

Interprofessional Collaboration in ECEC: a Comparison between Six European Countries

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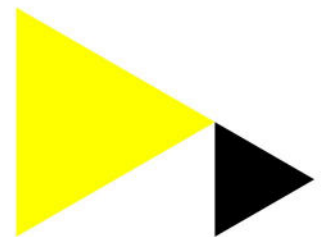
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Interprofessional Collaboration in ECEC: a comparison between Six European Countries

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Introduction

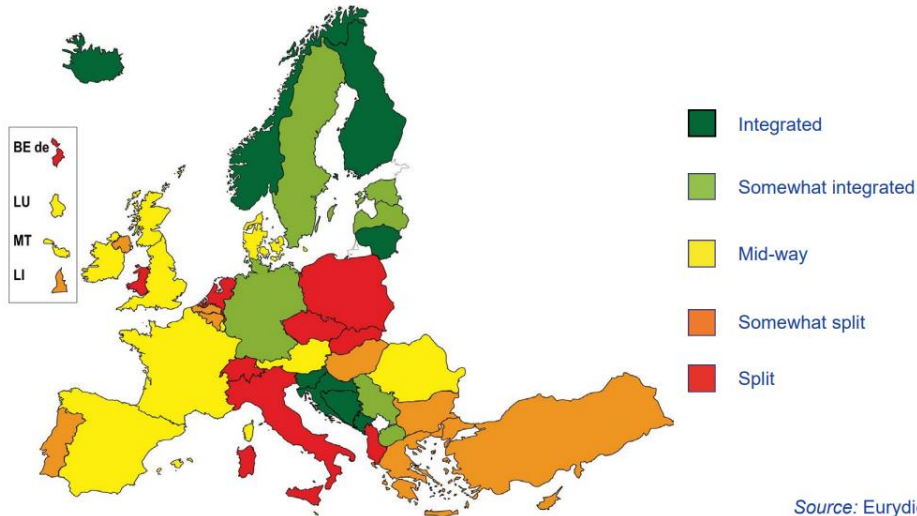
Increasing societal demands on settings within early childhood education and care

Trend in integrating systems within ECEC and enhance IPC to increase quality of services

Focusses on two domains:

1. transitions between childcare and education
2. Providing inclusive services to meet children's needs.

Degree of ECEC system integration 2018/2019



Research questions

1. Which themes, barriers and facilitators are distinguished in the literature on interprofessional collaboration for ECEC professionals in countries with different levels of ECEC system integration?
2. Which mechanisms of interprofessional collaboration operate in the ECEC context from these countries?
3. Are there differences in IPC themes, barriers and facilitators or mechanisms in the literature from integrated vs. not-integrated ECEC systems?

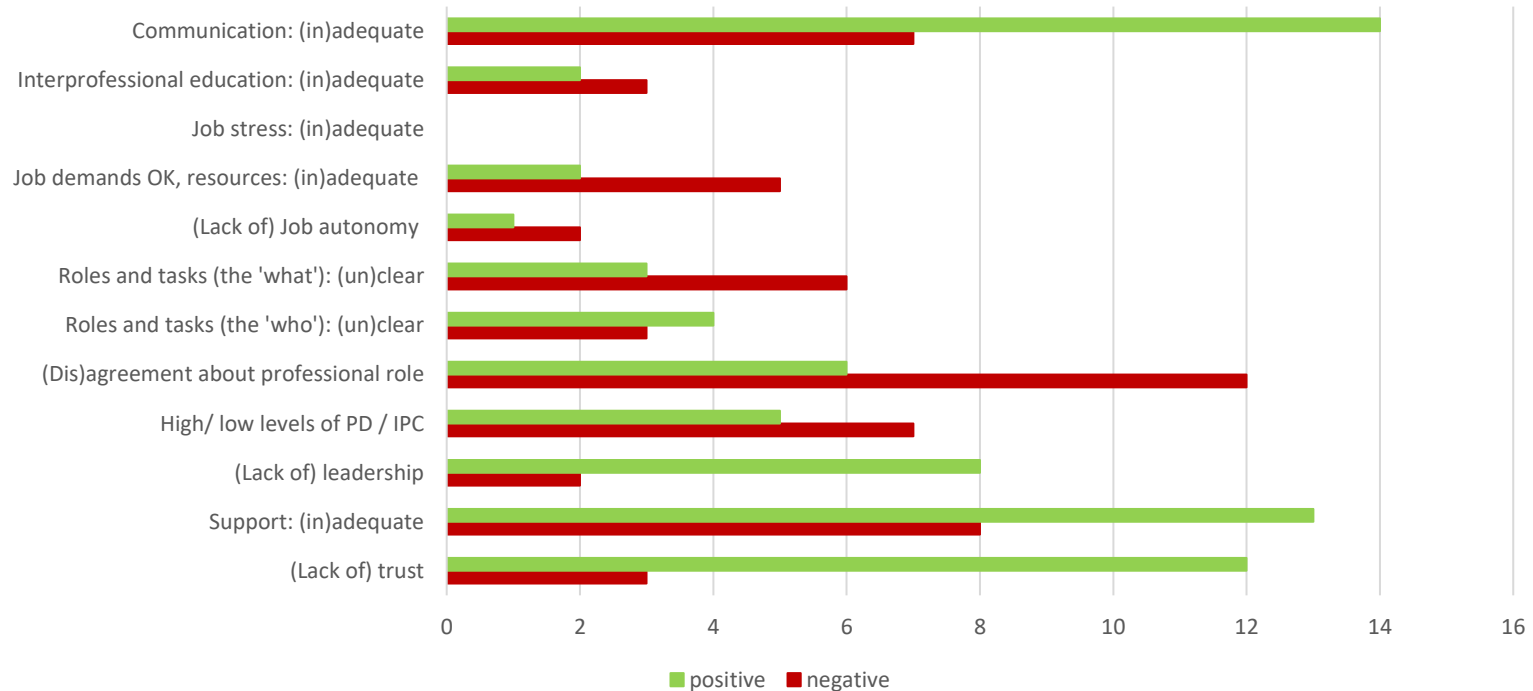
Method

- Realist synthesis review
- National search (researchers from Norway included Sweden, Denmark, Iceland and Finland)
- Inclusion criteria:
 - published between 2012-2022
 - ECEC setting
 - Involved IPC
 - Age children 0-7
- Each team coded article characteristics; predefined themes, facilitators and barriers and open coded CMO's

Realist synthesis review

	NO	FI	SW	DE	BE	NL	Total
Number of studies	4	4	3	7	1	13	32
Peer reviewed	3	4	3	4	0	2	16

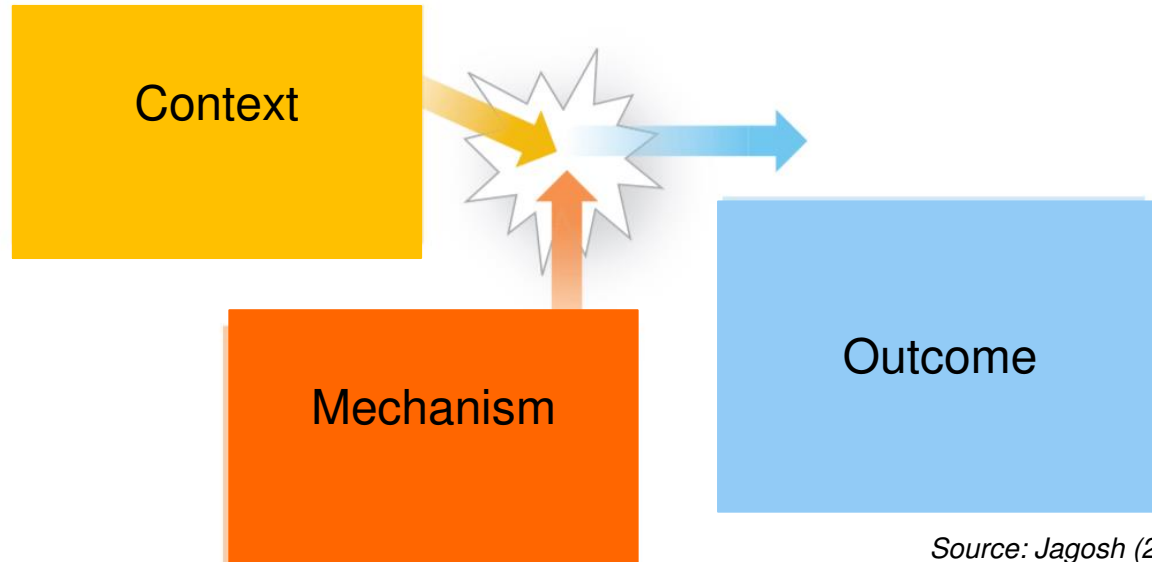
Frequency of IPC Themes as Barrier or Facilitator





**Facilitators & Barriers and
ECEC system integration**

CMO Analysis



Source: Jagosh (2019)

CMO Examples

Context	Mechanism	Outcome
Small school in a small area, preschool next door to school with action plan and routine for transition available	Teachers visit "their" children (1-2x), sharing information related to individual children and pairing new children with mentor-pupils, may benefit transition.	Continuity of learning and social processes
Dutch split system is evolving towards more IPC	Increased focus on working with a shared vision on children's learning and development	Smoother transitions and integrated arrangements
Lack of time and resources for staff	Role ambiguity (what & how to prepare for school) complicates transition.	Creation of inadequate expectations for children
National or local policies (e.g. split systems) obstruct ECEC & schools to collaborate	Lack of collaboration at professional level negatively influences process quality	Lower process quality

Identified CMO's

Context			Mechanism			Outcome		
positive	neutral	negative	positive	neutral	negative	positive	neutral	negative
44 % (25)	19 % (11)	37% (21)	49% (28)	9% (5)	42% (24)	46% (26)	11% (6)	44% (25)



**CMO and ECEC system
integration**



When does IPC in ECEC works?

- If professionals get the time and space to create a common understanding;
- if there is professional dialogue, building trusts and positive relationships between professionals;
- leadership can support team processes;
- there is a basic need for proximity and support from the management.

Implications for practice

- Practice:
 - At organizational level
 - Facilitate interprofessional dialogue at team level
 - Supportive leadership
 - At national level
 - Provide clear laws and regulation to ensure that principals and staff can focus on the vision and ambitions of integrated services

Limitations and future research

- Voice of professionals was central → include voice of parents and children
- Focus on Northeastern European countries → include countries from Southern Europe
- Countries a in development → update to new Eurydice overview.

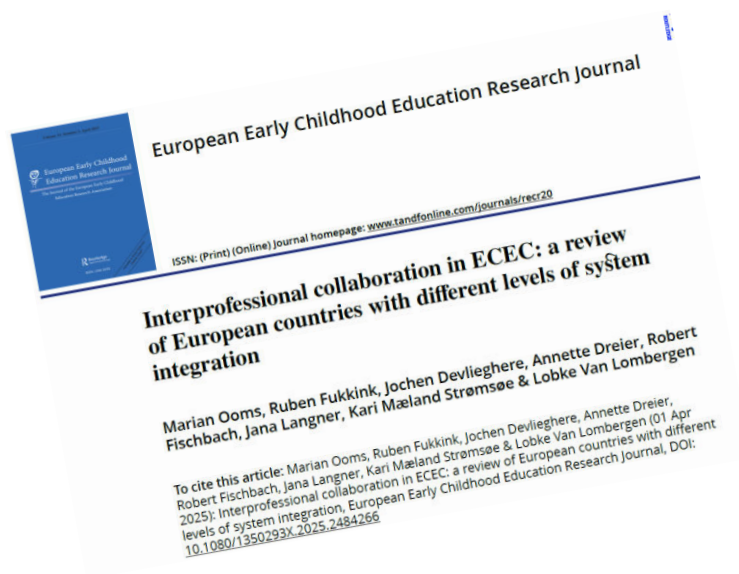
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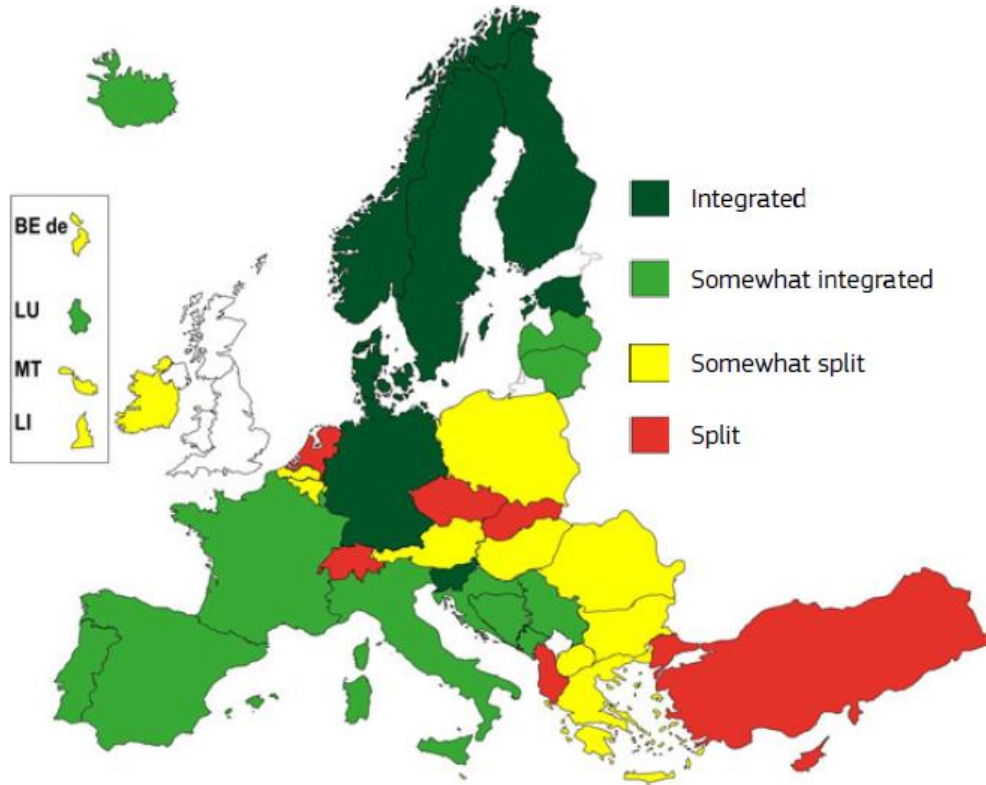
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Questions

Interested in slides or article:

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Source: Eurydice.

Frequency of IPC-themes per Country

