

ECDtf Message # 27

<http://www.gpcwd.org/early-childhood-development.html>

March-April 2016

Greetings, ECDtf members and friends,

This Message # 27 alerts you to recent activities and developments of interest, upcoming events, and new resources. We welcome your comments and contributions as we move forward.

Please note that we are migrating from our original e-mail list-serve to ecd tf@googlegroups.com for our communication platform. All ECDtf members should have received invitations to join the google group and thus receive the newsletter and other correspondence. If you are not receiving messages via ecd tf@googlegroups.com, please alert donald.wertlieb@tufts.edu so that you can be included. This is the final newsletter that will be distributed on the old list-serve. We will evaluate the shift as part of our continuing search for a suitable and affordable collaboration platform. Thanks for your cooperation in making the migration, and, as always, your suggestions are welcome.

Please note that a draft ECDtf brochure discussed at the April 1 ECDtf meeting in Costa Rica is attached for your comment and review. Please forward suggestions to donald.wertlieb@tufts.edu by May 15, 2016.

~~~~~ **FEATURED RESOURCES** ~~~~~

<https://vimeo.com/152985022> opinions on? You need 5 minutes to consider this award winning film

[https://www.unicef-irc.org/publications/pdf/RC13\\_eng.pdf](https://www.unicef-irc.org/publications/pdf/RC13_eng.pdf) p. 38 comments on exclusion of children with disabilities

<http://www.right-to-education.org/monitoring>

OECD’s new report “Low-Performing Students: Why They Fall Behind and How To Help Them Succeed” concludes with a strong recommendation to “Reduce inequalities in access to early education and limit the use of student sorting.”

<http://www.oecdilibrary.org/docserver/download/9816011e.pdf?expires=1456262817&id=id&acname=guest&checksum=ABA08B546D383FA4AF1536A30A70873D>

<http://www.buildinitiative.org/Portals/0/Uploads/Documents/RisingtotheChallengePrologue.pdf>

[http://www.acf.hhs.gov/sites/default/files/opre/opre\\_nitr\\_school\\_readiness\\_report\\_v05cover\\_title.pdf](http://www.acf.hhs.gov/sites/default/files/opre/opre_nitr_school_readiness_report_v05cover_title.pdf)

<http://e-include.eu/news/385-hurraki-the-easy-to-read-online-dictionary>

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## Topics (detailed below):

1. ECDtf and GPcwd updates
  2. Engle Global ECD Grant - April 30 Deadline
  3. Call for Proposals
  4. Care to Practice - new online community
  5. Upcoming meetings
  6. On-line courses, webinars
  7. Job postings
  8. New resources
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### 1. ECDtf & GPcwd updates

#### a) ECDtf at the ACEI Global Summit on Childhood.

Several ECDtf members contributed to the successful summit program, <http://www.acei.org/sites/default/files/2016progbookmar21.pdf> describing effective inclusive ECD projects and policies as well as articulating ECDtf priorities and activities. Special thanks to Hollie Hix Small for these minutes of our ECDtf meeting at the Summit:

An ECDtf lunchtime meeting was convened on April 1<sup>st</sup>, 2016 during the Association for Childhood Education International Global Summit on Childhood held in San Jose, Costa Rica.

Don Wertlieb served as meeting facilitator with several longstanding ECDtf in attendance along with newcomers. About 40 attendees included individuals from many countries including UAE, Panama, Uruguay, Nepal, Jamaica, Trinidad, Tobago, Jamaica, Nicaragua, Argentina, Costa Rica, Canada, Colombia, and the United States, among others. Given the extraordinary interest in the ECDtf at the Global Summit, a Googlegroup invitation will be sent out to the long list of attendees.

Don provided the group with essential ECDtf background information and tied current work to the strategic plan. Emily Vargas-Baron then discussed the newly developed inclusive early childhood development survey that is underway. She discussed the plan to release the survey in several languages in order to identify programs around the world (at least one program per country). Case studies were suggested for highlighting the most promising types of programs. UNICEF and GPcwd grants have enabled the launching of the survey though much of the effort is through voluntary measures. The survey currently has 40 mostly close-ended items. A request was made to have the survey translated into Portuguese and French.

Don introduced the ECDtf work to date on the forming of the Zika emergency task team. Co-leader, Marisol Moreno described their initial steps which have included identifying international agencies who are interested in supporting or collaborating efforts; focusing on media and national systems; and learning from the Zika situation to prepare for subsequent emergencies affecting young children and their families. There was a suggestion to look at the CRC and CRPD implications of the Zika virus and to develop

or circulate any working papers. One suggestion was to articulate the nonclinical care model and what is meant by inclusive care and education for children affected by Zika. If you are interested in working on the ZIKV Task Team, please contact ZTT co-leaders [maureen.durkin@wisc.edu](mailto:maureen.durkin@wisc.edu) or [marisolmorenoa@gmail.com](mailto:marisolmorenoa@gmail.com)

ECDtf member Divya Lata has led on the development of a policy brief, reflecting the newly adopted SDGs. A draft will circulate soon from the Advocacy Task Team. Participants discussed the need for a CRPD comment process (e.g. comment 7 type of process). There will be a meeting in NY of State Parties where ECDtf members who are attending can convene.

Participants noted the importance of parent engagement in the ECDtf as well as the need for national partnerships. The ECDtf currently has multiple task forces (6-7) and there is commitment to national partnerships in a small number of countries. ECDtf would like between 1-3 countries prioritized and supported in order to “make a big step forward”. Costa Rica was put forward for possible consideration given the existing research capacity and other aspects that might allow for this type of partnership and joint exchange, learning, and practice. National offices (e.g., UNICEF, USAID) would need to learn about the need for such work from the local actors and from there an ECDtf representative (if the local actor is not an ECDtf member) would approach the national office. Participants encouraged the ECDtf to consider helping families to understand the importance and process of negotiation and empowerment. ECDtf members noted there are not enough DP organizations currently part of the ECDtf.

A participant suggested the need for a parallel process at different levels along with some unification in language because different terminology and messaging creates confusion. We need clear messaging!

Donald provided an update on the Consultative Group and a CG board member was also present. The ECDtf would like to see children with disabilities included in future CG work.

The group agreed there is a need to have eyes and ears in the world to help document what is happening and to share it quickly and widely with fellow ECDtf members so we can act quickly. We need links to documents with electronic copies and resources in multiple places as well as new documents that can be referred to.

In addition to the meeting agenda, a draft brochure was distributed and is attached to the March-April Newsletter. Participants were asked to provide feedback directly to Don who will send the brochure out to the rest of the ECDtf. One ECDtf member noted his wife is an editor and might be able to assist. There was a suggestion to have the brochure in different languages (French, Portuguese, and Arabic)

#### **b) Upcoming ECDtf meetings:**

Emily Vargas Baron will convene a meeting of the ECDtf to advance current projects and orient potential new members at the EASPD Conference April 20-22 in Moldova. Please contact her at [vargasbaron@hotmail.com](mailto:vargasbaron@hotmail.com) if you will be attending.

Several ECDtf members will convene at ISEI Children’s Rights and Early Intervention Conference in Stockholm June 8-10 [http://depts.washington.edu/isei/ISEI\\_Prelim-Program.pdf](http://depts.washington.edu/isei/ISEI_Prelim-Program.pdf) and we will hold our work and orientation session on Friday, June 10, noon to 1:15 in the Mezzanine Room. Please contact [donald.wertlieb@tufts.edu](mailto:donald.wertlieb@tufts.edu) if you will be attending.

Plans are underway for an ECDtf gathering and side-event during the June 14-16 CRPD COSP meetings in New York. If you are planning on participating, please contact [donald.wertlieb@tufts.edu](mailto:donald.wertlieb@tufts.edu). The program might address Zika issues and/or Revisions of CRPD Comment 4 on Inclusive Education, and/or enhanced opportunities for collaboration among GPcwd task forces.

**c) ZIKV Task Team:**

Appreciation to Marisol Moreno and Maureen Durkin who are co-leading our Zika Emergency Task Team (ZTT). We are all struggling to make sense of the current **Zika emergency** and to respond in ways that build upon lessons learned and avoid mistakes of the past. Watching the emergency unfold and anticipating the challenges posed by the thousands of babies arriving with serious risk and disability brings great distress and sadness. So much is yet to be known, and yet, we must be proactive and immediate given the growing numbers and looming crisis. We are committed to seizing this opportunity to catalyze capacity for inclusive ECD responses that address the needs and rights of the growing number of Zika affected infants and families. Our colleagues at CDC, WHO, PLAN, and UNICEF are engaged in planning and appreciative of ECDtf participation. **If you are interested in joining our ECDtf Zika Emergency Task Team, please contact** ZTT co-leaders [maureen.durkin@wisc.edu](mailto:maureen.durkin@wisc.edu) or [marisolmorenoa@gmail.com](mailto:marisolmorenoa@gmail.com) to be looped into current discussions. Meanwhile, resources and opportunities are available such as <https://www.youtube.com/watch?v=0skonVosTJU> <http://qz.com/661751/zika-babies-reveal-our-societys-deep-dangerous-prejudice-against-disabilities> <http://www.paho.org/zika-research> <http://www.who.int/csr/resources/publications/zika/psychosocial-support/en/> also in Spanish and Portuguese, and <http://us11.campaign-archive2.com/?u=f8609630ae206654824f897b6&id=56e64ca038&e=b7156241bb>

**d) HELP WANTED!**

Volunteer needed to serve as editor or co-editor of this ECDtf Newsletter. About 6-10 hours/month. Compile, edit and disseminate monthly communiqué to ECDtf members and friends. Could convene a task team to assist in process and implement more sophisticated communication system. Interested colleagues please contact [donald.wertlieb@tufts.edu](mailto:donald.wertlieb@tufts.edu)

**e) Updates from CG:**

<http://us13.campaign-archive2.com/?u=10c0400413d9d1cbe1b6035ff&id=07fd127a8a&e=5250f67e15>

**f) AAP Poverty Statements** issued March 9. Strong on ECD but disconcertingly silent on disability matters: <http://pediatrics.aappublications.org/content/pediatrics/early/2016/03/07/peds.2016-0339.full.pdf> <http://pediatrics.aappublications.org/content/pediatrics/early/2016/03/07/peds.2016-0340.full.pdf>

**g) Rand confirms ROI** \$2-4 for each \$1 investment with quality ECD

[http://www.rand.org/content/dam/rand/pubs/research\\_reports/RR1400/RR1461/RAND\\_RR1461.pdf](http://www.rand.org/content/dam/rand/pubs/research_reports/RR1400/RR1461/RAND_RR1461.pdf)

## **h) Education Diplomacy Briefs released**

<http://static1.squarespace.com/static/5295fdb1e4b0d73103364931/t/56c4d7f301dbae9c53c3bcd6/1455740915208/WEFBrief.pdf>

<http://static1.squarespace.com/static/5295fdb1e4b0d73103364931/t/56e805bc2eeb81dea46b7a7b/1458046396495/FinancingBrief2.pdf>

<http://static1.squarespace.com/static/5295fdb1e4b0d73103364931/t/56c5be3e2e83f8adcf3c957b/1455799874727/AssessmentBrief.pdf>

## **i) World Bank and UNICEF launch new ECD movement**

As we work to meet the 2030 Sustainable Development Goals related to early childhood development, World Bank Group President Jim Kim, UNICEF Executive Director Tony Lake, a panel of experts, and several ECDtf members celebrated on Thursday, April 14 to launch a global movement to ensure that children everywhere can thrive. In response to questions and comments submitted by ECDtf, Lake assured those present and online that inclusion of children with disabilities would be a necessary and real priority. Proceedings should soon be posted at <http://live.worldbank.org/early-childhood-development-a-smart-beginning-for-economies-on-the-rise?cid=ECR TT worldbank EN SM16 EXT> Many thanks to Todd Grindal, Evey Cherow, Lisa Ibrahim Joseph and other ECDtf folks who participated and advocated. See also <http://www.worldbank.org/en/news/speech/2016/04/14/remarks-world-bank-group-president-jim-yong-kim-early-childhood-development>

## **2. Patricia L. Engle Global ECD Grant**

The Patrice L. Engle Dissertation Grant provides support for students interested in a career in global early child development who are from or doing research in low- or middle-income countries. The Grant includes US \$5,000 to support dissertation research and a 2-year student membership to SRCD. Further details at <http://www.srcd.org/advancing-field/srcd-awards-research-grants/patrice-l-engle-grant> Award winners of the 2015 Patrice L. Engle Dissertation Grant in Early Child Development are [Alexandra Chen, Maku Ocansey, Jenny Amanda Ortiz, and Inge Wessles](#). **The 2016 Deadline for the Application is April 30th.** Applications must be sent via email to [patrice.engle.grant@srcd.org](mailto:patrice.engle.grant@srcd.org). Applicants will be notified of decisions by June 30, 2016.

### 3. Calls for Proposals

Alternative Care, Geneva

<http://www.alternativecaregeneva2016.com/index.php/en/programme/poster-session> May 1 Deadline

ISSA, Vilnius <http://www.issa2016.net> <http://www.issa2016.net/call-for-proposals> May 4 deadline

Universal Design York, UK August 2016 <http://ud2016.uk> April 4 deadline

### 4. Care to Practice: A New Online Community of Practice

Better Care Network is launching a new online community of practice, *Care To Practice*. This online exchange forum is designed to support practitioners who are working on family strengthening and children's alternative care in the Eastern and Southern Africa region. It was developed in response to calls from the region for improved access to global and regional evidence and more opportunities for joint learning and peer support. Expert-led online events and webinars will be organized engaging a range of experienced global and regional practitioners and researchers. For information or to join please contact Lucy Hillier, Care to Practice's coordinator [lucy.hillier@bettercarenetwork.org](mailto:lucy.hillier@bettercarenetwork.org). Learn more about [Better Care Network's Eastern and Southern Africa Regional initiative](#)

The Better Care Network recently published jointly with UNICEF a new Working Paper, [Making Decisions for the Better Care of Children: The role of gatekeeping in strengthening family-based care and reforming alternative care systems](#). Gatekeeping refers to systematic procedures aimed at ensuring that alternative care for children is used only when necessary, and that the type of care provided is suitable to the individual child. Gatekeeping mechanisms are also essential to ensuring resources and services are allocated in a way that targets effectively and appropriately the needs of children and their families. As part of child protection systems reforms, gatekeeping plays a central role in supporting a strategic shift away from the use of residential care and promoting the review of the necessity of placement in care and the resulting appropriate care option.

The Working Paper reviews different approaches to gatekeeping in five countries—Brazil, Bulgaria, Indonesia, Moldova, and Rwanda—to consider what has and has not worked, to analyse lessons learned from practice, and to reflect on the implications for improving policy and programs in this area. It is based on a global literature review and key informant interviews with national and international child-care reform experts. The Working Paper identifies several fundamental requirements for moving forward, including: a dedicated ministerial-level leadership (often within the ministry dedicated to social affairs, children or families) to foster accountability through oversight, coordination, monitoring and regulation; a dedicated mechanism of experts who review individual cases and make recommendations; a legal and normative framework in line with international human rights practices and standards that supports both formal and non-formal gatekeeping mechanisms; availability of alternative care options; tools, protocols, and standards for gatekeeping that are tailored to the specific, local context; and increased political and financial commitment for approaches to provide community services and prevent unnecessary child-family separation.

## 5. Upcoming meetings

- April 21-22 EASPD Growing together: from grassroots initiatives to national strategies in early-childhood intervention Chisinau, Moldova  
<http://www.easpd.eu/en/growing-together-moldova>
- May 10 National Inclusion Institute, Chapel Hill, NC USA <http://inclusioninstitute.fpg.unc.edu>
- May 26-28 Inclusion Europe: The Role of Families in Education Lisboa Portugal  
[http://europeinaction.org/?page\\_id=36](http://europeinaction.org/?page_id=36)
- June 1-4 International Conference on Cerebral Palsy and other Childhood-onset Disabilities ; Stockholm
- June 6-7 First Early Childhood Education Action Congress, Paris, hosted by the Secretary General of the Organization for Economic Co-operation and Development (OECD), will bring together 450 leaders from many countries to discuss how to build the political and public support needed to ensure that all children of the world get a good start in life. Participants will discuss how to attract new advocates for early childhood, what messages are most effective in building support, and what programs can be scaled up to reach large populations of children. The meeting location is the OECD headquarters at the historic Chateau de la Muette. For more information and registration, visit [www.eduensemble.org](http://www.eduensemble.org).
- June 8-10 ISEI, Children's Rights & Early Intervention, Stockholm, Sweden  
<http://depts.washington.edu/isei/2016conf.html>  
[http://depts.washington.edu/isei/ISEI\\_Preliminary\\_Program\\_12-29-15.pdf](http://depts.washington.edu/isei/ISEI_Preliminary_Program_12-29-15.pdf)
- ECDtf will meet in Mezzanin room it on Friday June 10 from noon to 1:15.
- June 26-July 1 DISES Roundtable: Moving toward inclusion in schools and the community to improve the lives of vulnerable children Nicaragua  
[http://dises-cec.org/site/events/dises-events/nicaragua\\_round\\_table](http://dises-cec.org/site/events/dises-events/nicaragua_round_table)
- July 24-28 Building Bridges Towards an Inclusive Society, Havana, Cuba [FYI-CSI@COMCAST.NET](mailto:FYI-CSI@COMCAST.NET)
- August 18-25 International Council for Education of People with Visual Impairment (ICEVI) and the World Blind Union (WBU) will be jointly holding their General Assemblies at the Rosen Centre Hotel in Orlando, Florida, USA. The overall theme for the General Assemblies is *"Human rights and the CRPD: What lies ahead"*  
<http://icevi.org>

- August 21-24 3<sup>rd</sup> International Conference on Universal Design , which will take place in the historic city of [York](http://ud2016.uk) <http://ud2016.uk>
- October 3-5 **Building on the Momentum: International Alternative Care Conference** Geneva, Switzerland. This annual conference is hosted jointly by the International Institute for the Rights of the Child (IDE) and the Centre for Children's Rights Studies at the University of Geneva (CIDE). IDE and CIDE are partnering with several concerned international agencies that make up the Steering Group.
- The conference provides a bridge between research, policy and practice in the overall sphere of alternative care, and a much-needed space for discussion and exchange among experts, practitioners, academics, researchers, government representatives and young people with experience of alternative care. The conference will enable those involved with alternative care issues to participate in an exceptional exercise in mutual learning and networking - helping to move forward with necessary reforms in line with the Guidelines for the Alternative Care of Children. Participants will review the current status and thinking on alternative care and will examine promising practices for the prevention of family breakdown, family strengthening, and the provision of quality forms of alternative care, as well as pinpointing remaining challenges and obstacles for putting the Guidelines into practice. Please note the **deadline of 1 May 2016** for both a call for posters and for possible financial subsidies for participation. For registration details and additional information, please visit <http://www.alternativecaregeneva2016.com/index.php/en/>.
- Oct 11-13 ISSA Vilnius, Lithuania <http://www.issa2016.net> Early Childhood in Times of Rapid Change
- Oct 18 – 20 Division for Early Childhood's 32nd Annual International Conference on Young Children with Special Needs and their Families. Louisville, KY USA <http://www.dec-sped.org/proposals>
- May 9-12 2017 World Forum on Early Education Auckland, New Zealand <http://worldforumfoundation.org/events/registration/>

## 6. Online courses, webinars, etc

<https://www.futurelearn.com/courses/education-for-all> free online course on inclusive education

<http://www.cdc.gov/cdcgrandrounds/archives/2016/march2016.htm> **Addressing Health Disparities in Early Childhood**



April 20 Webinar <https://attendee.gotowebinar.com/register/2296822987890283777>  
LCRN Approaches to Community Access, Participation, and Engagement for Children with  
Developmental Disabilities and their Families

New open source on-line journal <http://digitalcommons.usu.edu/jehdi/>

FPG Inclusion Webinars: <http://fpg.unc.edu/presentations/dec-pd-sig-webinar>  
<https://divisionearlychildhood.egnyte.com/fl/StMTs8Bm5i>

**Baby Talk** is a free, one-way listserv that is distributed monthly. Each issue features resources that are high quality, readily available and free. To join the listserv, send an email **with no message** to [subscribe-babytalk@listserv.unc.edu](mailto:subscribe-babytalk@listserv.unc.edu) To suggest resources, please contact Camille Catlett at [camille.catlett@unc.edu](mailto:camille.catlett@unc.edu) or (919) 966-6635.

**New Videos to Support Early Care and Education Practitioners** from California's Desired Results Access Project .Eleven new videos of toddlers and preschoolers participating in typical routines and activities were recently added to the [Desired Results Access Project Video Library](#). The videos are meant to provide early interventionists, early childhood special educators, and early care and education practitioners opportunities to practice skills such as observation, documentation, and assessment. As with all Desired Results videos, they can be viewed online or downloaded for use in educational and professional development activities at no cost (select [Practice Clips](#)).

## 7. Job Postings

Inclusion Europe seeks Policy Officer

<http://e-include.eu/news/388-vacancy-inclusion-europe-policy-officer-2016>

LACRO UNICEF jobs [http://www.unicef.org/lac/jobs\\_32854.htm](http://www.unicef.org/lac/jobs_32854.htm)

[http://www.unicef.org/lac/jobs\\_32852.htm](http://www.unicef.org/lac/jobs_32852.htm) [http://www.unicef.org/lac/jobs\\_32853.htm](http://www.unicef.org/lac/jobs_32853.htm)

## 8. New resources

(These have come to our attention since our last communiqué; please feel free to contribute and share other resources with a “reply-all” to this ECDtf Message, pending our establishment of our ECDtf Collaboration and Resource Sharing Platform. Please consider elaborating upon or critiquing one of these resources as a contribution to our new feature, TASK FORCE TALK)

## Professional development and training focus

- a) <https://www.futurelearn.com/courses/education-for-all> free online course on inclusive education
- b) [http://www.naeyc.org/files/naeyc/Build%20It%20Better\\_For%20Web.pdf](http://www.naeyc.org/files/naeyc/Build%20It%20Better_For%20Web.pdf) Prof Dev Framework
- c) <http://draccess.org/videolibrary>

## Advocacy focus

- a) <http://www.evaluationinnovation.org/sites/default/files/ORS%20PMR%204-2016.pdf>
- b) [http://sites.nationalacademies.org/DBASSE/BCYF/EconForKids/index.htm?utm\\_source=All+DBASS+E+Newsletters&utm\\_campaign=e7e945706b-Just+Released+Advancing+the+Power+of+Eco4+13+2016&utm\\_medium=email&utm\\_term=0\\_e16023964e-e7e945706b-275278757](http://sites.nationalacademies.org/DBASSE/BCYF/EconForKids/index.htm?utm_source=All+DBASS+E+Newsletters&utm_campaign=e7e945706b-Just+Released+Advancing+the+Power+of+Eco4+13+2016&utm_medium=email&utm_term=0_e16023964e-e7e945706b-275278757)
- c) <http://e-include.eu/news/384-it-is-time-for-the-european-disability-strategy-to-become-a-real-instrument-for-change>

## Other:

- a) <http://www.individualopportunity.org>
- b) [http://www.huffingtonpost.co.uk/her-royal-highness-the-duchess-of-cambridge/lets-make-a-real-difference-for-young-children\\_b\\_9246336.html?ncid=newsltushpmsg00000003](http://www.huffingtonpost.co.uk/her-royal-highness-the-duchess-of-cambridge/lets-make-a-real-difference-for-young-children_b_9246336.html?ncid=newsltushpmsg00000003)
- c) <http://www.childtrends.org/wp-content/uploads/2016/02/2016-07SuccessBySixReport.pdf>
- d) <http://www.theguardian.com/social-care-network/2016/feb/15/attachment-theory-social-work-child-protection?CMP=ema-1696&CMP=>
- e) [http://www.resourcesforearlylearning.org/media/content/video/M1\\_roots.1.mp4](http://www.resourcesforearlylearning.org/media/content/video/M1_roots.1.mp4)
- f) <http://www.right-to-education.org/monitoring>
- g) [http://www.huffingtonpost.com/entry/unicef-9m-startups\\_us\\_56afdd2de4b0b8d7c230500d?ir=Education&section=us\\_education&utm\\_hp\\_ref=education](http://www.huffingtonpost.com/entry/unicef-9m-startups_us_56afdd2de4b0b8d7c230500d?ir=Education&section=us_education&utm_hp_ref=education)
- h) <http://turnaroundusa.org/wp-content/uploads/2016/02/Turnaround-for-Children-Building-Blocks-for-Learning.pdf>
- i) <http://digitalcommons.usu.edu/jehdi>
- j) <https://www.youtube.com/channel/UCGeTVZT971CToBSFIBVvO-Q/feed>
- k) <http://unesdoc.unesco.org/images/0024/002437/243724e.pdf>
- l) <https://www.leonardcheshire.org/sites/default/files/Accessing-inclusive-education-children-disabilities-kenya-gce-appg-report-february-2016.pdf>
- m) <http://www.oecd-ilibrary.org/docserver/download/9816011e.pdf?expires=1456262817&id=id&acname=guest&checksum=ABA08B546D383FA4AF1536A30A70873D>
- n) <http://iscweb.org/Uploads/dbsAttachedFiles/8yearsoldreport.pdf>
- o) <http://onlinelibrary.wiley.com/doi/10.1111/cdep.12170/abstract?campaign=wolearlyview>
- p) <http://www.directionservice.org/cadre/engagingparents.cfm>

- q) <http://e-include.eu/news/385-hurraki-the-easy-to-read-online-dictionary>
- r) <http://grisnetwork.org/sites/all/files/resources/2016-02-22%2011%3A58/Mission%20and%20Goals%20Fact%20Sheet.pdf>
- s) [http://commonhealth.wbur.org/2016/02/parent-depression-child-school-study?utm\\_source=cc&utm\\_medium=email&utm\\_campaign=nwsltr-16-02-26](http://commonhealth.wbur.org/2016/02/parent-depression-child-school-study?utm_source=cc&utm_medium=email&utm_campaign=nwsltr-16-02-26)
- t) <http://www.forbes.com/sites/metabrown/2016/02/25/kids-endangered-by-predictive-analytics-child-advocate-says-yes/#7d443a385081>
- u) [https://www.magellanprovider.com/media/11941/childrens\\_model\\_clinical\\_monograph.pdf](https://www.magellanprovider.com/media/11941/childrens_model_clinical_monograph.pdf)
- v) <http://onlinelibrary.wiley.com/doi/10.1111/dmcn.12966/abstract>
- w) <https://efareport.wordpress.com/2016/02/29/sdg4-more-than-the-sum-of-its-parts>
- x) [http://www.mcf.gov.bc.ca/early\\_years/pdf/new\\_tools\\_new\\_partners.pdf](http://www.mcf.gov.bc.ca/early_years/pdf/new_tools_new_partners.pdf)
- y) <https://www1.toronto.ca/wps/portal/contentonly?vgnnextoid=04656b50cb866410VgnVCM10000071d60f89RCRD&vgnnextchannel=b24e8ed34ce9e310VgnVCM10000071d60f89RCRD>
- z) [https://issuu.com/rudermanfoundation/docs/ruderman\\_brochure\\_for\\_online?e=23350426/33768329](https://issuu.com/rudermanfoundation/docs/ruderman_brochure_for_online?e=23350426/33768329)
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