



Working Together for Children and Young People in the NEIC

Croke Park, 19th September 2018

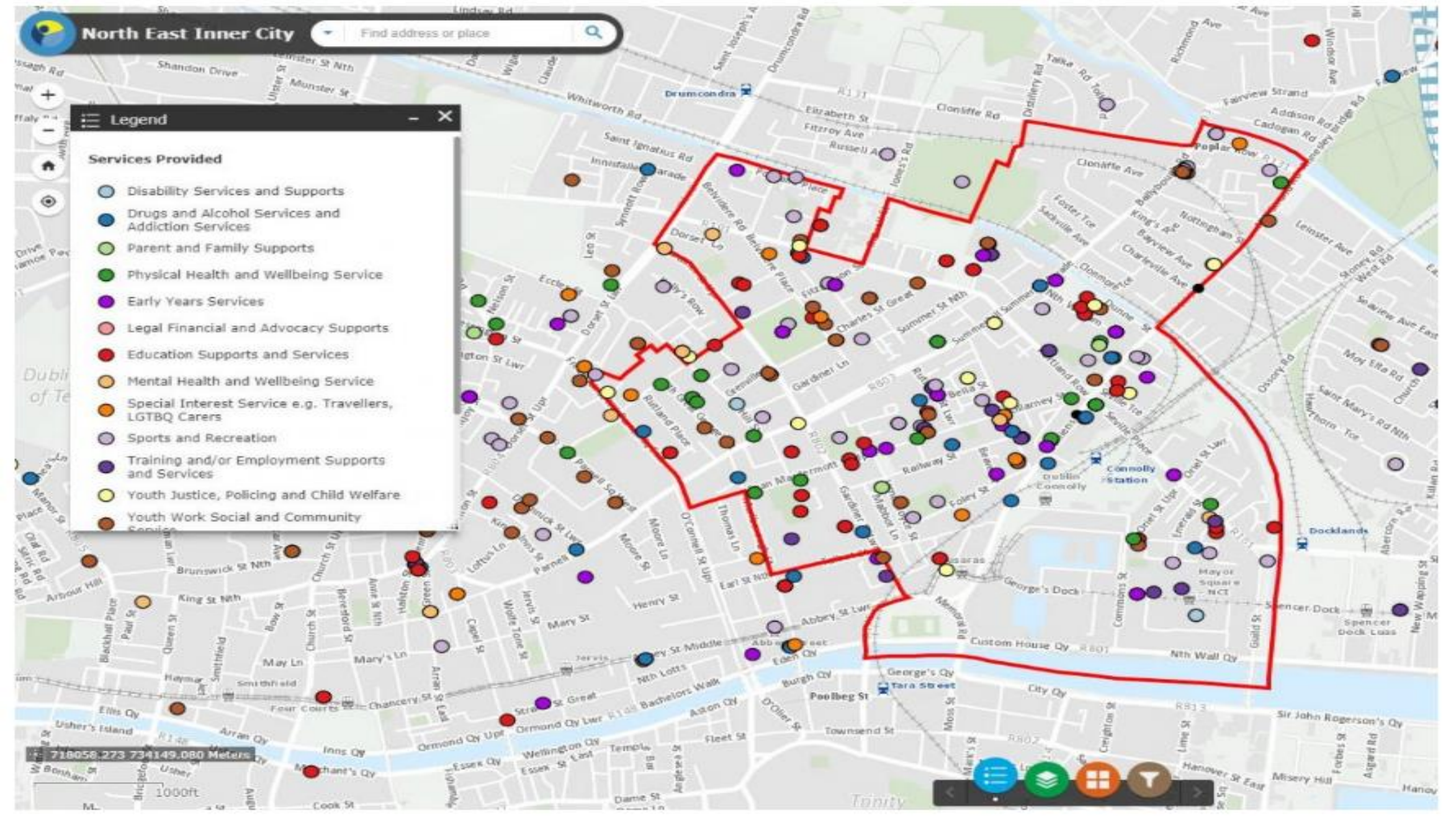
Welcome

- Dr. Fergal Lynch – Secretary General (Department of Children and Youth Affairs)
- Liz Canavan – Assistant Secretary General (Department of An Taoiseach)
- Conor Rowley – Chairperson of NEIC Subgroup 3 on Integrated Working

Legend

Services Provided

- Disability Services and Supports
- Drugs and Alcohol Services and Addiction Services
- Parent and Family Supports
- Physical Health and Wellbeing Service
- Early Years Services
- Legal Financial and Advocacy Supports
- Education Supports and Services
- Mental Health and Wellbeing Service
- Special Interest Service e.g. Travellers, LGBTQ Carers
- Sports and Recreation
- Training and/or Employment Supports and Services
- Youth Justice, Policing and Child Welfare
- Youth Work Social and Community



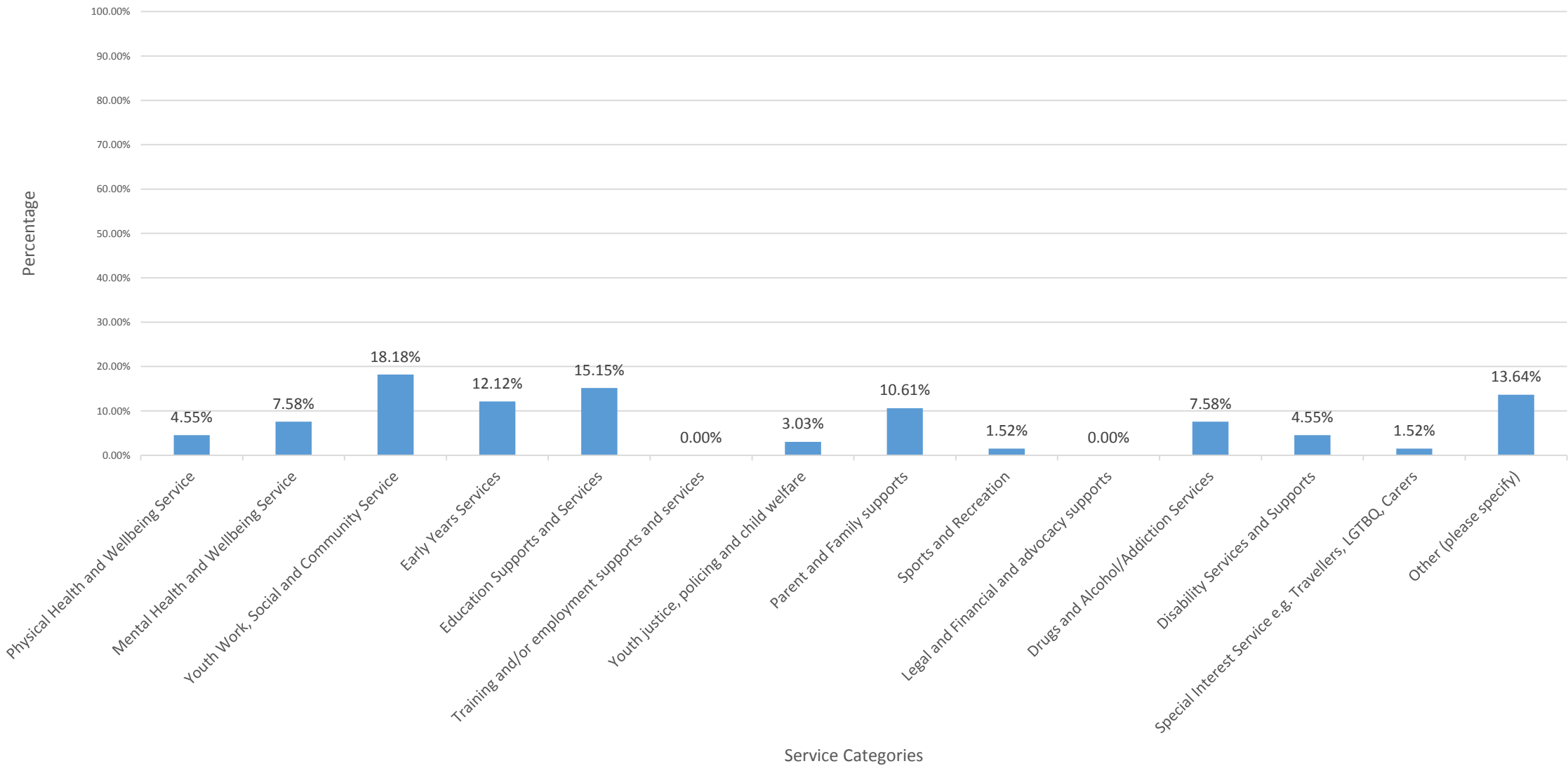
Initial Consultation Findings

- Consultations conducted both online and in person
- Survey issued to all children and young peoples services in the NEIC area in May
- Three open door consultative workshops held in July
- Helping to incrementally build a picture of local need to inform our work.
- Themes here are mixture of findings from both consultations.

Service Coverage and Access

- Lack of resources making it difficult to respond to service gaps
- More flexibility around opening hours needed (e.g. out of hours services)
- Referrals pathways generally clear
- Waiting lists a serious issues for timely access to some services
- Hyper-localism present in terms of local service use
- Families can be receiving support from numerous services at one time
- Concern there may be duplication in service provision
- Ratio-effect

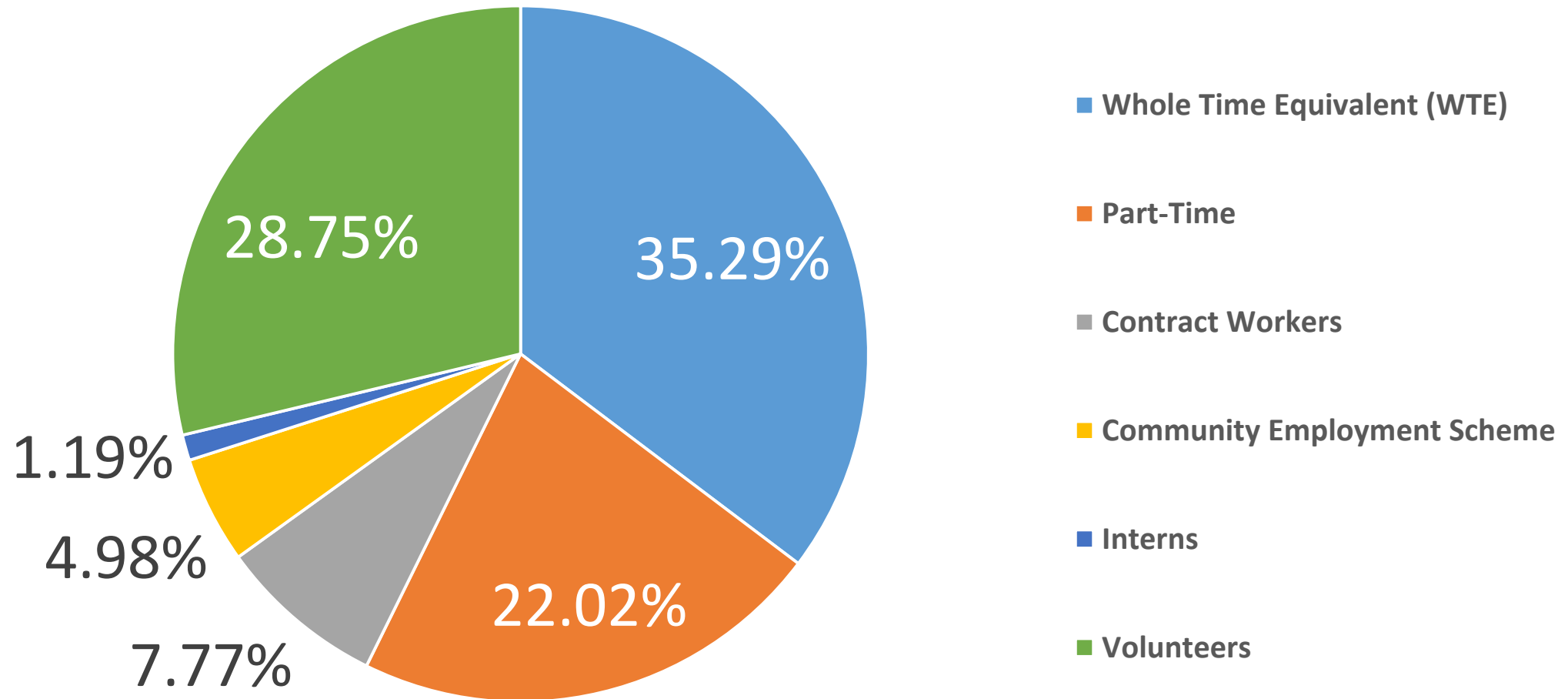
How would you categorise your service?



Workforce Development

- Staff in area acknowledged as hardworking and committed
- Recruitment and retention issues (e.g. teachers and social workers)
- Greater resources and information on training needed
- Ongoing training needs analysis
- Funding cycles impacting on types on contracts for staff
- Need to create more pathways to supporting local people to work in local services
- Community Employment (CE) schemes and volunteers an important support for local services

How many staff and/or volunteers work in your service?



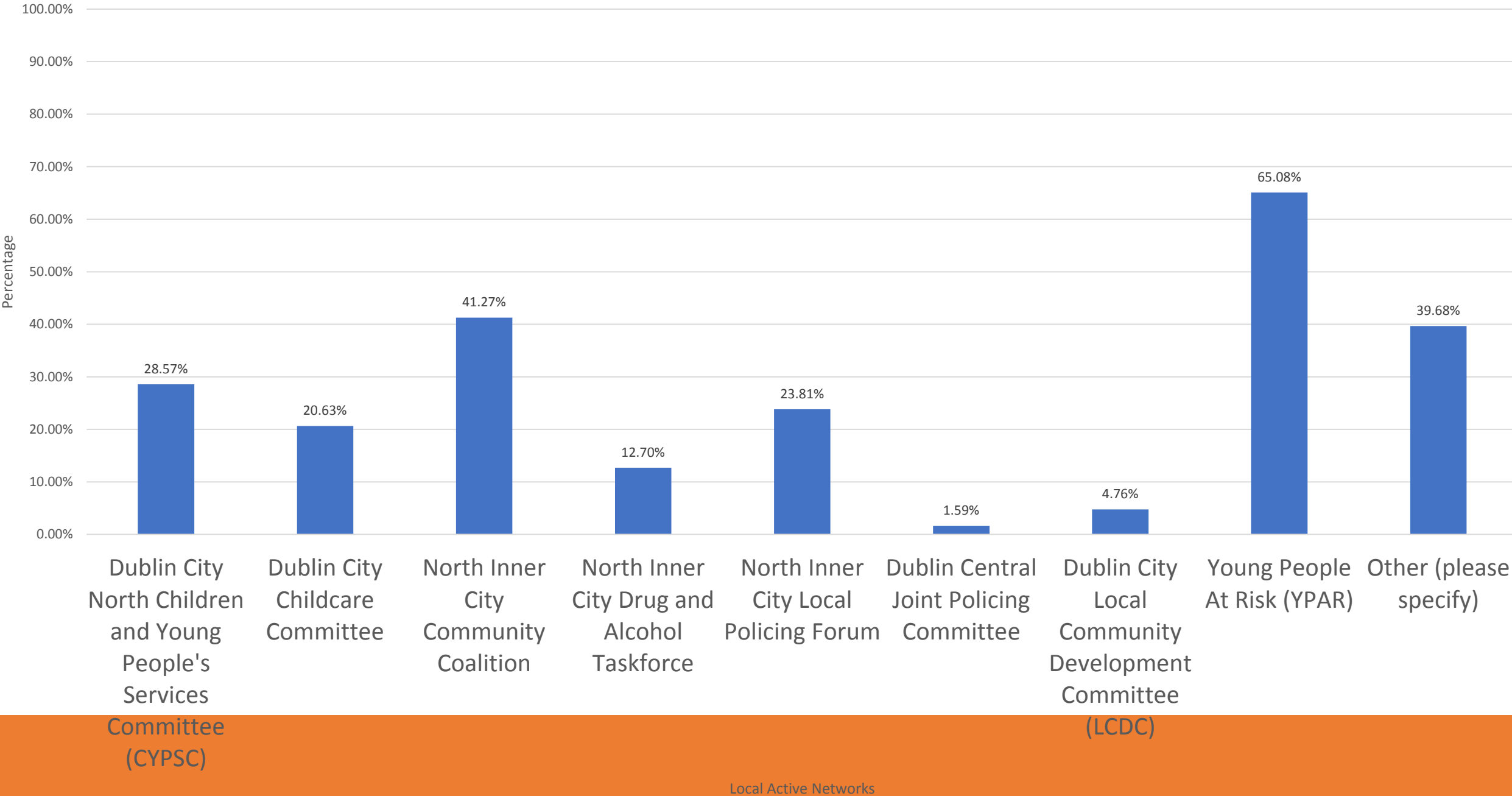
The Importance and Role of Education

- Education integral to improving outcomes
- Home School Community Liaison Officers vital
- Important to raise educational aspirations
- More access to all education options needed (e.g. apprenticeships)
- More Career Guidance supports required
- Local projects doing valuable work in this area (e.g. Career Leap)
- Increasing pressure on teachers
- Other services can collaborate to keep young people at risk in school
- Crime/drugs can negatively impact school retention.

Collaboration Between Services

- Existing good relationships between services in the C&V sector
- Appetite for collaboration
- Time and resources required for effective collaboration underestimated
- Local collaborative structures seen as important but concerns that:
 - Lot of meetings to attend
 - Number of groups/subgroups discussing the same thing
 - Lot of consultations going on at the same time
 - Structures can be supported to work more effectively.

Is your service currently a member of any of the following local active networks?



Collaboration Between Services

- Local staff 'feel connected' to the YPAR Network
- Multiple services/agencies working with a family can be difficult for them to manage
- Need an integrated information system so families only need share their story once
- Top 5 services reported collaborating with in survey:
 1. Schools
 2. Young People At Risk
 3. Neighbourhood Youth Project 1
 4. Public Health Nurses
 5. Tusla

Resources

- Short-term funding cycles problematic
- Lack of resources to address service gaps
- Perception that there has been a lack of political will
- Need more resources directed to supported education and employment supports
- Services with more resources more likely to have research supports, which supports success in securing more funding.

Outcomes and Indicators

- Integrated working needs clearly defined outcomes – not just ‘networking for the sake of it’
- Shared outcomes for the area need to be clearly articulated – common purpose
- Outcomes on social and economic equality
- Services should be involved in developing these outcomes and indicators
- For evaluation – keep in mind that change takes time.
- Bring all funders together to have an oversight group for the NEIC.

Service User Participation

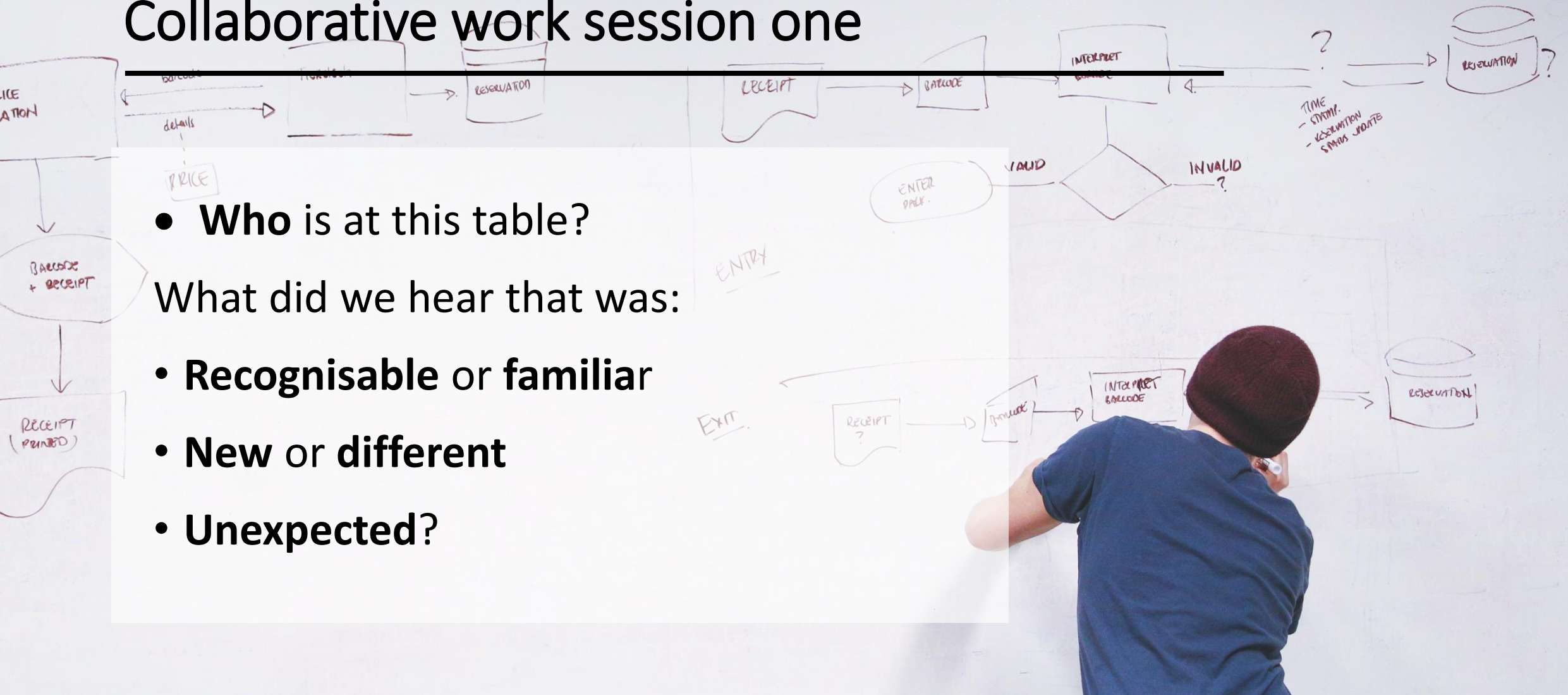
- Important role local people play in effective outreach
- Language barriers inhibiting participation of some new communities in the area
- Services being so busy can impact on participation work
- Some innovative methods being of promoting participation being used locally (e.g. Hopscotch project)
- Negative past experiences of services can impact on levels of engagement and participation
- Staff need ongoing support to make participation a consistent feature of their work.

Collaborative work session one

- **Who** is at this table?

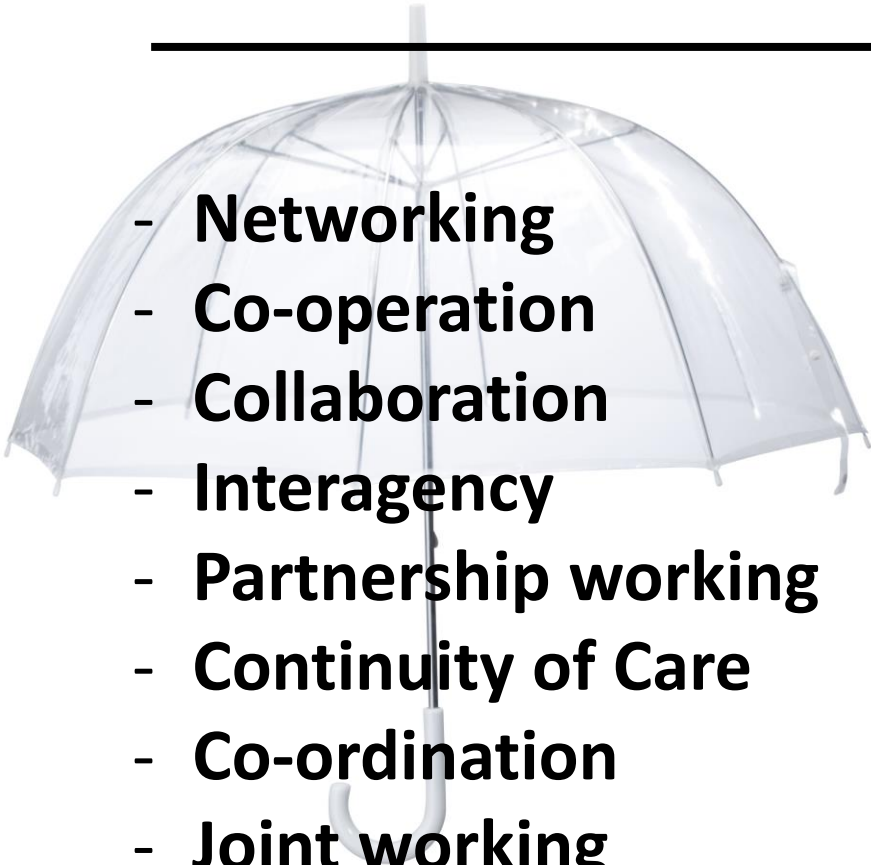
What did we hear that was:

- **Recognisable** or **familiar**
- **New** or **different**
- **Unexpected?**





What do we mean by Integrated Working?

- 
- **Networking**
 - **Co-operation**
 - **Collaboration**
 - **Interagency**
 - **Partnership working**
 - **Continuity of Care**
 - **Co-ordination**
 - **Joint working**
 - **And so on.....**

Everyone is supporting children and families together effectively, putting the child at the centre to meet their needs, achieved through formalised collaboration and co-ordination between agencies (Owens, 2010)

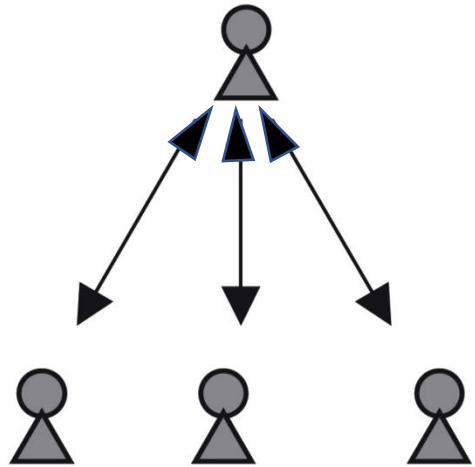
Organisations working together at an operational level. Its purpose is to develop the delivery of services requiring the input of more than one agency, focused on specific local areas, client groups, communities, families or individuals (New Zealand State Services Commission, 2003)

Continuums of Integration

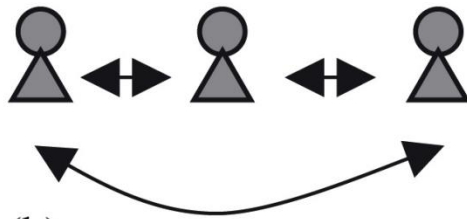


Queensland Council of Social Services, 2013

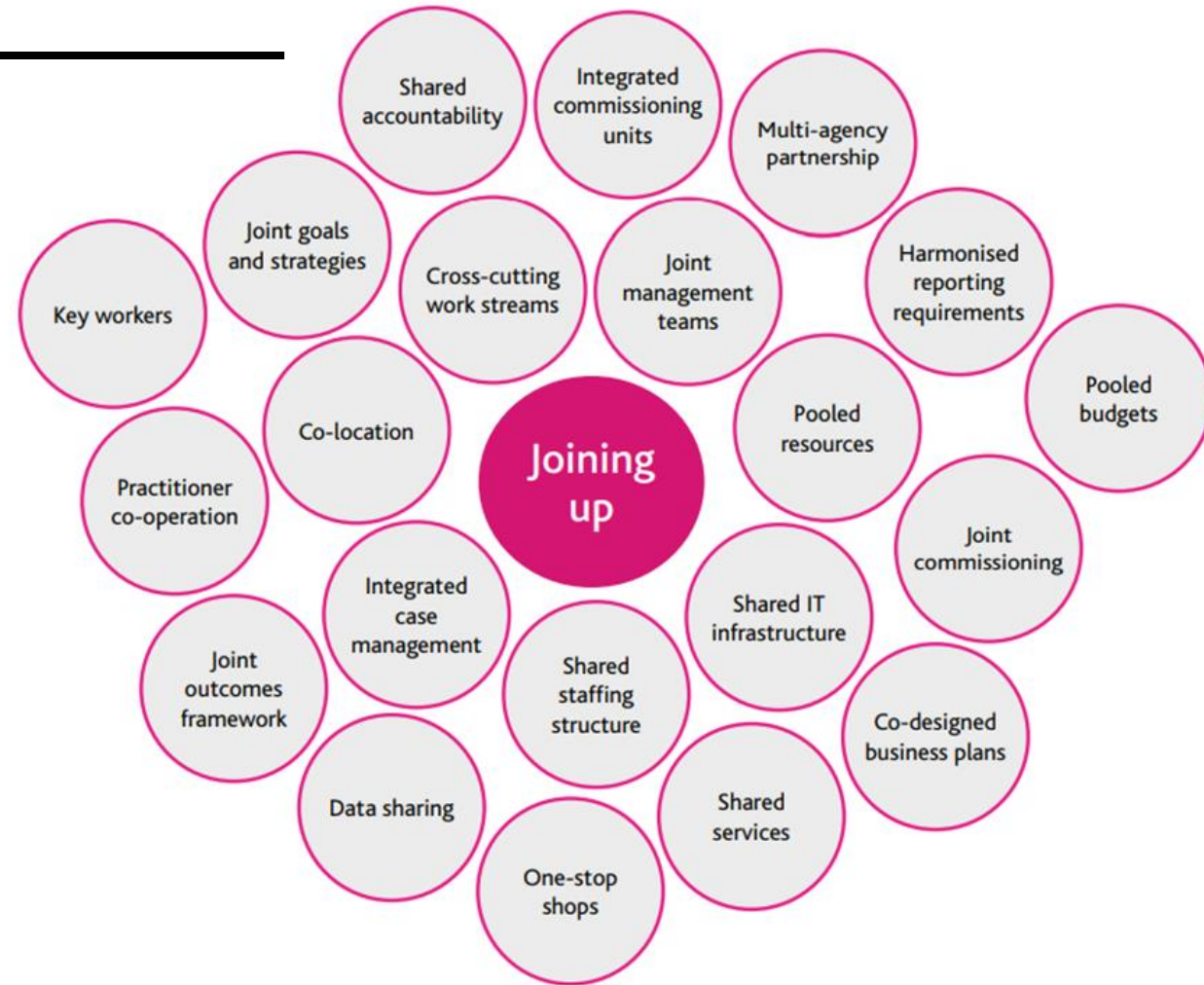
Types/levels and activities of Integration



(a)



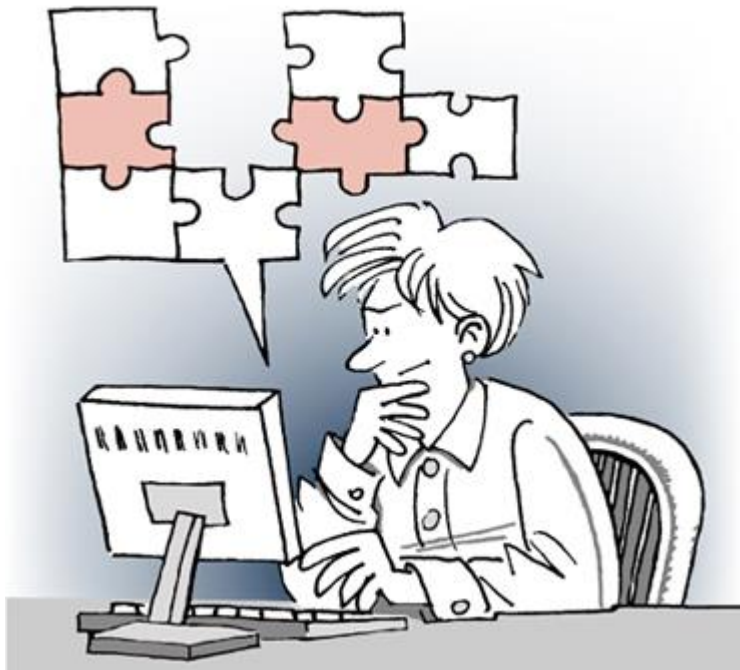
(b)



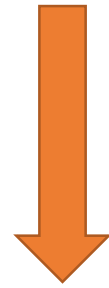
Remember though.....



Before we look at the evidence.....



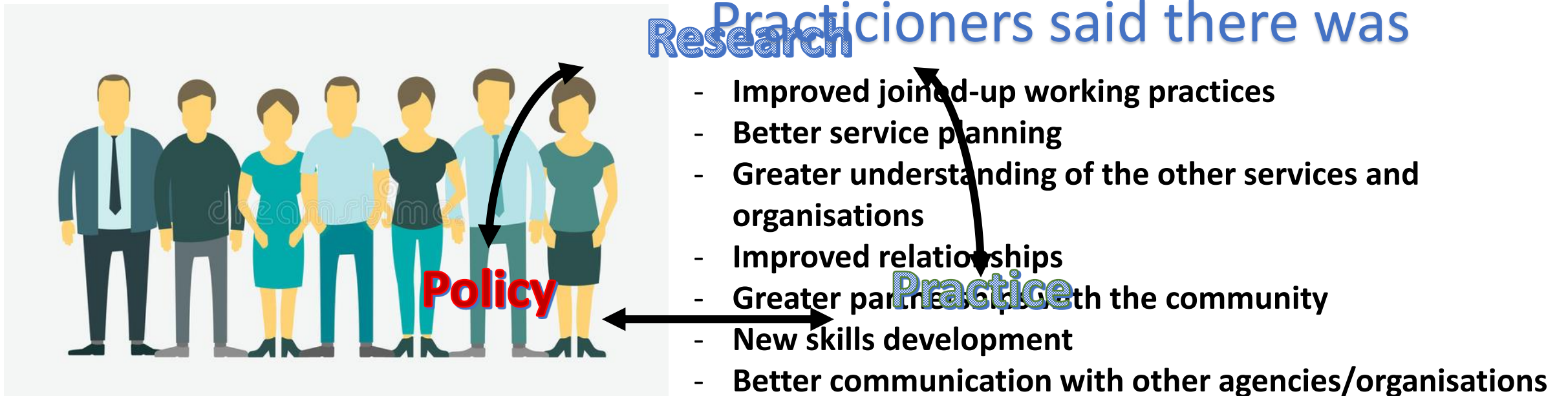
Integration



Better Outcomes?



The Impact of Integration



The Impact of Integration: some evidence on children and young people



Some qualitative research found that children getting on well with school work, feeling safer, happier and more confident.

Professionals noted

❖ Improved wellbeing for young people

❖ Better access to services

On integrated services in education sector other accounts of impact include

- ❖ Improvements in experience of and satisfaction in the service receiving

- Improved school attendance

Better attitudes to school and engaged learning
blended

(2007)



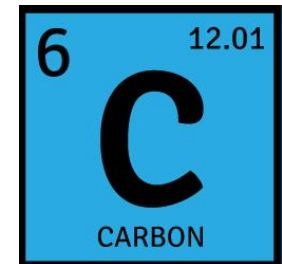
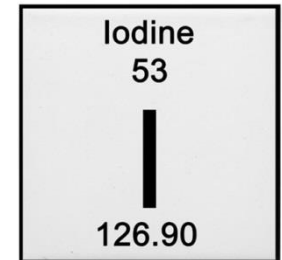
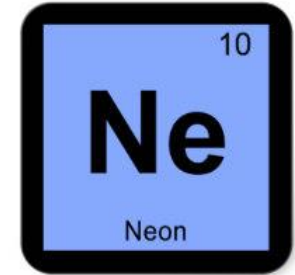
What does the evidence say about integrated working



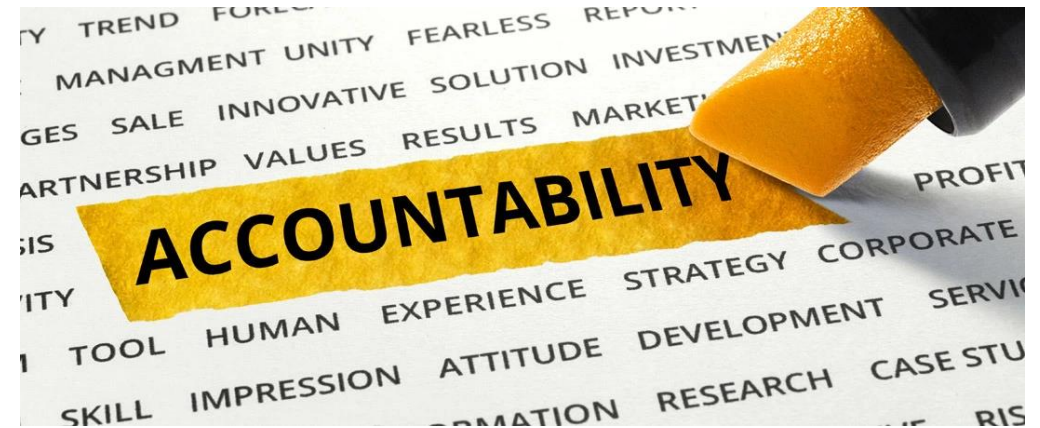
What does the evidence say about integrated working

Some common elements to effective integrated working include:

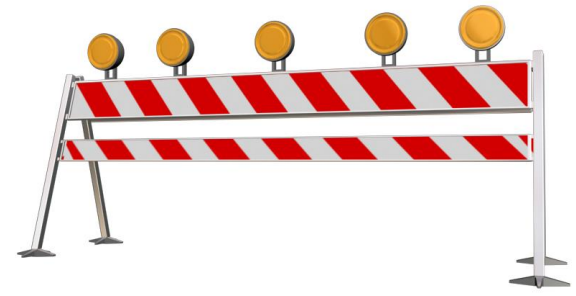
- *A clear basis for integrated working*
- *Supporting organisational culture – trust among agencies*
- *Recognition of any historical arrangements for interagency working*
- *Understanding the benefits of and need for integrated working at all levels*
- *Good Communication*
- *Learning to understand each other*
- *Joint commitment with mechanisms to support it (e.g. shared training)*
- *Focusing on and involving children and young people*
- *Inclusive of all services*
- *Sufficient time and resources*
- *Shared Vision*



What does the evidence say about integrated working



Barriers to integrated working



- Willingness to enhance capacity of another organisation requires sharing risks and responsibilities and also rewards
- Time and resources to build and sustain synergy working are 'costs', alongside any benefits of added value
- Organisational challenges e.g. – agencies with different policies, procedures, systems.
- Commissioning e.g. barriers to pooling budgets
- Divergent missions or remits among agencies
- Different assumptions about the vision
- Different organisational procedures and cultural values

Collaborative work session 2

Read your Case Study

What should we in this area **pay attention to** in this story?

What **difference** would this make in this **area**?

What would help us to **make use of this learning**?





Collaborative work session 2

Feedback



Links to case studies and other materials

<http://www.neic.ie/downloads>

Key Principles and Recommendations for Integrated Working

Having listened and discussed we want to know what you think



Please take out your phone for a quick exercise

Collaborative work session 3

- Using what you've heard from the *Consultation*
- the *Evidence*
- and the *Case Studies*

What are your recommendations for supporting local integrated service delivery in the NEIC area?

Next Steps – 2019 and Onwards

Conor Rowley (DCYA)
– Chairperson of
NEIC Subgroup 3 on
Integrated Working



Suggested links

- Evaluation reports on Implementation of Sure Start Programme in the UK: <http://www.ness.bbk.ac.uk/implementation>
- Organisational Case Studies of Inter-agency Co-operation in the Delivery of Children's Services: <http://www.caab.ie/getdoc/f740e2aa-8e29-4254-8b1a-32e54969fc0d/Organisational-Case-Studies.aspx>