consideration as well. The aim is to under-

stand the amount and types of learning that will be needed to ensure that all employees have the right knowledge, skills and attitudes to perform the jobs they do.

The organization often has external factors to consider and therefore the organizational level of analysis may include a separate focus on legislation and regulatory requirements.

For a specific department, project or area of work.

These may be one-off projects, where a change or a new way of working, or a reorganization necessitates changes in the jobs people do. Research will have to be carried out on what demands the new or changed jobs will make and any gaps identified between employees' current skills and the skills needed to meet the new demands.

For the individual - often this will take place at appraisal with the employee and their line manager. Needs may cover enhancing skills to improve performance on the current job, to deal with forthcoming changes, or developmental needs that will enable the individual to progress their career. It is important to take into account people's career ambitions and personal development ob-

jectives. With flatter organizational structures, there may not be endless opportunities to move up the career ladder, but people are unlikely to remain motivated if there is no progression or challenge built into their work. However, there is also a need to be realistic about what you can offer by way of development opportunities and not to raise expectations too high.

These mentioned above three levels can be summarized as:

Organizational needs – What capabilities are needed to enable organization to deliver its customers promise now and in the future?

Job or group needs – What are the capabilities required to carry out a specific job, or group of jobs, in organizations?

Individual needs – What personal capability does each employee need to do their job effectively and what new skills will they need to develop for the future?

Table below shows how each of these levels has distinctly separate focus and corresponding sources of data.

Level of analysis	Focus of the analysis	Sources of data
Level 1. Organizational needs	<ul style="list-style-type: none"> - goals of organization - organizational climate - future market place changes and trends - current capability of the people in quantity, range and variety 	<ul style="list-style-type: none"> - status of the organization - skills and knowledge audit of all people - business plans and strategies - organizational climate/ employee satisfaction survey - internal request of staff and manager - evaluation of current training

		- client and customer feedback and review
Level 2 Job needs	<ul style="list-style-type: none"> - range of jobs or groups of jobs - task needed with required standard of performance - skills, knowledge and attitudes required - professional qualifications 	<ul style="list-style-type: none"> - job description and person specifications - objectives, standards and targets - observations and shadowing - expert interviews - client and customer feedback and review
Level 3. Individual needs	<ul style="list-style-type: none"> - profile of person in terms of their skills, knowledge and attitude 	<ul style="list-style-type: none"> - performance or annual appraisal - Personal Development Plan

	<ul style="list-style-type: none"> - standards re-quired of per-son to perform task to re-quired level - career and pro-motions 	<ul style="list-style-type: none"> - observation and shadowing - interviews and questionnaires with individuals and their managers - client and cus-tomer feed-back and re-view
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These three levels are inter-linked, and using this structure will help ensure a balanced analysis that takes into account the big picture as well as the specific needs of individuals.

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Different actual training methods

Crucial outputs of successful training needs analysis (TNA) include learning and training plans. Collecting the information from the TNA allows to set plans for learning interventions. These plans will prioritise what needs to be learnt, what kind of learning processes should be implemented and what kind of methods should be used. It can help build the competitive day care staff and equip them with the competences that are essential in a work with preschool aged children.

Training can be divided up in a number of different ways.

It can be:

- active (involve doing things or learning practical skills) or passive (listening to lectures).
- small groups/workshops or large audience.
- in-house, using company staff, or provided by an external trainer either in-house or at some other venue.

- face-to-face or distance/e-learning.

Many methods of training are available and each has certain advantages and disadvantages. Below there is a list of different methods of training.

Common group training methods

Training methods	Description	Advantages	Disadvantages
Workshops	A group of employees train together under the supervision of a trainer – typically involves explanation, examples, trying out the skill or method, reviewing what happens, and considering developments and alternatives. Training class or seminar in which the participants work individually and/or in groups to solve	Employees practice solving problems	Time-consuming - typically takes at least half a day, if not more May be disruptive to organisation if many employees attend at the same time Can be expensive if many employees

	actual work related tasks to gain hands-on experience		take part in workshops
Evening classes	Training through classes held in the evenings	No disruption to employees' work	<p>May disrupt work-life balance of employees</p> <p>Employees may resent having to attend classes in the evening and may not turn up</p>
Networking/seminars	Formal presentation by one or more experts in which the attendees are encouraged to discuss the subject matter. Seminars can combine several group methods: lectures, discussions, conferences,	<p>Useful way of getting a lot of information over to a large audience</p> <p>Group members are involved in the train-</p>	<p>Employees may be unable to discuss specific problems in front of colleagues</p> <p>Not very likely to involve the participants and get</p>

	demonstrations.	ing. The trainer can use many group methods as part of the seminar activity	their attention All participants have to learn at the same pace.
Simulation/role-playing	Trainees participate in a reality-based, interactive activity where they imitate actions required on the job. It is a useful technique for skills development.	Trainees can learn possible results of certain behaviors in a classroom situation. They get an opportunity to practice people skills. It is possible to experiment with	Simulations are time-consuming. The trainer must be very skilled and make sure that trainees practice the skills correctly. Only perfect practice makes perfect. In some role play situations, only a few people get to practice while oth-

		<p>many different approaches to a situation.</p> <p>Training becomes more reality-based, as trainees are actively involved in the learning process. It directly applies to jobs performed after training. Simulations involve yet another learning style, increasing the</p>	<p>ers watch.</p>
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		chance that trainees will retain what they have learned.	
Lectures	Lectures usually take place in a classroom-format. It is the least effective of all training methods. In this method, one person (the trainer) does all of the talking. He or she may use handouts, visual aids, question/answer, or posters to support the lecture. Communication is primarily one-way: from the instructor to the learner.	Less time is needed for the trainer to prepare than other methods. Lecture gives ability to get a huge amount of information to a lot of people in a short amount of time.	Contain no form of interaction from the trainer to the trainee and can be quite boring. The trainees forget much information if it is presented only orally.

Conference	The conference training method is a good problem-solving approach. A group considers a specific problem or issue and they work to reach agreement on statements or solutions.	There is a lot of trainee participation. The trainees build consensus and the trainer can use several methods (lecture, panel, seminar) to keep sessions interesting.	It can be difficult to control a group.
Projects	Projects require the trainees to do something on the job which improves the business as well as helps them learn about the topic of training. It might involve	This is a good training activity for experienced employees. Projects can be chosen which	Without proper introduction to the project and its purpose, trainees may think they are doing somebody else's work.

	<p>participation on a team, the creation of a database, or the forming of a new process. The type of project will vary by business and the skill level of the trainee.</p>	<p>help solve problems or otherwise improve the operation. Trainees get first-hand experience in the topic of the training. Little time is needed to prepare the training experience.</p>	<p>If they do not have an interest in the project or there is no immediate impact on their own jobs, it will be difficult to obtain and maintain their interest.</p>
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Common individual training methods

Training methods	Description	Advantages	Disadvantages
Coaching	Coaching consists of a series of structured one-to-	Cost-effective if done in-	Coach/manager needs coaching

	<p>meetings focused on improving an individual's skills and performance, usually for the current job. Coaches seek to bring an objective perspective to a structured dialogue to help individuals find solutions to issues they are facing. It focused on an individual's needs and accomplishments, (2) close observation, and (3) impartial and non-judgmental feedback on performance.</p>	<p>house</p> <p>Specific to organization's needs</p>	<p>Can be time-consuming</p>
E-learning/	E-learning is increasingly	Employees	Courses tend to be general

Blended learning	being used to supplement traditional courses. With the developments in technology, structured E-learning is becoming more sophisticated and can be tailored to individual and small groups of learners. It can be used to provide large groups of people with the same material whilst still allow individuals to learn in their own time. E-learning involves the use of a computer or an electronic device (e.g. a mobile phone) in some way to	teach themselves at their convenience Low cost	rather than specific to organisation's needs
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	<p>provide training, educational or learning material.</p> <p>Blended learning (also called hybrid learning) is the term used to describe learning or training events or activities where e-learning, in its various forms, is combined with more traditional forms of training such as "class room" training.</p>		
Mentoring	<p>Employee training system under which a senior or more experienced individual (the mentor) is assigned to act as an advisor,</p>	<p>Provides personal development</p> <p>Low-cost</p>	<p>Limited to more senior employees</p> <p>For mentoring to be effective, the personalities and experience of mentor and</p>

	<p>counsellor, or guide to a junior or trainee. The mentor is responsible for providing support to, and feedback on, the individual in his or her charge.</p>		<p>employee need to be complementary</p>
Induction	<p>Induction training is a type of training given as an initial preparation upon taking up a post. Its goal is to help new employees reach the level of performance expected from an experienced worker. It often contains information dealing with the layout of the firm's operating facil-</p>	<p>Can be formal or informal</p> <p>Low cost</p> <p>Focused on new employees and those starting new roles</p>	<p>May take up large part of more experienced employees time if many new people start at the same time</p>

	ity, health and safety measures and security systems. An attempt may also be made to introduce the individual to key employees and give an impression of the culture of the organisation.		
Job shadowing	One employee observes another employee going about their job. Shadowing involves spending a short period of time with someone in a different job – either within your own organisation or externally. This might	Low cost Specific to your business/their role	- People can learn bad habits as well as good

	include sitting in on meetings, observing how day to day tasks are done. Shadowing can be useful as part of an induction when you shadow more experienced staff. It can also be used as a development opportunity where both parties can learn from each other, as being shadowed can help you review the ways in which you habitually work.		
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Many avenues exist to train employees. When choosing training courses, it is a good idea to bear in mind that people learn in different ways. Matching training to the employees' learning preferences can help to speed up

their learning and reduce training costs. After standing how the employees learn, it is possible to tailor the training methods to fit their learning style. For example, if one of the employees learns through observation and questioning, job shadowing would be an effective way for that person to learn.

For the purposes of training at work, people's preferred learning methods can be broadly divided into active and passive types.

Active ways of learning are by:

- using initiative
- doing
- exploring
- testing

Passive ways of learning are by:

- observing
- questioning
- interpreting
- reviewing

Different types of training rely on different learning methods. The table below is a guide to the learning methods used in each training type.

Training type

Learning method

Coaching	Doing
E-learning	Using initiative
Workshop	Using initiative/testing
Induction	Listening/questioning
Job shadowing	Observation/questioning
Mentoring	Exploring
Networking/seminars	Listening/questioning
Open learning	Using initiative/exploring
Evening classes	Listening/questioning
Project work	Exploring/doing
Simulation	Doing

Another factor that can influence the choice of training is taking into account that some people learn more effectively in group situations and others prefer to learn alone.

When choosing from among above mentioned methods, the trainer must decide which one best suits the trainees, the environment, and the investments available. Many trainers will choose to combine methods or vary them. Others will select a single method that works best for them and never vary. With so many options, a trainer is limited only by his or her creativity.

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Status quo – different methods of identifying actual training needs

1. Types of research

Research has been classified in various ways, e.g. by method, by area of academic discipline (sociological, psychological, statistical among others), by the type of data collection procedure or by purpose. There has been a considerable controversy among scientists as to which type of research is of most value.

From the various combinations available in the literature the following four classifications have been identified:

1. Pure or basic research
2. Applied or field research
3. Action research
4. Evaluation research

Pure or basic research

This type of research is typically orientated towards the development of theories by discovering broad generalisations or principles. The main purpose of 'pure' or 'basic' research is to discover facts which are fundamental in the sense that their discovery will extend the boundaries of human knowledge. It is

not necessarily immediately useful to the individual group.

This kind of research is usually carried out in laboratory or controlled situation.

Applied or field research

This type of research is concerned primarily with the application of new knowledge for the solution of day-to-day problems. Its purpose is to improve a process by testing theoretical constructs in actual situations. Applied research needs to be conducted in order to determine how various theories operate in the actual situation.

Action research

The term 'action research' was first introduced in the fields of social psychology and education. It is type of applied social research differing from other types of in the immediacy of the researcher's involvement in the action process. In concluding this section it should be pointed out that 'action research' also uses 'scientific' methods to real life problems that is obviously far better than relying on personal experience.

Evaluation research

'Evaluation research' is often used to refer to the system of procedures which are adopted to collect and process data concerning the effectiveness of a particular programme. Many

social action programmes and curriculum innovations have adopted this type of research. Here it is possible to monitor the effectiveness of such programmes (Verma/Beard, 1981).

The next chapter is about how to identify actual training needs. It is always necessary to evaluate status quo to ensure the process of innovation in training. Without evaluating it isn't possible to provide best quality for actual training needs, concerning further education.

Evaluation is not just for the trainer or teacher or organisation or policy-makers - evaluation is absolutely vital for the learner too, which is perhaps the most important reason of all for evaluating people properly, fairly, and with as much encouragement as the situation allows.

<http://www.businessballs.com/trainingprogramevaluation.htm>

Principle of Training

It is important to identify training needs before trying to implement any training solutions. The identification of training needs is the first step in a uniform method of instructional design.

The next two chapters are about how to analyze or identify actual training needs and which methods are useful for such a research. Most training analyses are designed for the evaluation of employees. So this term also includes the staff of early child education.

2. Types of Needs Analyses

Many needs assessments are available for use in different employment contexts. Sources that can help to determine which needs analysis is appropriate for the actual situation are described below.

Context Analysis: An analysis of the business needs or other reasons the training is desired. The important questions being answered by this analysis are who decided that training should be conducted, why a training program is seen as the recommended solution to a business problem, what the history of the organization has been with regard to employee training and other management interventions.

User Analysis: Analysis dealing with potential participants and instructors involved in the process. The important questions being answered by this analysis are who will receive the training and their level of existing knowledge on the subject, what their learning style is, and who will conduct the training.

Work analysis: Analysis of the tasks being performed. This is an analysis of the job and the requirements for performing the work. Also known as a task analysis or job analysis, this analysis seeks to specify the main duties and skill level required. This helps ensure that the training which is developed will include relevant links to the content of the job.

Content Analysis: Analysis of documents, laws, procedures used on the job. This analysis answers questions about what knowledge or information is used on this job. This information comes from manuals, documents, or regulations. It is important that the content of the training does not conflict or contradict job requirements. An experienced worker can assist (as a subject matter expert) in determining the appropriate content.

Training Suitability Analysis: Training is one of several solutions to employment problems. However, it may not always be the best solution. It is important to determine if training will be effective in its usage.

Cost-Benefit Analysis: Analysis of the return on investment (ROI) of training. Effective training results in a return of value to the organization that is greater than the initial investment to produce or administer the training.

Principle of Assessment

Use assessment instruments for which understandable and comprehensive documentation is available.

3. Techniques and methods

Several basic Needs Assessment techniques include:

- direct observation
- questionnaires
- consultation with persons in key positions, and/or with specific knowledge
- review of relevant literature
- interviews
- focus groups
- tests
- records & report studies
- work samples (<http://www.hr-guide.com/data/G510.htm>)

Techniques for Determining Specific Training Needs

There are a number of practical methods you can use to gather data about the performance of test persons. Each works well in given circumstances; therefore, you must deter-

mine which the best for your situation is. None of these methods can stand alone. At least there should be used two of these techniques. One of those should always be observation.

Observation

This is a research technique which utilises direct contact between the researcher and the phenomena under investigations. The method is widely used in the study of child development. The major problem in observation is to assure that the behaviour is noted objectively and reliably (Verma/Beard, 1981).

In this approach, a test person's performance itself is the source of information. You evaluate a person's performance through first-hand observation and analysis. This is best accomplished by watching the test person and playing the role of non-participating observer. This means that you watch and listen and evaluate what you see and hear, but do not get involved in his work process in any way. To make this activity more productive, use a checklist to remind you of what to look for and take notes. The objective during observations is to identify both the strengths to build on and the deficiencies to overcome. A key advantage of using direct observation in the needs analysis is that you gain first-hand knowledge and understanding of the job being performed and the strengths and weaknesses of the relevant worker.

Interviews

This is a method of obtaining data that involves face to face communication between the researcher and the respondent or subject (Verma/Beard, 1981).

The use of interviews in conducting the needs analysis is strongly urged. The prime value of interview guides is that they ensure the same types of data from all sources. This allows you to determine whether a piece of information is one person's opinion, or part of a widespread perception. Since the interview guide forces you to ask each person a number of predetermined questions, you must select those questions that are essential to what you are trying to learn. Interviews allow you to meet target group face to face to discuss their impressions. Because you are in conversation with persons, you can explore their responses in depth. You can ask for clarification of comments and for examples of what they mean. In this way, you obtain a full understanding of their performance deficiencies.

Questionnaires

A questionnaire is a sort of interview on paper. You create your own questionnaire by writing down all the questions you want the test persons to answer for you. It is also possible to mail it to them and await their responses. Another advantage is that

you can put questionnaires online so that you can gain a huge participation via internet.

The key advantage of a questionnaire is that you can include every person from whom you want input. Employees can complete the questionnaire when and where they choose. You need not travel and spend time with all respondents. Every employee is asked the identical questions, and consequently data is very easy to compile and analyze.

Questionnaires can be useful in obtaining a lot of information of what a large number of employees think while allowing everyone to feel that they have had an opportunity to participate in the needs analysis process. And it can be done anonymous.

Job Descriptions

Before establishing a job description, a job analysis must be made. This job analysis involves a thorough study of all responsibilities of the relevant job. It is company wide in scope and should be detailed to such a degree that those conducting the training can use the job analysis as a yardstick for their course content. After the job analysis phase has been completed, the writing of job description and needs analysis is a relatively simple task. When an employee's job description has been defined, the trainer can easily tailor his training curricu-

lum to a very close proximity of what will be expected of the employees.

The Difficulty Analysis

The Job Analysis will focus attention on enumerating the numerous duties that a worker must perform. On the other hand, the Difficulty Analysis establishes which of the duties cause the employee the greatest amount of troubles and how this trouble can be reduced through better training.

A good Difficulty Analysis offers many advantages:

- It enables a needs analyst to weigh certain aspects of the training in relationship to the expected difficulty that the worker will face in coping with those duties.
- A well thought out Difficulty Analysis will provide the training program with an abundance of role-playing material and situations.

Problem Solving Conference

Another time-tested technique for gathering needs analysis material from employees is to conduct periodic problem solving conferences which may take the form of or be part of a plan for a new product, task or technology, or tied in with a training program. It is always helpful to utilize an outside consultant to moderate such sessions. This outside sponsorship has a tendency of letting the workers express their feelings about his

organization, and the session can then be geared to training needs. The current problems will evolve that represent potential areas for training.

Appraisal Reviews

During the periodic counselling performance interview, an employee should be questioned regarding the duties and training of a worker. Comments rendered during the appraisal interviews normally are genuine, and can frequently assist in establishing the needs, variations and penetrations that a training program should include. Feedback at appraisal interview time is valuable since it is timely information. Training needs differ from worker to worker, and appraisal sessions allow the employee and supervisor/manager to uncover the cause of weaknesses in performance. These deficiencies represent areas for training.

Drive Pattern Identity

The extent of an employee's development depends on his motivations. Identifying the forces that cause an employee to behave in a certain way may be useful in determining his individual training needs and how to stimulate his desire to fulfill that need. An analysis of this kind, for example, may determine that the employee has an urgent need for self-confidence. His individual program should be made to stress the importance of

attitude, skills etc., and any other assets that would give him this self- confidence.

Analysis of Organizational Policy

Organization policy will affect the amount of training offered. An explanation of various policies should be covered in the training program. Of particular concern are those policies that involve change, alteration and major revamping of training programs. In organizations undergoing merger activity, product diversification and new penetration, a great deal of sensitivity must be placed on policies today and expected changes in the future.

(<http://www.dirjournal.com/guides/how-to-conduct-a-training-needs-analysis/>)

Work Sample Tests

'Work sample' is a method of testing ability by giving the candidate a sample of typical work to do and evaluating their performance. Work samples may appear as short questions along the lines of 'What would you do in this situation' or more complex scenarios to analyze. At its most naturalistic, the candidate is put into the actual job where they may spend some time actually doing real work. The normal situation however is for the person to

be given a role-play or real-life situations where the candidate acts out a realistic situation. This creates a repeatable pattern whereby multiple candidates can be given the same test and hence more easily compared.

(http://changingminds.org/disciplines/hr/selection/work_sample.htm)

Whatever the method used to identify training needs, at least the following three points must be kept in view:

1. These methods should be used in combination; that is, there should never be reliance on only one method.
2. They may be used to identify training needs of each of the various groups.
3. They should be applied to individual employees since training needs will vary with the individual employee.

References

Literature:

VERMA Gajendra/BEARD Ruth: What Is Educational Research? Perspectives on Techniques of Research.

Internet research:

<http://www.hr-guide.com/data/G510.htm>

<http://www.dirjournal.com/guides/how-to-conduct-a-training-needs-analysis/>

<http://www.businessballs.com/trainingprogramevaluation.htm>

http://changingminds.org/disciplines/hr/selection/work_sample.htm

Further training providers

On the next pages you'll find important training providers from partner countries. Please don't hesitate to send them your researched further training needs defined by DCT-WEB-tool or CD-ROM TNA.

Training providers in the field of early education

Country: Czech Republic

Name of training institution

National Institute for Further Education (NIFE)

Address:

Street, Number, Postcode, Town/City

Učňovská 100/1,
190 00 Praha 9 – Jarov
Czech Republic

Contact details:

Telephone, Fax

tel: +420 266 106 307
fax: +420 224 228 334

e-mail: info@nidv.cz, sekretariat@nidv.cz

Website

<http://nidv.cz/en/>

Description of main activities / training

NIFE is institution offering and organizing the courses, seminars, lectures and other activities linked to the further education of pedagogical staff.

NIFE has national-wide scope and large spectrum of lecturers.

Priorities of the NIFE:

Education related with curricular reform, education of management of schools, foreign language teaching whose usefulness is connected with increasing demands on language competences of teachers.

Focus of the NIFE:

Preparing and realizing educational programmes, analyzing needs in the sphere of further education of pedagogical staff and on creating its own concepts in this area.

Additional information

National Institute for Further Education has been established in 2004 by bringing together 14 regional pedagogical centers. NIFE is an allowance organization of the Ministry of Education, Youth and Sports with national range because has fourteen detached workplaces in individual regions.

Name of training institution

IPPP ČR – Institute of Pedagogical-Psychological Consultancy

Address:

Street, Number, Postcode, Town/City

Novoborská 372
190 00 Praha 9
Czech Republic

Contact details:

Telephone, Fax

Tel.: +420283881250

Website

<http://www.ippp.cz/>

**Name and surname of contact person,
e-mail-address**

Ivana Biskupova

biskupovai@ippp.cz

Description of main activities / training

Collecting and processing information about services of pedagogical-psychological, special pedagogical, educational and career consultancy in the field of education;
Conducting analysis and research linked to provision of consultancy services and pedagogical-psychological aspects of education;
Elaborating conceptions resulting from the needs of Ministry of Education, Youth and Sports in the area of consultancy.

Country: Poland**Name of training institution:**

National In-Service Teacher Training Center (NTTC)

Address:**Street, Number, Postcode, Town/City:**

Al. Ujazdowskie 28, 00-478 Warszawa

Contact details:**Telephone, Fax**

Tel. (+48 22) 345-37-00

Fax (+48 22) 345-37-70

Website:

www.codn.edu.pl

**Name and surname of contact person,
e-mail-address:****Description of main activities / training**

- coordination of training schemes for specialists involved in the teacher training system and for other people responsible for the system's functioning;
- identifying personnel needs and forecasts of the personnel situation in the educational system;
- coordination of the national system of teacher training-related information;
- assessment of key national teacher training schemes;

- development and promotion of teacher training standards;
- support for and promotion of novel pedagogical methods;
- organization of cooperation and network structures in teacher training;
- cooperation with other national agencies of the Ministry of National Education in educational personnel training;
- planning of actions aimed at professional development and advancement of teachers;
- training of teachers for work in Polish emigré communities;
- cooperation with Polish and foreign institutions and organizations dealing with pre-service and in-service training of teachers.

http://www.codn.edu.pl/show/wersja_angielska

National In-Service Teacher Training Center (NTTC) is a state-funded agency of the Ministry of National Education and Sport. At the website of NTTC there are links to regional in-service teacher training centres and other local training institutions.

Country: Lithuania**Name of training institution:**

Teacher Professional Development Centre

Address:**Street, Number, Postcode, Town/City**

Didlaukio st. 82,
LT-08303 Vilnius
Lithuania

Contact details:**Telephone, Fax**

Tel.: (+370) 5 2763831

Fax.: (+370) 5 2772191

Website:

<http://www.pprc.lt/>

Name and surname of contact person,**e-mail-address:**

E-mail.: pprc@pprc.lt

Director

Gintautas Rudzinskas

E-mail.: g.rudzinskas@pprc.lt

Description of main activities / training:

TPDC is one of the main institutions implementing modernisation of education and training, improvement of the quality of education and socio-pedagogical study conditions, and harmonisation of educational system, focusing on the needs and abilities/disabilities of children and preferences of educators, creating conditions for continuous teacher training and adult life long learning, promoting intellectual freedom and democratic relations.

Name of training institution:

Kaunas Teacher Qualification Centre

Address:**Street, Number, Postcode, Town/City**

Vytauto pr. 44,
LT- 44003 Kaunas
Lithuania

Contact details:**Telephone, Fax**

Tel. (+370) 37 324157

(+370) 37 200125

Fax. (+370) 37 324157

Website:

<http://www.kpkc.lt/>

Name and surname of contact person,**e-mail-address:**

Director

Rasa Bortkevičienė

E-mail: direktorius@kpkc.lt

Description of main activities / training:

The mission of the centre is to satisfy lifelong learning needs of school heads, their deputies, head of education department, teachers, educational assistance specialists and other adults, using the latest information technology, communication and cooperation with authorities, affecting the non-formal adult education. Centre explores, analyzes, summarizes and disseminates best teachers working experience. It also strives to ensure that delegated functions of the state and municipalities as well as educa-

tional priorities are implemented in the field of skills development.

Name of training institution:

Continuing Studies Institute of Klaipeda University

Address:

Street, Number, Postcode, Town/City

Sportininkų 13, Klaipėda LT-92257

Contact details:

Telephone, Fax

Tel. (+370) 398571

Fax (+370) 398572

Website:

<http://www.ku.lt/tsi/>

Name and surname of contact person,

e-mail-address:

Director

Rūta Marija Andriekienė

E-mail: tsi@ku.lt

Description of main activities / training:

Referring to the world modern educational tendencies and implementing the life long learning policy, CSI organizes and develops flexible systems of initial and continuing vocational training.

It carries out the following functions of continuous learning:

- in-service training,
- primary vocational training (for adults),
- consecutive and non-consecutive studies,
- scientific research in sphere of andragogy (adult education),

- development of interactive medium and infrastructure for LLL (life long learning) strategy.

Name of training institution:

Šiauliai University
Continuing Studies Institute

Address:**Street, Number, Postcode, Town/City**

Stoties str. 11, 77156 Šiauliai, Lithuania

Contact details:**Telephone, Fax**

Tel: (+370 41)595850

Fax: (+370 41)595857

Website:

<http://www.tsi.su.lt>

Name and surname of contact person,**e-mail-address:**

Director

Assoc. prof. dr. Lidija Ušeckienė

E-mail: info@tsi.su.lt

kvalif@cr.su.lt

Description of main activities / training:

Continuing Studies Institute is an acknowledged in-service training institution for employees in civil service. The Institute hosts ECDL authorised Testing Centre. On learners' request courses and seminars are available not only at the Institute, but in other institutions and organizations in Lithuania as well.. Institute provides continuing studies, re-qualification and in-service training courses for specialists in various areas.

Name of training institution:

Vilnius Pedagogical University
Occupational Training Centre

Address:**Street, Number, Postcode, Town/City**

Studentų 47, LT-08107, Vilnius, Lithuania

Contact details:**Telephone, Fax**

Tel. (+370 5) 2735357

Website:

<http://www.pkti.vpu.lt>

Name and surname of contact person,**e-mail-address:**

Director

Dr. Algimantas Šventickas

E-mail: pktidir@vpu.lt

pkc.lilija@vpu.lt

Description of main activities / training:

Main activities of the centre is organizing and developing different areas of professional skills development and retraining services, creating favorable conditions for everyone in society to seek and obtain appropriate training which conforms to European Union countries qualification system of adult continuing education.

Additional information

The selected five institutions above are the main training providers in the field of early education. There are 79 educational centres in total in Lithuania, which are related to professional skills development. Teacher Competence Centre in Vilnius is the main coordinator of all educational

centres which holds all data about the centres in
ania. <http://www.mkc.lt/>

Country: Finland

Name of training institution:

Turku University of Applied Sciences

Address:

Street, Number, Postcode, Town/City:

Ruiskatu 8

20720 Turku

Finland

Contact details:

Telephone, Fax

+358 2 263 350

+358 2633 5451

Website:

www.turkuamk.fi

E-mail-address:

ammattikorkeakoulu@turkuamk.fi

Description of main activities / training:

Universities of Applied Sciences train experts with higher education degrees, give continuing education and carry out research. One of our degrees is Bachelor of Social Services which can give with specialization studies competence for a kindergarten teacher. In continuing studies we offer Specialising Studies which offer professionals the possibility to extend their knowledge and skills, or to expand to new sub-areas in their field. The studies usually last for a year, and most commonly consist of 30 ECTS. These studies can be for early years education staff for instance managing of the kindergarten or working with families. We organise a varied selection of seminars and other continuing education courses and

often we offer these together with Turku University. Development projects within a kindergarten can be facilitated in many ways: the training can involve the whole organisation or just parts of it.

Name of training institution:

University of Turku, Department of Teacher Education in Rauma

Address:

Street, Number, Postcode, Town/City:Seminaarinkatu

1

26100 Rauma

Finland

Contact details:

Telephone, Fax

+358 2 837801

+358 2 83780447

Website:

<http://www.edu.utu.fi/laitokset/rokl>

E-mail-address:

sat@oppi

Description of main activities / training:

Kindergarten Teacher Education. The studies lead to degree of Bachelor of Education, which, at the extent of 100 Finnish credits (180 ECTS credits), is a lower academic degree. The degree qualifies students as kindergarten teachers in day-care and pre-school education. In addition to teacher education the Department of Teacher Education in Rauma carries on research in the science of technology education and in early education, provides postgraduate education, develops distance learning methods, and promotes use of new information technology in education.

Additional information

Further training in the Finnish Universities. Please look:

<http://www.taydennyskoulutus.fi/fi/index>

Further training in the Universities of Applied Sciences.

Please look:

<http://www.edu.fi/koulut/ammattikorkeakoulut.html>

Varttua is a national web service maintained by the Early Childhood Education and Care (ECEC) group of STAKES. Varttua offers ECEC news, an event calendar, useful links and other information. Please look:

<http://varttua.stakes.fi/EN/index.htm>

Altogether there are over 200 institutions providing professional education and further training for different occupations in the field of early education and day care.

Country: Austria**Name of training institution:**

BAKIP

Bundes-Bildungsanstalt für Kindergartenpädagogik Graz

Address:**Street, Number, Postcode, Town/City**

Grottenhofstrasse 150,

A-8052 Graz

Contact details:**Telephone, Fax**

Tel.: +43 316/ 284269

Fax: +43 316/284269-32

Website:<http://www.bakip-graz.at/bakip2006/index.html>**Name and surname of contact person,****e-mail-address:**

Mr. Dir. Mag. Günter Seelig

office@bakip-graz.at**Description of main activities / training:**

Training school for nursery school teachers. In addition there are course for special kindergarten teachers, after school care teachers, further education/additional education.

Name of training institution:

Caritas Österreich
Bildungsanstalt für Kindergartenpädagogik

Address:**Street, Number, Postcode, Town/City**

Lichtensteinstraße 10,
A-8600 Bruck an der Mur

Contact details:**Telephone, Fax**

Tel.: +43 3862/535 31
Fax: +43 3862/535 31-34

Website:

<http://www.caritas.at/mitarbeit-ausbildung/ausbildung-schulen/>
bakip.caritas-graz.at

Name and surname of contact person,**e-mail-address:**

Mr. HR. Mag. Stefanie Hörtnner
bakip.bruckping@caritas-grazpong.at

Description of main activities / training:

Caritas belongs to NPO's. This Organisation provides different kinds of further training possibilities: Their working fields includes: refugee and immigration assistance, shelter for homeless people, housing assistance family support, counselling (alcohol, drugs), youth services, service centre for parishes and volunteers, mental help for terminally ill people, help for people in mourning, help for

handicapped people and their families, work programmes for long-term unemployed people and more. In Caritas schools pupils can decide for social professions and at the age of 17 they have the possibility to visit a college or ending their school with diploma.

Name of training institution:

Diakonie Österreich

Address:

Street, Number, Postcode, Town/City

Albert Schweitzer Haus
Schwarzspanierstraße 13
1090, Wien

Contact details:

Telephone, Fax

Tel: +43 1 409 80 01

Fax: +43 1 409 80 01 20

Website:

<http://www.diakonie.at/>

Name and surname of contact person,

e-mail-address:

Pfarrer Mag. Michael Chalupka

diakonie@diakonie.at

Description of main activities / training:

Diakonie Austria offers education possibilities in fields of Kindergarten and schools. This organisation also provides education institutions for social professions.

Name of training institution:

Kinderfreunde Österreich

Address:

Street, Number, Postcode, Town/City

Rennweg 29,
A-6020 Innsbruck

Contact details:

Telephone, Fax

Tel.: +43 512 580320-0

Fax: +43(0)512 580320-28

Website:

http://www.kinderfreunde.at/index.php?action=Lesen&Article_ID=5289

Name and surname of contact person,

e-mail-address:

Mr. Peter Auer

info@kinderfreunde-tirol.at

kind-und-co@tirol.kinderfreunde.at

Description of main activities / training:

This big Union provides training course, schooling, and arrangements in the section of parent's academy, parent's education, science, family and education counselling. Research and helpdesk for family and education are also main activities of this association.

Name of training institution:

Fortbildung der Berufsgruppe steirische Kindergarten- und HortpädagogInnen

Address:

Street, Number, Postcode, Town/City
Stempfergasse 8,
A-8010 Graz

Contact details:**Telephone, Fax**

Tel.: +43 (0)31672 22 99

Website:

http://www.kiga-berufsgruppe-stmk.at/?mod=document&ch_id=2015&

Name and surname of contact person,**e-mail-address:**

Mrs. Antonia Pusterhofer

kiga.berufsgruppe@aon.at

Description of main activities / training:

Further education for kindergarten teachers and after school care educators.

The occupational group of Styria nursery school teachers and after school care teachers combine all teachers in this area.

Name of training institution:

Tagesmütter Steiermark

Address:

Street, Number, Postcode, Town/City
Keesgasse 10/I
A-8010 Graz

Contact details:**Telephone, Fax**

Tel.: +43 316 / 671 460

Fax: +43 (0)316 / 671 460-4

Website:

<http://www.tagesmuetter.co.at/DEU/ausbildung/Inhalte.php>

<http://www.tagesmuetter.co.at/DEU/ausbildung/weiterbildung2.php>

Name and surname of contact person,**e-mail-address:**

Mrs. Michaela Linhart, MBA

office@tagesmuetter.co.at

Description of main activities / training:

Main activities of “Day-Care Mothers Styria” are to ensure the interests and needs of parents and children, to provide a professional education for the profession as a child minder (Day-Care Mother), to arrange employment for child minders as well as additional education.

Name of training institution:

BÖE - Bundesverband Österreichischer elternverwalteter Kindergruppen

Address:

Street, Number, Postcode, Town/City Neulerchenfelderstr. 8/8,

A-1160 Wien

Contact details:**Telephone, Fax**

Tel.: +43 (0)1/409 66 40

Fax: +43 (0)1/409 66 41

Website:

<http://www.kindergruppen.at/ausbildung.html>

Name and surname of contact person,**e-mail-address:**

Mrs. Grete Miklin

boe@aon.at

Description of main activities / training:

This centre provides a practice oriented apprenticeship and further education of kindergarten adviser and kindergarten teachers.

Country: Germany**Name of training institution:**

Berliner Institut für Frühpädagogik e. V. (BIfF)
Institute for early child education Berlin

Address:

Street, Number, Postcode, Town/City :
Marchlewskistr. 101
10243 Berlin

Contact details:**Telephone, Fax**

Tel: 030/74735866
Fax: 030/74735867

Website:

<http://www.biff.eu/>

Name and surname of contact person,**e-mail-address:**

buero@biff.eu

Description of main activities / training:

The BIfF is an independent organisation for further training and research in the field of early child education. It focuses on the exchange between science and practice. The centre offers further training in form of seminars, in-house-seminars for teams and coaching.

Name of training institution:

Zentrum für Weiterbildung (ZWB) der Universität Bremen

Centre for further training of the University of Bremen

Address:

Street, Number, Postcode, Town/City :

Bibliothekstraße
28359 Bremen

Contact details:

Telephone, Fax

Tel.: 0421/218-2018

Fax: 0421/218-3209

Website:

<http://www.uni4kita.de>

Name and surname of contact person,

e-mail-address:

Ulrike Wettig

wettig@uni-bremen.de

Description of main activities / training:

The Centre offers further training for teachers and employees in the field of early child education and its respective subjects.

- 1-2 day seminars
- team trainings
- further training – specific modules (for example “specialist in integration”)
- Further training early child education (in form of presence and distance learning) reaching a degree in “Early child education”

Country: Estonia**Name of training institution:**

Tallinn Pedagogical College

Address:**Street, Number, Postcode, Town/City:**

Räägu 49, 11311 Tallinn, Estonia

Contact details:**Telephone, Fax**

Phone: (+372) 6391741

Fax: (+372) 6391763

Website:

<http://www.tps.edu.ee/>

Name and surname of contact person,**e-mail-address:**

Development Manager:

Piret Talur

E-mail: piret.talur@tps.edu.ee

Description of main activities / training

The College is a public national educational institution – university of applied higher education.

The language of instruction is Estonian. In the Departments of Social Work and Pre-School Education there are study programmes available in Russian.

TPS provides courses for the staff of kindergartens.

Name of training institution:

Tallinn University (Open University Centre of Continuing Education of the Tallinn University)

Address:**Street, Number, Postcode, Town/City:**

Narva road. 25,
10120, Tallinn, Estonia

Contact details:**Telephone, Fax**

Phone: (+372) 6409 144

Fax: (+372) 6409 118

Website:

<http://www.tlu.ee/>

**Name and surname of contact person,
e-mail-address:**

International Relations Coordinator:

Tiina Mäe

E-mail: tiina.mae@tlu.ee

Description of main activities / training

The Open University Centre for Continuing Education (CCE) of Tallinn University is the largest institution in Estonia providing continuing education (incl. further education and retraining) courses for the staff of kindergartens and different types of schools. Target groups include pre-school, general education and vocational school teachers as well as principals and vice principals of the named institutions.

Name of training institution:

University of Tartu

Address:**Street, Number, Postcode, Town/City:**

Lossi 24, Tartu 51003

Contact details:**Telephone, Fax**

Phones:

+372 737 5560,

+372 737 5561

fax: +372 737 5562

Website:

<http://www.ut.ee/22264>

Name and surname of contact person,**e-mail-address:**

E-mail: taienduskooolitus@ut.ee

Description of main activities / training

The University of Tartu is oldest university in Estonia and has 11 faculties, 3 research institutes and 6 colleges with more than 70 departments, institutes and clinics.

Distance Learning Centre – Open University provides among other field of further training courses for the staff of kindergartens.

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Kindergarten teachers further training is on the free market. It means that besides TPS, TLÜ and TÜ there

are organizations and self-employed entrepreneurs who own training-licenses.

Here you can find register with institutions that provide continuing education courses for the staff of kindergartens:

<http://www.ekk.edu.ee/opetajale/taienduskooolitus>

<http://www.hm.ee/index.php?045117>

Country: Romania

Name of training institution :

The "Gh.Asachi" Technical University of Iasi, Romania,
Department of Education and Teacher Training (DPPD)

Address, Street, Number, Postcode, Town/City:

67 Blvd. Mangeron, 700050, Iasi, Romania

Contact details:**Telephone, Fax**

1. +40-232-278683

2. +40-232-278680

3. +40-232-278688

Website:

www.dppd.tuiasi.ro

E-mail-address:

dppd@tuiasi.ro

Description of main activities / training:

The objective of the Department of Education and Teacher Training in „Gh. Asachi“ Technical University of Iasi, Romania, is to provide psychological, pedagogical, and methodological training and research for students who would like to follow an educational career.

Currently DPPD includes two main sub-divisions, providing basic teacher training in: Educational Sciences and Further Teacher Training.

Certified courses and seminars are offered in:

The Psychology of Education * (5 ECTS)

Introduction to the Theory of Education. The Theory and Methodology of the Curriculum (4 ECTS)

The Theory and Methodology of Teaching and Assessment (4 ECTS)

Teaching Methodology of Technical Subjects (Methodology)*- (4 ECTS)

School Counseling (3.5 ECTS)

Information Technologies in Education (3.5 ECTS)
Educational Communication and Assertive Behavior (3.5 ECTS)
Multicultural Issues in Education* (3.5 ECTS)
The Technique of Intellectual Work (3.5 ECTS)
Transactional Analysis (3.5 ECTS)
Creative Strategies in Teaching (3.5 ECTS)
Person Oriented Education (3.5 ECTS)
Management of Informal Education (3.5 ECTS)
Classroom Management (3.5 ECTS)
Project Management in Education* (3.5 ECTS)
Computer Assisted Learning Technologies (3.5 ECTS)
Co-operation and conflict resolution techniques (3.5 ECTS)
Prevention of School Failure (3.5 ECTS)
Practical Training (Internship)(4 ECTS)
Dissertation – Diploma (8 ECTS)

Additional information:

oFurther training in the Romanian Universities. Please look: <http://www.edu.ro/indexx.html>

oCenter for Early Education and Development, The Ministry of Education, Research and Youth (Romanian: Ministerul Educației, Cercetării și Tineretului) is one of the fifteen ministries of the Government of Romania. - <http://www.edu.ro/indexx.html>

oFurther training in the National Council for Adult Vocational Training. Please look: <http://www.cnfpa.ro/index-en.php?lang=en>

oEarly Childhood Education and Care (ECCE) programs: <http://unesdoc.unesco.org/images/0014/001472/147227e.pdf>

Altogether there are over 50 institutions providing professional education and further training for different professions in the field of early education and day care.

Country: GREECE

Providers

Pre education college TEI -Athens

Contact details

http://www.teiath.gr/seyp/early_childhood_education/index.html

Activities-aims

Aim of the college is to train teachers in order to look after and educate children from their birth up to six years old.

Providers

Pre education department Aristotelio University of Thessaloniki

Contact details

TEL.: 2310 995058-59, Fax: 2310 995032 email: info@nured.auth.gr <http://nrd02w3.nured.auth.gr/>

Activities-aims

Pre-degree and post degree studies for nursery and kindergarten teachers

Providers

Pre education department
University of Aegean-Rhodes

Contact details

<http://www.rhodes.aegean.gr/tepaes>
[Τηλ.:22410-99100](tel:22410-99100)

Activities-aims

School for kindergarten teachers since 1988

Providers

Pre education department University of Crete

Contact details

http://www.edc.uoc.gr_didpt-pe@edc.uoc.grhttp://www.edc.uoc.gr_tel28310-77706_fax28310-77893

Activities-aims

School for kindergarten teachers since 1988

Providers

Pre education department-University of Ioannina

Contact details

<http://www.uoi.gr/schools/early-childhood/> 2651097189

e-mail: tepae@rhodes.aegean.gr

Providers

Democritus University of Thrace

Department of education practices in pre-school age´

Contact details

<http://www.psed.duth.gr/en> 25510 30016, 30046, 30047

[Fax: 25510-30050](http://www.psed.duth.gr/en)

Activities-aims

Aim of the college is to train teachers in order to look after and educate children from their birth up to six years old.

Providers

Pre education department-University of Patras

Contact details

<http://www.ecedu.upatras.gr/services/site/totmima.php>

Activities-aims

Four-year courses for pre-degree studies. Training teachers for pre-school age children

Providers

National and Kapodistrian University of Athens

Faculty of early childhood education

Contact details

<http://www.ecd.uoa.gr/>

[tel 210 3688551-4 \(8:30-14.30μ.μ.\)](tel:2103688551-4)

Activities-aims

Two-year courses for educators of children in pre-school age

Providers

Department of pre-school education

University of Thessaly

Contact details

[http://www.ece.uth.gr/index_en.phpArgonafton &](http://www.ece.uth.gr/index_en.phpArgonafton&Filellinon)

[Filellinon](#)

[GR-382 21 Volos](#)

[Greece](#)

Activities-aims

Aim of the college is to train teachers in order to look after and educate children from their birth up to six years old.

Providers

PRE-EDUCATION

IEK OMHROS (tel210386166)

Contact details

[http://iek-omiros.gr/portal/iek/paidagogika-](http://iek-omiros.gr/portal/iek/paidagogika-koinonika/oz_2007041382.php3)

[koinonika/oz_2007041382.php3](#)

Activities-aims

Aim of the college is to train teachers in order to look after and educate children from their birth up to six years old.

Providers

PRE-EDUCATION

IEK XINI

Contact details

http://www.iekxini.edu.gr/default.aspx?FolderID=87d7e31a-c9b0-4a00-861c-b5150ff7_2105279500

Activities-aims

This training institute has two sections:

1. train teachers to look after and educate children from 0 to 6 years old
2. train teachers to assist children with special needs

Providers

PRE-EDUCATION DAILY CARE FOR DISABLE CHILDREN METAMORFOSIS

Contact details

<http://iek-metam.att.sch.gr>

Activities-aims

they are specialized in educating and helping disabled children

Providers

PRE-EDUCATION DAILY CARE FOR DISABLE CHILDREN ALEXANDROUPOLIS

Contact details

<http://iek-alexandr.evr.sch.gr>

[Phone: 2551025202](tel:2551025202)

Activities-aims

they are specialized in educating and helping disabled children

Providers

IEK IGOUMENITSA : PRE-EDUCATION DAILY CARE FOR DISABLE CHILDREN

Contact details

<http://iek-igoum.thesp.sch.gr>
mail@iek-igoum.thesp.sch.gr

Activities-aims

they are specialized in educating and helping disable children

Please remember to examine the training needs

With compliments to your work.

DCT Partners