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| **Article title** | Community Involvement and Public Engagement in Early Childhood Education (Country) |
| **Author 1** | Name Surname  Please write as you wish your name to be displayed on the resource (titles are not included). |
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**Text of the article** [1000 – 1500 words maximum]

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* Article Outline for your article topic. **Please ensure you follow the prescribed structure as set out below, using the same subheadings and in the same order. If you do not follow the set structure, your article submission will be rejected.**
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**In many OECD countries today, it is taken for granted that parents will work collaboratively with staff to ensure that there are strong connections between the families and the ECE organization. In some countries, these relationships may be actively promoted through government regulations that require staff to work in partnership parents to ensure a participatory approach to learning during the early years. In turn, it is also expected that the mutuality of responsibilities mean that it is easy to see that everyone involved including the children, benefit from developing trusting, respectful and inclusive relationships. Support of parents can also enhance the community wide advocacy for young children and in garnering adequate public funding to offer ECE programs for all children, regardless of their family background and individual capabilities.**

**1. Understanding community involvement in ECE settings: What roles are expected of parents and families when their children are enrolled in an ECE setting? In contextualizing family/community engagement in ECE settings, discuss public perceptions in your country about the role mothers and fathers play in parenting children during early childhood.**

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**2. Government intervention in promoting community involvement: To what extent are parents’ participation in ECE settings shaped by government policy in your country? Indicate what is mandated by government and any innovative strategies used by ECE staff to maximize communication and capacity building of families to actively engage in ECE.**

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**3. Benefits of parent involvement and community engagement: Why is it important for parents to participate in ECE settings and for staff to actively pursue their involvement? The motivation to engage with the parents whose children attend the ECE setting may vary but the benefits that accrue to all concerned are immense as indicated by research.**

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**4. Parenting programs: Given the challenges of bringing up children in contemporary societies, various countries have developed specific parenting programs to support families in their parenting responsibilities. If you have any programs such as the Home Interaction Programs for Parents and Youngsters (HIPPY) that has been applied on a national scale please discuss these and include any findings from program evaluations.**

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**5. Key challenges: What are the key challenges of achieving Community Involvement and Public Engagement in ECE settings being discussed in your country during the past ten years?**

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**[Further reading and online resources](https://sites.google.com/view/becs-guidelines/contributor-style-guidelines?authuser=0" \l "h.5bj83778kqd0) [compulsory]** [not included in total word count]

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* You must include all relevant references in full
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* Do not include any footnotes or endnotes

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**Tables [optional]** [not included in total word count]

* Supply captions for all tables
* Please indicate where in the article the table should appear with a flag noting the file name and the caption in the relevant part of the text, for example:

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* Quotations are kept to a minimum, and any lengthy quotations are properly cited.
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