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INFORMING SOCIETY ABOUT PRE-SCHOOL EDUCATION AND EDUCATIONAL SUPPORT IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT

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Abstract

Society qualitatively participates in the implementation of corresponding tasks only when it is informed. An analysis of the National Strategy for Sustainable Development of Lithuania expresses concern regarding shortage of information: information receivers are scantily informed, whilst information providers themselves are scantily informed about actual information needs. In Lithuania, informing of society is carried out in both centralised and decentralised ways, when the state makes certain commitments regarding informing of residents because this information enhances attention to educational institutions, including pre-school educational institutions (as a link of education, social support, support to the family and the child), and encourages the interest of interested groups in the quality of children's education. Seeking to ensure sustainable development, in the name of possibilities of more extensive participation of society in pre-school education management processes, freedom in decision-making, and in the name of the formation of society consisting of active and responsible citizens, it is necessary to analyse the experiences of informing the society. Therefore, the research is orientated towards generalisation of the experiences of informing the society in the European Union countries in the context of sustainable development.

Key words: *sustainable development, informing society, pre-school education, educational support, social welfare*

Introduction

The National Strategy for Sustainable Development (2003) states that "sustainable development is not possible without extensive participation of society not only solving concrete tasks indicated in this Strategy but also making important decisions with regard to sustainable development at various levels" (p. 42). Qualitative participation of society implementing corresponding tasks is possible only if society is informed. An analysis of the National Strategy for Sustainable Development of Lithuania indicates that there is a shortage of in-

formation: both information receivers are scantily informed and information providers know too little about actual information needs. Therefore, it is stated that "if monitoring of the situation in education is not created and if society is not informed about the actual situation of education, the gap between strategic provisions and reality may increase" (The National Strategy for Sustainable Development, 2003, p. 69). Only when informing of society is improved, participation can improve too; this, in turn, will help to form a society of active and responsible citizens, which will take active part in making decisions that are important both to municipalities and the state.

Social Cohesion Strategy (2004) focuses on social cohesion: the ability of society to ensure welfare for its all citizens, reducing differences and eliminating disunity. Therefore, informing of society becomes particularly relevant seeking lesser differences between citizens, which cause corresponding exclusion. A qualitatively informed citizen has a possibility to be a member of society enjoying full rights and actively participating in its life.

As stated in the Strategy, "the activities of the state in the area of social policy grounded on people's rights turn not into charity or care for the disadvantaged but into a means of ensuring equal rights for all" (p. 51).

The Council of Europe always seeks to implement social rights on the basis of these principles:

- to ensure equal rights for all without any discrimination (equal rights to quality information, considering social polarisation of the society, family diversity that is becoming more distinct (working, non-working, full, single-parent, mixed with regard to language, etc.) and different educational needs of families);
- to provide quality services available to all (knowledge of society about pre-school education and educational support as a quality service);
- to pay particular attention to the needs of vulnerable members of society (families whose children do not attend pre-school educational institutions, etc.);
- to avoid prejudices towards special needs persons (the character of information has to be focused on special needs persons as well);
- to ensure users' participation (users' participation will be ensured only when they are qualitatively informed).

Informed society both ensures social cohesion and contributes to economic growth. "Sustainable development of economy depends on sustainable social development and sustainability of conditions" (Social Cohesion Strategy, 2004, p. 16).

Society is sustainable when its members feel responsibility for one another, and this presupposes formation of the ethics of a new social responsibility. Information has to be distributed in such a way that it is available in terms of content, form and ways to all social groups.

When Lithuania became a member of the European Union, there aroused a necessity to take over the experience of other countries (the old EU countries) and the world. Although it is different from Lithuanian experience, it has many similarities in the countries with the culture of democracy and market economy (what Lithuania became today). Therefore, improving the system of informing society in Lithuania, it is relevant to analyse and use the experience of other countries.

Informing of society is carried out both in a decentralised and centralised way, when the state makes certain commitments regarding informing of residents because information enhances the focus on educational institutions, including pre-school educational institutions (as a link of education, social support, support to the family and the child), and encourages the interest of interested groups in the quality of children's education. At the same time, information containing suitable content provides society (parents and other groups) not only with more extensive participation possibilities in pre-school educational management processes but also with the freedom of decision-making.

Quality informing system is acknowledged as an important constituent of the family support system, which helps to raise healthy and educated children and ensures development of education, increasing availability, continuity and social fairness (The Provisions of the National Education Strategy 2003–2012). This, in turn, has a crucial significance for the development and prosperity of society. Evaluating the benefit of information spread at the national level, it can be stated that available and clear informing system also gives a "surplus value": provides more opportunities for parents, foster parents to work and to earn, which means to improve the economic (taxes are paid, there are less families subsidised by the state), political and social situation of the country (a strong, socially stable family is the foundation of a powerful state). All of it is very significant for the change in teacher training when changes take place not only in teachers' roles but also in the roles of educational institutions. Based on that, the influence of the educational organisation on social and cultural changes of society increases, and education as a phenomenon becomes public, significant both to the very society and social groups that participate in educational processes.

Concretizing the functional purpose of information spread in the pre-school education context, it can be stated that information functions as one of the main means enabling active participation of parents and other groups of society in children's education and care processes.

Information exchange encourages parents' and teachers' partnership relations seeking the common aim: a better quality childhood. Carried out researches (Epstein, 1994; Rutherford & Billig, 1995; Faires, Nichols, & Rickelman, 2002; Jordan, Snow, & Porche, 2002; Marlatt, 2005) demonstrate that, when parents, teachers and other groups of society act jointly, children's rights are more respected. Moreover, the level of children's care and educatedness improves. It is also important to note that children's more successful educatedness is more to be related not to the economic situation of the family but to parents' participation in the children's education process (Riley, Robinson, & Conaty, 1993).

In order to ensure sustainable development, it is necessary to analyse the experiences of informing society both in Lithuania and other countries and use them to open up new opportunities for changes in teacher training in Lithuania. This research attempts to respond to the questions, which in the context of sustainable development, highlight the purpose and functions of informing society about pre-school education and educational support, roles of information providers and receivers, forms, ways, content of informing and peculiarities of differentiating information.

The aim of this research is to generalise and highlight the experiences of informing society about pre-school education and educational support in the countries of the European Union in the context of sustainable development.

Research methodology

The research is based on the conception of education as a social, communicative service that encompasses the diversity of social groups, the systems of their greatest needs. The conception of the educational service encompasses orientation to both the person, his/her individual needs and the general quality features of the service.

The service of education is perceived as exceptional, directed not towards material but ideal product of culture, the creation of which is a long-term process and requires efforts both from the provider of educational services and the user because the user is not just a passive successor of these services.

Pre-school education is understood as the subsystems of the local system of education, which, on the one hand, are characterised by the same characteristics and features as other links of the education system but, on the other hand, are conditionally autonomous, determining the quality of functioning of these subsystems, which conditionally depends on their own organisational structure. Therefore, the very processes of informing residents, which are formed in the organisations of pre-school education subsystems, are like communication tools that disclose the significance of the functioning of these organisations both in the general education system and the society.

Methods

Content analysis, which enabled to compare international documents and researches on the analysed topic, and meta-analysis, which enabled to generalise documents and researches of separate countries on informing society about pre-school education and educational support and to formulate generalising conclusions, were carried out. Applying these methods, an analysis of documents, regulating activities of pre-school education sector of the European Union countries and of sustainable development strategies and concepts was performed. Meta-analysis of the carried out researches enabled to highlight some experiences of informing society about pre-school education and educational support in the European Union countries in the context of sustainable development.

The purposefulness of using the content analysis method was determined by the pursuit to decode certain meanings in the texts of documents and present their interpretations, answering the raised problematic questions. This method enabled to obtain sufficient information about the solution of the raised problem and a deeper analysis of the problem.

Ensuring the representativeness of the carried out qualitative research and actualising the analysed problem, the research results were linked by employing the meta-analysis method. Thus, their joint significance exceeded their separate import.

General features of informing society about pre-school education and educational support in foreign countries

Pre-school education is described as an initial link of the institutionalised system of education, the quality of which is particularly important for further children's teaching and learning at school or in life. The researches of scientists from foreign countries demonstrate that the quality of teaching and learning of children of any age is concurrent with the quality of partnership of interested persons (Bryant, Peisner-Feinberg, & Miller-Johnson, 2000; Fan & Chen, 2001; Henderson & Mapp, 2002). Although parents' participation in the child's education processes is an integral part of their children's further success both helping their children to learn at home and otherwise participating in children's (self-)education processes, parents directly and indirectly also receive a lot of useful information about various child education or care phenomena. This becomes a precondition for the very parents' (self-education and development. The parents who are involved in children's learning learn more about aims, methods of curricula and other teaching and learning procedures followed by their children, understand the importance of children's educatedness better and help their children to understand it (Jacob & Cheadle, 2009), help children to (self-)develop the competencies that are important for them and control the desired result (Grolnick & Slowiaczek, 1994), etc.

Therefore, recently many countries have started to pay increasing attention to the enhancement of interaction relations between the family and the educational institution. Ways of involving parents and society into the processes of formation and implementation of the educational policy are being sought; various researches in this area to increase informing of society in the context of sustainable development are being carried out.

An analysis of the experience of foreign countries highlighted that the informing of society is perceived not only as an integral part of the cooperation system and culture of the educational institution, but also as a part of the national policy of education. Therefore, quite often, both at the national and institutional levels, much attention is paid to information spread to create favourable communicative space and ensure its functioning.

The policy of education in many countries of the European Union highlights an orientation towards the enhancement of relations between the family and the institution. In the free market conditions, information plays a particular role: it creates conditions and possibilities for parents to choose the pre-school educational institution, participate in its activities and management and, for the institution, to compete. In order to be competitive in the free market conditions, there arises a need to differentiate information for different strata layers of parents and society so that it is available and easily understood.

The type and forms of informing society most often depend on the model of parents' participation in children's education system. Beresford and Coft (1993) distinguish two models of parental participation: consumerist and democratic. Main features of the consumerist model are availability, information, choice, compensation (Miller, Harrel, & Morgan, 1998). These two different types of parental participation accentuate different types of information.

Consumerist type user finds it important to get information about provided pre-school education services, their prices, state support, etc. Besides, information is aimed at parents'

successful participation in the labour market and, this way, at making them feel socially stable and protected.

Democratic user of services is more orientated towards direct participation in children's education processes by way of making influence on and controlling them. Therefore, such a user needs information that can help to improve the quality of pre-school education and care services. In the first case, information serves parents; in the second case, it is more directed towards ensuring children's welfare. Users of both participation types are met in foreign countries; therefore, informing encompasses both these trends.

Specific features can be attributed to parents according to their activeness. Parents' participation in the child's education process can be expressed differently.

- Parents are active; they look for information about various phenomena related to their children. Such parents are often members of parents' councils, they take a leading role, are proactive in raising problems and solving various issues.
- Parents are looking for information only when certain problems occur in order to solve them. When such parents achieve the desired result, quite often their activeness reduces, or they withdraw to the role of a passive observer.
- Parents are passive; information is only accepted but no further steps are made. Most often, such parents feel helpless with regard to teachers; they are passive listeners.
- Concrete type of participation influences the activeness of information search and the purposefulness of using the obtained information as well as the intensiveness of solving the child's education or care problems.

Another feature that is common to all countries is the specificity of parents as receivers of information, which depends on the educatedness of family members, and their social and financial status (Petrie & Holloway, 2006). Besides, the very parents' approach towards the importance of cooperation with the children's educational institution is important as well as the level of perceiving this importance, their as educators' self-reliance, etc. Due to lack of confidence, such parents restrict their participation in children's education processes and avoid equal partnership with the educational institution. Teachers most often treat this as parents' unwillingness to take interest in the child's education and care and think that parents delegate all education and care related functions to teachers as something that is taken for granted (Eccles & Harold, 1996).

The standpoint followed by the very teachers and representatives of the administration of the educational institution, the strategy that teachers choose for promoting parents' participation (Addi-Raccah & Ainhoren, 2009), teachers' ability to treat parents as equal partners, seeking the quality of children' education and care, also turn into an important factor.

Having discussed certain general features of parent informing abroad, it is important to analyse them in more detail in the context of the concrete country because a peculiar culture, economic and political situation of the country has a significant influence on information spread and communication culture. Therefore, it is topical to discuss the experience of countries differing in their cultural structure and economic situation with regard to informing interested groups of society about pre-school education and educational support.

Purpose and functions of informing

It can be stated that the informing of society about education of pre-school age children and educational support does not take place in a vacuum space. It is an integral part of the system of education and social welfare of society in a concrete state with all influencing social, political and economic contexts. Therefore, the analysis of diverse experience of the EU countries (of informing society about pre-school education and educational support) is carried out in various contexts that influence the functioning of the system of education of a concrete country.

The purpose of cooperation between educational institutions, society, etc. is to improve children's social, emotional and intellectual education. Therefore, seeking the set aim unanimously, it is very important to find the most suitable ways of understanding each other.

The presented comparative analysis of the early age children's education and care system in the EU (2009, p. 140) states that partnership between parents and educational institutions most often manifests itself through communication with the family when corresponding type of information and concrete advice is provided to it. It can be stated that informing and giving concrete advice for parents in the EU countries is the basis of cooperation between parents and teachers and the most important form of its manifestation. It can be assumed that, in many EU countries, provision of information is the main way of cooperation between parents and teachers. During the last decade, this has become a tendency in the EU countries. For instance, Austria, France, the United Kingdom, Finland and other EU countries seek laws that regulate (or such type documents are being prepared) parental participation, encompassing planning of participation, observation, support, etc. It is assumed that the informing of parents is not an end in itself (informing for the purpose of informing), but helps to solve child education and care related problems.

How is the provided information about pre-school education and educational support differentiated?

When providing information, individual parents' needs are increasingly more considered. For instance, in Finland, Estonia and other EU countries, seeking higher efficiency of provided information, teachers' duties include organisation of educational work with parents, considering specific problems of a concrete child. Therefore, it is important to identify these problems jointly and find the best ways of their solution. Since this requires not only teachers', but also parents' corresponding knowledge and abilities, resources of institutions and organisations providing various educational and social support services are massed in order to meet parents' concrete needs for education and educational support.

Differentiation of information spread considering cultural, social and economic differences of the family becomes more distinct. In Finland and Great Britain, specialists' cooperation with parents, considering the specificity of the family, is regulated by national laws. Besides, these laws enable early identification of every child's specific problems and provision of support in any place of residence.

Varying parents and other family members' approach towards participation in the child's education and care processes and taking responsibility have direct influence on information spread.

Seeking to encourage parental participation in educational institutions, it is important that parents feel welcome and important. Therefore, the content and type of provided information also depends on different attitudes of teachers towards parental participation. Many EU countries have to solve problems of destroying certain stereotypes. Due to certain reasons, programmes of parental involvement into the activities of the educational institution are formal. The following could be mentioned: one part of teachers is convinced that only they and the administration of the educational institution know best what small children need (this knowledge comes from their special education); it is feared that if parents are active, they will criticise their competencies, highlight their weaknesses, and this will weaken their professional status; it is assumed that parents are incompetent to participate in making decisions regarding children's care and education.

Thus, in order to enhance partnership relations, many EU countries apply complex measures and implement various projects that focus on the improvement of information spread and communication possibilities. For instance, in Poland, projects of Citizens' Association for Education are implemented; in Portugal, the project "Reading on the Move" (2008) is implemented; in Estonia, services of various centres are cooperated; in Ireland Childcare Committees function actively, etc.

Due to the economic family situation, children often fall under the so-called risk groups because poverty has a direct influence on children' teaching and learning attainments. Such at-risk families exist in every country, and the number of such families particularly increased recently due to economic crisis. In many EU countries, problems related to information provision for risk groups are actively solved: in Great Britain, Scandinavian countries, Germany, France and many other EU countries at-risk families are supported, applying integrated measures at the national level by providing complex material, financial and social support. In addition to general information, it is very important that such families receive information about where and what social and financial support they can get, who can provide it, what system of preferences can be used with regard to children's care and education. This and other similar types of information are also relevant for families raising disabled children. Their need for information expands due to the child's disability related problems, which can be easier solved with the help of specialists' counselling.

It is important to note that difficult financial situation in the family is often accompanied by psychological problems of people who maintain the family, which are related to the perception of one's role and the possibilities of its implementation. Therefore, due to its publicity, provided information often does not reach such families because it is blocked by the parents. For this reason, it is important that teachers evaluate family situation and choose a suitable strategy for information provision.

The type of support provided by the state determines the need for corresponding information. In different EU countries, early age children's education and care services in the institutionalised environment are started to be provided at varying children's ages. This determines different problems encountered by parents, educational institutions, and the latter, in turn, determines the ways, forms and content of information provision and reception.

In the EU countries, the system of children's social care provides families with social and financial support (covers maternity or parental leave, pays maternity grants, social insurance benefits, maintains a workplace for a corresponding time period, etc). Different countries provide different kinds of support for different time periods, but, in spite of the differences in many EU countries, these activities encourage parents to take care of and educate the child at home at least during the first year of life. Support for parents in the initial child care period is not limited to cash grants and maintaining the workplace. Ministries of Education and Science of many EU countries demonstrate their attention to parents regarding early education and care, which most often manifests itself as informing and counselling services on relevant issues. Usually, these services are provided by primary care medical staff, social workers, teachers of the nearest educational institution, etc. It is provided in various forms and most often visiting the family at home and individually communicating with family members.

What are the roles of information providers and receivers?

In many EU countries, parents have possibilities to choose the type of service provided by pre-school education (full day or half-day, kindergarten or child care centre, state or private type, etc.). When the private early age children's education and care services sector consolidated, in many countries inter-institutional competition enhanced, which inevitably influenced the quality of provided information. Provision of information to society about preschool age children's education and care services is the responsibility of both the staff of the municipality and other state services and administration, and the teachers of the very institutions. Besides, competitive conditions create preconditions for changes in the quality of informing and choosing more accessible forms and ways as well as for the expediency, purposefulness and comprehensiveness of its content, etc.

Information is provided in a more centralised way in such countries where admission to children's education and care institutions is ensured by the state and coordinated, choosing between state and private institutions, for instance, Denmark, Belgium, Norway, Great Britain (except Northern Ireland), etc.

The main shortcoming of providing information in such a centralised way is availability of information to residents of rural areas or destitute residents who have no possibilities to use Internet services or cannot buy computers, or come to the centres where they could find access to the offered information. Many EU countries look for ways how to solve this problem, for instance, Belgium, Poland, Hungary, Portugal, Germany, Romania and Great Britain. An alternative can be provision of comprehensive information in booklets. Comprehensiveness manifests itself differently in different countries.

The majority of the EU countries pay particular attention to ensuring small children's health and safety both in the family and at the educational institution. This attention is regulated by certain acts, laws and standards at national and institutional levels and helps to evaluate educational institutions in the aspect of children's physical, aesthetic and psychological environment (Denmark, Bulgaria, Check Republic, Spain, Iceland, etc). New requirements that come into force are most often introduced to residents in a centralised way

according to the following sequence: institution that issues laws, municipalities (or other territorial units), administration of children's educational and care institution, teachers, parents. Residents can also get familiarised with information directly on the webpage of a ministry or a concrete institution, with the help of various media, etc. However, when information is received directly, parents often encounter the problem of metalanguage: parents can misunderstand information due to complicated language, possibilities of interpreting legal acts, etc. Therefore, quite often information provided this way reaches a very limited number of users.

Because most often main providers of information for parents are teachers who work with their children, the solution of the problem of "understanding one another" could be facilitated by the teacher's empowerment to carry out the additional consultant's role. Moreover, this need is also enhanced by another feature that is characteristic to all countries: the specificity of parents who receive information. Teachers have to be able to identify reasons for problems and choose strategies suitable for communication with such parents, which would encourage them, develop their self-reliance, trust in teachers and their children's educational institution.

In different EU countries the informing of society about pre-school education and educational support is implemented in different ways. However, it is equally important to all countries that institutions on different levels distribute their roles and responsibilities so that the provided information is not repeated and that institutions do not duplicate their activities.

Forms, ways and content of informing

Partnership between parents and the educational institution as a systemic part of pre-school age children's educational and care functions successfully in a comparatively small number of EU countries (Austria, the Netherlands). This allows presuming that informing is not treated as a systemic unit of children's education and care in the early age as well, and that its manifestation is more autonomous and episodic.

However, in the recent period significant changes are taking place. In early age, children's education and care programmes separate components of parental partnership are started to be perceived as an integral part of the programme. Informing as the main form of cooperation is improving via the increase of diversity of forms and ways, better availability and comprehensibility for various user groups, etc. Based on researches, complexes of special measures are being initiated, etc.

The simplest and the most popular form of informing society in the EU countries is meetings and individual meetings. In Austria, in addition to standard ways of information spread, information evenings for parents are popular, whilst in the Netherlands, the Czech Republic, Portugal and other countries the informing of parents is encouraged by the very parents' participation in group activities and working together with a child at home. Parents and teachers exchange accumulated information in diaries and notebooks, and, this way, supplement one another. Parents and teachers' meetings start functioning as a way of exchanging information, not only of communicating it one-way.

In some countries, efforts are made to ensure that information also reaches such parents whose children are raised at home. For instance, in the Check Republic, Ireland, Belgium and other EU countries these functions are attributed to paediatric nurses that take care of children. They inform parents about children's healthy nutrition and safety, and familiarise parents with the most important features of the child's physical and emotional development. Information for parents is provided more in the form of advice.

Another form of informing parents, which increasingly gains in popularity, is their involvement into the activities of various public movements, forums and organisations that are concerned about small children's matters as well as into councils of educational institutions. For instance, state and private kindergartens of Norway, Denmark, France, Bulgaria, Italy, Portugal and other countries have committees, successfully coordinating the activities of institutions, which are composed not only of owners and teachers but parents as well. Parents' participation is often regulated by state documents. When parents choose teachers and manage expenditures for children's education and care, they become responsible for representing children's interests. This way parents are offered possibilities to participate in making important decisions, which they forward to other parents. In some countries, for instance, in Bulgaria, Italy, Portugal, France and Spain, parental participation opportunities are expanded to participation in decision-making regarding the choice of curricula, to discussions about children's attainment standards, etc.

In some countries, parents' participation is regulated at the national level by foreseeing concrete forms of such cooperation. For instance, in Spain information exchange about the child's activities, attainments, his/her condition at the educational institution and at home is highlighted, parents' meetings with teachers and specialists that are important for them, parents informing and counselling on issues related to child support at home are accentuated. In Belgium, the specialists who visit families raising small children have to record parents' positive sightings and complaints about their activities and generalise them. In Hungary, applying the interview method, teachers have to collect information related to the child they are responsible for, generalise it and provide parents with recommendations.

It is noticed that, in certain countries, the parents are the source of information and counselling. Personal experience and opinion of every one of them can be useful to other parents; therefore, special parental networks are being created for exchanging existing experiences, providing information and advising on participation in decision-making regarding the issues that are important for children. Such networks help to solve problems of activating a broader circle of parents because often only those parents who belong to self-management councils of the institution are active.

In some countries, the formation of networks for cooperation between different institutions in charge of children's education and care and separate specialists is becoming distinct. This way, the involvement of other social groups into the partnership system emerges. In Estonia, cooperation networks between institutions, organisations and separate specialists providing services of health, education and children's rights are being enhanced. Their function is to help parents to solve children's education and care related problems via a complex provision of information and counselling services.

Conclusions

Informed society both ensures social cohesion and contributes to economy growth. "Sustainable development of economy depends on sustainable social development and sustainability of conditions" (Social Cohesion Strategy, 2004). Society is sustainable when its members feel responsibility for one another, and this presupposes creation of the ethics of a new social responsibility. Information has to be distributed in such a way that it is available to all social groups (with regard to content, form and ways).

Informing of society is carried out both in a decentralised and centralised way, when the state makes certain commitments regarding the informing of residents because information enhances the focus on educational institutions, including pre-school educational institutions (as a link of education, social support, support to the family and the child), and encourages the interest of interested groups in the quality of children's education. At the same time, information containing suitable content provides society (parents and other groups) not only with more extensive participation possibilities in pre-school educational management processes but also with the freedom of decision-making.

When analysing the experience of foreign countries, it was found that informing of society is perceived not only as an integral part of cooperation system and of the culture of the educational institution but also as a part of national policy of education. Therefore, quite often, both at the national and institutional level much attention is paid to information spread in order to create favourable communication space and ensure its functioning.

When providing information, increasing attention is being paid to parents' individual needs. Differentiation of information spread considering cultural, social, economical differences of families is emerging.

In different EU countries, informing of society about pre-school education and educational support is differently implemented. However, it is important to all countries that institutions of different levels divide up their roles and responsibilities, so that the provided information does not repeat and institutions do not duplicate their activities. Another feature that is characteristic to all countries is the specificity of information receivers – parents. Teachers have to be able to identify the reasons of problems and choose suitable strategies of communication with such parents, which would encourage them, develop their self-reliance and trust in teachers and children's educational institution.

An analysis of the experience of informing about pre-school education and educational support enables us to state that new opportunities for changes in teacher training open up. Teachers are given new roles, which enable them to work with both small children and adults. When providing information, educational organisations turn into institutions that form and maintain the culture of knowledge in the society. This way the very educational organisation turns into a social structure that supports the processes of changes because it gets involved into the formation of processes of knowledge and knowing and turns into a factor influencing their quality.

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