

Webinar:

Challenges and opportunities in integrating early years services: a spotlight on the workforce

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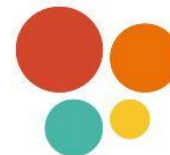


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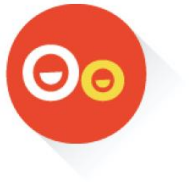


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Issues for discussion:

1. What is the **role of the leadership in ensuring positive attitudes and behaviours** are valued and promoted?
2. How can professionals **develop a more enabling, welcoming, participative and inclusive work attitude** which ensures that parents/carers and children receive the services they actually deserve/want?
3. Can you have a successful integration of services when **services are located in different buildings** or different locations in the same community? Or is a **shared location** an essential prerequisite to deliver high quality, accessible integrated services for children and their families?
4. What are the characteristics of a **coherent policy on institutional and inter-institutional levels** for integrated early years services?

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Your questions:

1. How to make different government departments to pay more attention to early years and work together?
2. What are the essential strategies/systems that should be established to ensure that services are integrated in community level?
3. How can integrated services be addressed in resource-constrained contexts (i.e. low- and middle-income countries)?
4. What should be the major characteristics of delivery systems of integrated early years services?
5. How can we promote integration among the sections of UNICEF and among our line partner ministries?

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Moderator: Giulia Cortellesi

Senior Programme Manager, Early Years Team, International Child Development Initiatives (ICDI), Leiden, The Netherlands



Panelists:

Jacqueline Barnes, Director,
Institute for the Study of Children, Families and Social Issues,
Birbeck University of London, UK



Jan Peeters, Director,
VBJK, Centre for Innovation in the Early Years at Ghent University,
Belgium

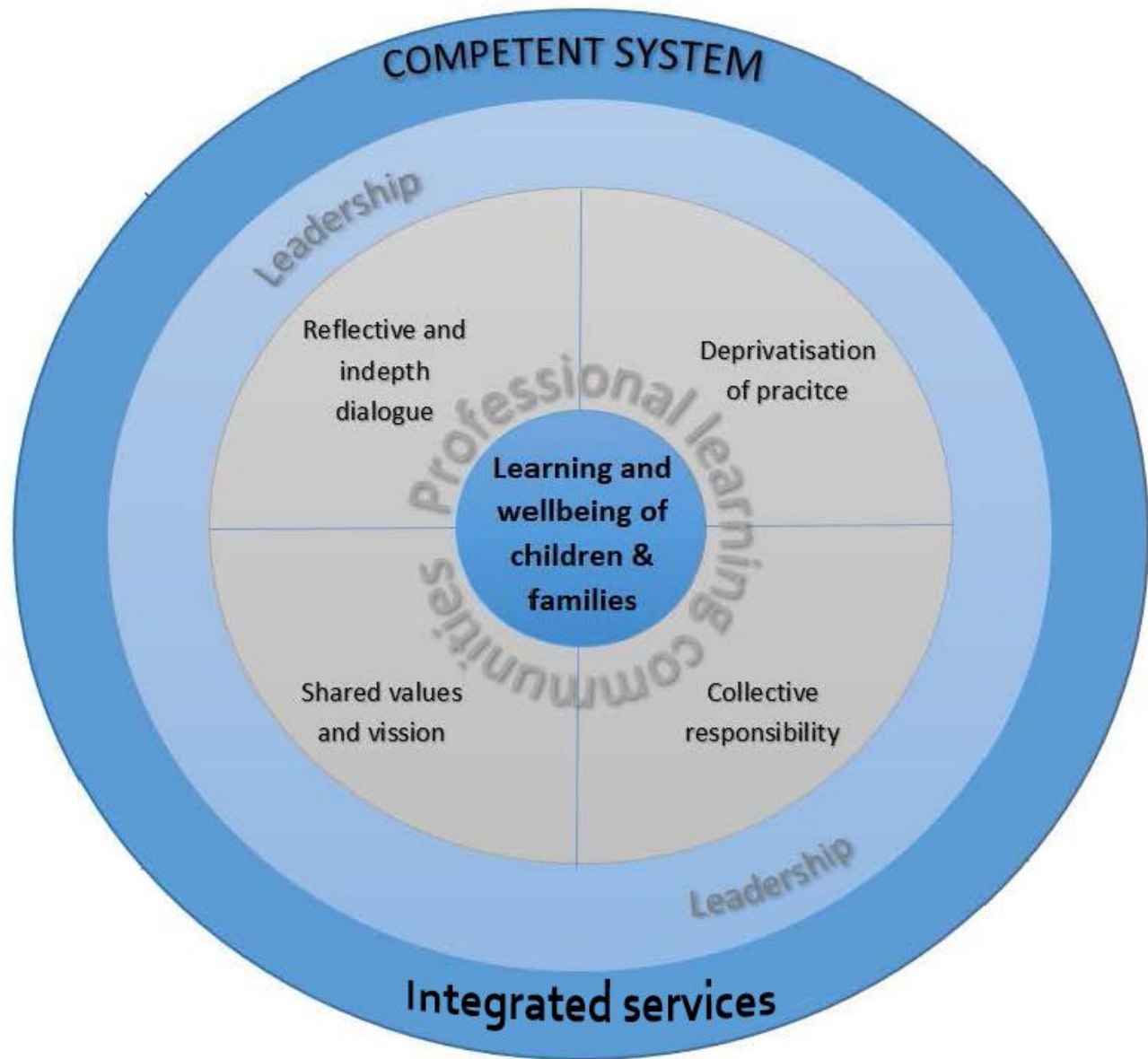




First statement

- Research indicates that the integration of services at a managerial level does not always ensure the **effectiveness of professionals working together on the frontline**. Barriers and enablers to integrated work have been identified:

Barriers	Enablers
<ul style="list-style-type: none">• Mistrust	<ul style="list-style-type: none">• Trust
<ul style="list-style-type: none">• Professional differences	<ul style="list-style-type: none">• Share values
<ul style="list-style-type: none">• Turf warfare and rivalry	<ul style="list-style-type: none">• Mutual respect and solidarity
<ul style="list-style-type: none">• Power differentials	<ul style="list-style-type: none">• Democratic decision-making
<ul style="list-style-type: none">• Status inequality	<ul style="list-style-type: none">• Parity
<ul style="list-style-type: none">• Poor communications	<ul style="list-style-type: none">• Good communications
<ul style="list-style-type: none">• Differences in training	<ul style="list-style-type: none">• Guidance and common training, incl. reflective practice and continuous professional development (CDP)
<ul style="list-style-type: none">• Poor working conditions (short-term contacts, lack of career structure, limited opportunities for promotions)	<ul style="list-style-type: none">• Secure working conditions



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Second statement

Working in an integrated low-threshold way for **'hard-to-reach' families** requires different attitudes and values of professionals: the old 'expert' way (including paternalistic attitudes) will need to make way for a more **enabling, welcoming, participative and inclusive work attitude.**

Parents/carers and children should receive the services they actually deserve/want, not what professionals think they deserve/want. This will make the services more accessible as well and will make people more motivated to work together.



Third statement

There is mixed evidence for the **importance of co-location** as a key driver for integration.

While studies have asserted that co-location is necessary, others have reported this is not always the case. Co-location may even have undesirable side-effects, for example in terms of socially selective access.

Can you have a successful integration of services when services are located in different buildings or different locations in the same community?

Or is a shared location an essential prerequisite to deliver high quality, accessible integrated services for children and their families?

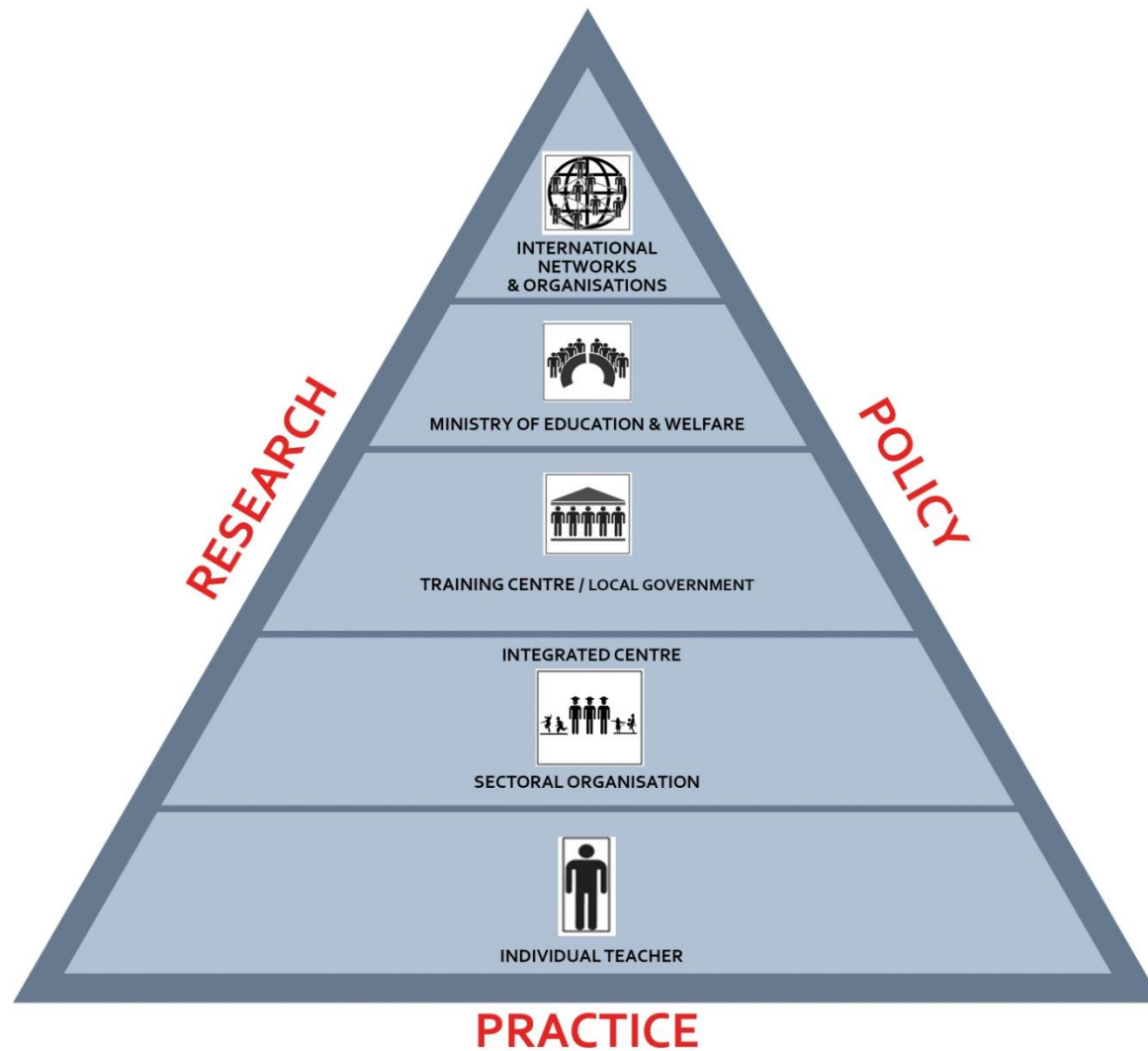


Fourth statement

Developing **competent practices** cannot be considered as the sole responsibility of individual practitioners but is a **joint effort that involves teams, training centres, local administrative institutions and nongovernmental bodies, as well as national and/or regional governance systems** that provide the conditions for staff development.

Successful initiatives are characterised by a coherent policy on **institutional and inter-institutional** levels, involving:

- Training the coordinators/managers/directors of ECEC centres;
- Exchange of practices among centres (documenting, networking and disseminating);
- Peer group meetings (learning communities);
- Pedagogical mentoring by specialised staff.



The competent system

(CoRe, 2011; Vandebroek, Urban, Peeters,, 2016)

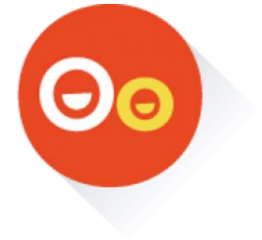
If you want to send any feedback
related to the content
of today's Webinar, please contact:

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