

## Journal Articles Indexed in November 2009

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**Developing Practice: Number 23,  
Autumn/Winter 2009,  
*The child youth and family work  
journal***

J153/09/AUT/023/004

**1. Child protection and Wood: Will we rise to  
the challenge?**

**McCallum, Andrew**

**pp. 4-6**

Justice Wood is to be congratulated on the report emanating from his inquiry into Child Protection in NSW - not least of all because he has taken a Child Wellbeing approach, thus making child protection everybody's responsibility the Rees Government has now released its response to the report titled: Keep Them Safe: A shared approach to child wellbeing.

J153/09/AUT/023/007

**2. Improving children's Services: Homeopathy  
or Rocket Science?**

**Axford, Nick**

**pp. 7-14**

Just as control group studies expose the ineffectiveness of homeopathic solutions, so they are able to demonstrate the effectiveness of other interventions that are underpinned by strong science - children's services need to take a similar leap - by developing services that, logically, have the capacity to address the problem in question and then exposing them to evaluation by controlled trial.

J153/09/AUT/023/015

**3. To mesh and to mould**

**Milosevic, Biljana**

**pp.15-21**

Author shares reflections about her own cultural identity, her social work identity and her work in child protection - it will hopefully challenge professionals to think differently and to look at the world differently - cultural competence begins with the journey to acknowledge and look at our own history, beliefs and culture, rather than looking at that of others, particularly those who are labeled with the very popular acronym of CALD (Culturally and Linguistically Diverse).

J153/09/AUT/023/023

**4. Developing 'Culturally sensitive' practice  
when working with CALD communities in  
child protection - an Australian exploratory  
study**

**Kaur, Jatinder**

**pp. 23-34**

Child protection caseworkers employed in the statutory system are confronted by increased complexity when working with culturally and linguistically diverse (CALD) communities due to the diversity and variation between cultures, ethnicities, religions and race - the findings of this study highlighted that child protection caseworkers believed that to be culturally sensitive they needed access to cross cultural awareness training; assessment frameworks and resources on various CALD communities.

J153/09/AUT/023/037

**5. Mentoring for care leavers: A critical review  
of the literature**

**Mendes, Phillip**

**pp. 37-46**

Young people leaving state out-of-home care are arguably one of the most vulnerable and disadvantaged groups in society - compared with most young people, they face particular difficulties in accessing educational, employment, housing and other developmental and transitional opportunities - a national survey of Australian leaving care service providers found that 70 percent were offering mentoring programs - what is mentoring- establishing a mentoring project - do mentoring programs actually work - towards best practice mentoring programs.

J153/09/AUT/023/047

**6. Practitioner perspectives on the family risk  
evaluation tool: An aide to decision making  
or just another form to fill in?**

**Gillingsham, Philip**

**pp. 47-54**

In this article the findings of research that explored how child protection practitioners in Queensland used the Structured Decision Making (SDM) tools are presented, focusing on how the Family Risk Evaluation tool (FRET) was used in decision making - these findings are particularly pertinent for practitioners who might be required to use actuarial risk assessment tools, and more broadly to debate about the future implementation and development of tools.

J153/09/AUT/023/057

**7. Putting children in the picture: Improving responses to domestic violence in the emergency department**

**Bournnell, Melanie and Prosser, Sue**

**pp. 57-64**

Documents a project that improved identification and responses to domestic violence in an Emergency Department within an Area Health Service - this paper outlines the key elements of the project as part of the dissemination of the findings and also in order for other health services to be able to replicate the successful improvements in practice - it is clear from this project that the Emergency Department can act as a critical gateway to services for women and children living with domestic violence.

J153/09/AUT/023/075

**8. Step by step baby care DVD: Development of a best practice tool for teaching early parenting skills**

**Polimeni, Melinda**

**pp. 75-83**

Parents with learning difficulties and their children - in Australia it is estimated that over 40,000 children under 5 years of age have at least one parent with a Learning Difficulty - best teaching strategies for working with parents with Learning Difficulties - the use of video modeling for skills development - the development of the step by step baby care DVD-selection of skills shown of the DVD - teaching format - parent models and filming - practitioner manual CD-ROM - summary and future directions.

**Child Care Information Exchange:  
July/August 2009, Volume 31,  
Issue 4, Number 188**

J200/09/JUL/188/008

**9. Dawn of a new era: Investing in early childhood helps America recover and grow**

**Lombardi, Joan**

**pp. 8-9**

The American Recovery and Reinvestment Plan provides an important opportunity to help the United States get back on its feet by creating new jobs and supporting programs which provide essential services to young children and their families, while contributing to the economy of the country.

J200/09/JUL/188/010

**10. Seeing children's eagerness for relationships**

**Curtis, Deb**

**pp. 10-12**

Notice and marvel at children's positive interactions with each other - coach children to offer their ideas and competence - use documentation to show children their positive social interactions.

J200/09/JUL/188/014

**11. Spreading the wealth: Leadership at all levels**

**Sullivan, Deborah R.**

**pp. 14-17**

Emerging questions about leadership - must leaders be administrators - how do we delegate leadership - what characterises a leader - how do we cultivate leadership skills - how do we motivate staff to grow professionally - how do we help teachers shift their perspective so that leadership occurs naturally - how do we provide effective training - what are some of the next steps for encouraging leadership at all levels.

J200/09/JUL/188/018

**12. Seventeen dollar investment. The: Good management begins with good people**

**Vicars, Dennis**

**pp. 18-19**

Marketing is everyone's job - the phone and internet as primary marketing tools - getting the family to visit your program.

J200/09/JUL/188/020

**13. What are the core elements of your curriculum?**

**pp. 20-25**

Early childhood professionals share about the core elements of their curriculum - joy, acceptance, love, emotional literacy, nature, curiosity, peacemaking, security, critical thinking, etc.

J200/09/JUL/188/032

**14. Creating environments for relationships**

**Carter, Margie**

**pp. 32-35**

Let's look around, starting from the front door, in the office, hallways and classrooms, for indicators that you've been eager to welcome each child and

family - rethink the use of forms - rethink home visits - make sign-in areas an invitation to linger - kitchen table - technology can support relationships - use photo stories to strengthen relationships.

J200/09/JUL/188/042

**15. Can babies read and write?**

**Curtis, Deb**

**pp. 42-54**

Children care about what adults care about - make it meaningful - adults have the power - babies can read and write, but should they?

J200/09/JUL/188/044

**16. Early literacy: Do parents matter?**

**GramLing, Michael**

**pp. 44-46**

In the blink of an eye, responsibility for early learning, literacy and school readiness passed from the home to the professional - when the parent's everyday behaviour can influence outcomes far beyond the early intervention of a preschool, our primary job becomes to help parents develop habits to enrich discourse that become a part of the fabric of daily life.

J200/09/JUL/188/047

**17. If you want children to become writers, ask them to write their names**

**Lieberman, Evelyn**

**pp. 47-50**

Discovering what children know about written language - using what children know about written language - identifying where a child currently is in his writing development - documenting progress - responding appropriately - giving a reason - recognising names - development sequence of name writing.

J200/09/JUL/188/051

**18. Writing as a form of communication: Boulder Journey School's in-school mail system**

**Moore, Allison and Taylor, Jessy**

**pp. 51-53**

The faculty of Boulder Journey School has engaged in ongoing research surrounding the impact of writing as a form of communication versus writing as an activity or skill - beginnings - impact - challenges.

J200/09/JUL/188/054

**19. Making digital books with children? You really must try it?**

**Clyde, Anne and Condon, Mark W.F.**

**pp. 54-56**

Children are most passionate about books that feature characters and lives like their own and the most perfect texts of all are books that include the children themselves.

J200/09/JUL/188/058

**20. Kinder-gardeners: The power of nature to nurture**

**Hutchinson-Harmon, Linda**

**pp. 58-62**

Rock Hill South Carolina - Collaboration between children with special needs at a pre-school and children who were considered at risk from a middle-school age setting - worked together on "nature" projects.

J200/09/JUL/188/070

**21. Rough and tumble play 101**

**Carlson, Frances**

**pp. 70-73**

Fears and misconceptions - significance of rough and tumble play - physical benefits of rough and tumble play - rough and tumble play versus aggression - environments that support rough and tumble play - policies and rules for rough and tumble play.

J200/09/JUL/188/074

**22. What about water?**

**Neugebauer, Adam**

**pp. 74-75**

Water conservation as part of everyday business.

J200/09/JUL/188/080

**23. Water, water everywhere**

**Keeler, Rusty**

**pp. 80-81**

There are many ways of safely adding water to your playscape that fully comply with health and safety regulations (and are still fun for children).

J200/09/JUL/188/082

**24. When staff don't do what they're suppose to do: Identifying and responding to reasons behind poor performance**

**Gersten, Mary**

**pp. 82-85**

Reasons for poor performance - they do not know what to do - they do not know how to do it - they do not know why they should do it - they think your way will not work or they think their way is better - they anticipate a negative consequence for doing it - personal limits prevent them from performing - no one could do it - they think they are doing it - there is no positive consequence to them for doing it - they are punished for doing what they are supposed to do - they are rewarded for not doing it or there is no negative consequence for poor performance - they think something else is more important - there are obstacles beyond their control - they have personal problems that get in the way of doing their jobs well.

J200/09/JUL/188/086

**25. Cute is for kittens: The gentle art of encouragement**

**Duffy, Roslyn**

**pp. 86-88**

Parenting and caregiving offer challenges many of them beyond our control to prevent or change - but encouragement is one art we can master.

J200/09/JUL/188/090

**26. Great grains granola!**

**Owens, Buffy**

**pp. 90-91**

Grains in their natural state, unrefined and not processed, have risen to the forefront as important in the nutrition of young children - granola recipe.

**Family Matters: Issue 82, 2009**

J210/09/082/005

**27. Refining our understanding of family relationships**

**Robinson, Elly**

**pp. 5-7**

While defining family is difficult, there is a need to have a broad societal perspective of family to help create a common understanding and shared goals for family health and wellbeing.

J210/09/082/015

**28. Children's participation in family law disputes: The views of children, parents, lawyers and counsellors**

**Cashmore, Judy and Parkinson, Patrick**

**pp. 15-21**

The dilemmas of children's participation - listening to children sensitively, and with awareness of the kinds of decisions in which they are best able to participate, is the key to resolving the tension between participation and protection - children's views - parent's views - lawyers' views - family consultants' and mediators' views.

J210/09/082/047

**29. Sole-parent families**

**Robinson, Elly**

**pp. 47-51**

Types of sole-parent families - disadvantages associated with sole parenting - what helps? - family stability - service and policy response - we need to consider why sole-parent unions are scrutinised, as opposed to pursuing the need to adopt a blanket approach to supporting stability in relationships regardless of family structure.

J210/09/082/052

**30. Indigenous social inclusion: Insights and challenges for the concept of social inclusion**

**Hunter, Boyd**

**pp. 52-61**

Indigenous disadvantage is multidimensional and is different to other forms of poverty in Australia in the prevalence and depth of poverty experienced - lessons from recent public debates - the overcoming Indigenous Disadvantage framework: Interactions between priority outcomes - cumulative causation and social inclusion policy.

## Aboriginal and Islander Health Worker Journal: July/August 2009, Volume 33, Number 4

J010/09/JUL/033/014

### 31. Middle ear disease in Aboriginal children in Perth: Analysis of hearing screening data, 1998-2004

Williams, Corinne J.; Coates, Harvey L.; Pascoe, Elaine; Axford, Yvonne; Nannup, Irene

pp. 14-17

Presents a retrospective report of the results of ear testing carried out with Aboriginal children from three primary schools in metropolitan Perth, WA - both ear disease and hearing loss are considered.

## Child Education: July 2009, Volume 86, Number 7

J095/09/JUL/086/012

### 32. So you want to be a pop star?

Grant, Carrie and David

pp. 12-13

All it takes is some simple singing techniques and a bit of self-confidence - your own confidence - using speech to teach - building a child's confidence.

J095/09/JUL/086/014

### 33. Shake it up baby now...

Ruck, Shelley and Swerdlow, Hillary

pp. 14-15

Create your own skiffle instruments with ideas from the Beatles Story - bottle-top rattle - shoebox guitar - bean-filled maracas - paper-cup bongo drums.

J095/09/JUL/086/016

### 34. Get the look!

Petherbridge, Caroline

pp. 16-17

Ideas for music band names and costumes - boy/girl band - country western - rock - rap - punk.

J095/09/JUL/086/018

### 35. Strike a pose!

Herbert, Kara

pp. 18-19

Dance activities - warm up activities - 10 dance moves.

J095/09/JUL/086/032

### 36. Science through stories: Growing frogs

Stevens, Sarah

pp. 32-33

Growing Frogs by Vivian French teaches young children how frogs develop as they grow - using this story book as a base suggests activities on lifecycles, growth and change - getting outside - comparing young and old - making an environment - music and movement - growing older.

J095/09/JUL/086/034

### 37. Signed stories

Ronalds, Charlotte

pp. 34-35

Signed Stories ([www.signedstories.com](http://www.signedstories.com)) is a free website from ITV that contains well-known stories fully accessible in sound, sign, text, pictures and animation - designed primarily to help improve the literacy of deaf children, it also has great potential for hearing children.

J095/09/JUL/086/042

### 38. Learning outdoors: Art and design

Kenworthy, Christine

pp. 42-43

Taking art and design outdoors gives more space and freedom to express creativity - it also allows large-scale materials to be incorporated, as well as encouraging the use of natural resources.

## Network News: July 2009

J385/09/JUL/003

### 39. Reclaiming childhood: Whose childhood

Miller, Robyn Monro

p. 3

Childhood evolves and each generation will inevitably have a different experience - the concept of reclaiming childhood is not about devaluing the current childhood experience but ensuring current childhood experience is as rich, diverse and as exciting as the childhoods of previous generations.

J385/09/JUL/004

#### 40. How games can benefit children

**Olfmann, Sharna**

**pp. 4-5**

2009 Biannual Conference Keynote Speech - worldwide children's play, and indeed childhood itself is under threat - in order to reclaim childhood, we need to fully appreciate the magnitude and the nature of the threat - in so doing, we can more fully understand the challenges that children in our care are burdened with before they walk through our doors, and we can more meaningfully educate parents, professionals and legislators about how to safeguard children's well-being so that they can fully realise their human potential.

J385/09/JUL/014

#### 41. How games can benefit children

**p. 14**

Team, discipline, confidence, fun - what skills are being promoted when a child is having fun playing a game - the benefits of active games - ensure that everyone can play - building relationships with children through games - important things staff should do when playing games with children.

### Choice: August 2009

J130/09/JUL/009

#### 42. Four's company

**p.9**

Transporting four toddlers can be a labour worthy of Hercules - Choice tested the ABC Everest which is suitable for up to four children with a total weight of 70kg - concludes that it cannot be recommended as the brakes are inadequate.

J130/09/JUL/020

#### 43. Potatoes on ice

**pp. 20-23**

Chips, fries or wedges can be handy to keep in the freezer - however some potato shapes that appeal to kids don't make the nutritional grade - frozen mashed potatoes come at a premium price and rarely taste as good as the real thing - you can buy healthier chips or wedges but many products, particularly those favoured by kids are heavy on salt and fat.

J130/09/JUL/028

#### 44. Trans Australia

**pp. 28-31**

Finds some manufacturers still sneak unhealthy trans fats into our foods - there is no real need for food manufacturers to use these heart-stopping fats - some manufacturers have cut back, while others have stopped using trans fats altogether - what are trans fats - what are the risks - have things improved - what manufacturers are doing about trans fats.

J130/09/JUL/032

#### 45. Tablet or powder?

**pp. 32-34**

Dishwasher tablets cost on average two and a half times more per wash than powders - nineteen dishwasher detergents on trial, four of which claim to be eco-friendly - dissolvable wrappers - what's in a dishwasher detergent?

J130/09/JUL/048

#### 46. Sharpest tool in the shed

**pp. 48-50**

Keep your knives sharp and your fingers safe - safe sharpening - keep your knives sharp - knife sharpener features.

J130/09/JUL/052

#### 47. All juiced up

**pp. 52-55**

Tested 17 juicers - tested both centrifugal and non-centrifugal juicers - differences - buying fresh juice as compared to making it - vitamins and minerals -juicer essentials.

J130/09/JUL/060

#### 48. Biking with kids

**pp. 60-63**

Tests seven child seats and four trailers so you can choose the best one for taking your toddler for a ride -seats are cheaper, smaller and easier to store than trailers, but don't shelter your child as well and can make the bike less balanced - what type is for you - is your child ready to ride - riding with children recommendations - what to look for in child seats and trailers - and also helmets -

**Putting Children First: Issue 31,  
September 2009 Magazine of the  
National Childcare Accreditation  
Council Inc. www.ncac.gov.au**

J468/09/SEP/031/003

**49. Problem solving and mathematical thinking**

**McFarlane, Jan**

**pp. 3-5**

Describes the importance of problem solving and mathematical thinking in the development of children's life skills - learning important life skills - babies -toddlers - preschool age children - school age children - scaffolding children's learning.

J468/09/SEP/031/006

**50. Ask a child care advisor: Effective toileting and nappy change procedures**

**Rowell, Phillip**

**pp. 6-8**

Phillip Rowell spoke with Child Care Advisors Tanya Tregillgas and Mamta Bhatela about the importance of having effective toileting and nappy change procedures and tips for developing these - what should the procedures be communicating - what should be included in a toileting procedure - why communicating with families is important - considerations when developing and reviewing policies and procedures.

J468/09/SEP/031/009

**51. I'm not scared! Risk and challenge in children's programs**

**Kennedy, Anne**

**pp. 9-11**

The value of risk taking for children's overall development - how safe risk taking supports: cognitive development; social development; emotional development; physical development - risk factors to consider - safe and unsafe risks - strategies to support children's risk taking.

J468/09/SEP/031/012

**52. Supporting partnerships through family participation**

**Stonehouse, Anne**

**pp. 12-13**

Participation and partnerships - what are the differences? What are worthwhile family participation experiences - contributions to the

operation of the service - social events - information sharing - how can participation contribute to partnerships - what makes family participation experiences successful - why document family participation.

J468/09/SEP/031/014

**53. Playing fair - gender equity in child care**

**Tansey, Sonya**

**pp. 14-16**

How children's understanding of gender is influenced - strategies for promoting gender equity in child care - self-reflection - observing children - reflective questions for child care professionals to consider - reflection with colleagues - practical ideas for promoting gender equity in the program - ideas for challenging gender play patterns - strategies for conversations with children.

J468/09/SEP/031/018

**54. Inclusive practice: Working with families who are vulnerable**

**Andrews, Jean**

**pp. 18-20**

Provides child care professionals with strategies to promote effective partnerships with families who are particularly vulnerable - what are vulnerable circumstances for families - issues families may have in accessing and using child care - practical ways to build relationships: Respect, acknowledging family strengths, primary contact person, communication, listening, sensitivity, trust - outcomes for families and children

J468/09/SEP/031/021

**55. Creating a child-friendly garden**

**Michaelis, Angela**

**pp. 21-23**

How planning your garden benefits children - beginning the planning - what to include on the plan - adding new features - maximising space - keeping safe - finding help - what gardens offer children at different ages.

J468/09/SEP/031/024

**56. The other three Rs - recruiting, recognising and retaining employees**

**Boyle, Lauren**

**pp. 24-26**

Turnover in child care services is a significant issue and can notably impact the quality of the care and experiences provided for children - getting it right

from the start - recognising individual skills -  
professional development - creating cohesive  
teams - cost-effective ways of recognising and  
rewarding employee performance - creating an  
enjoyable workplace.

## Children Australia: Volume 34, Number 2, 2009

J120/09/034/002/011

### 57. Parental drug and alcohol use as a contributing factor in applications to the children's court for protection orders

**Leek, Lindsay; Seneque, Diane; Ward, Kaija**  
pp. 11-16

Drug use has a significant negative impact on the ability of parents to provide safe care for children and an outcome of this is the entry of some of these children into out-of-home care - this poses particular challenges for service providers, not only because of the complex nature of addiction, but also the many other issues facing these families - this paper reports on studies conducted by the Western Australian Department for Community Development in 2004 and 2007 which explored parental drug and alcohol use as a contributing factor in applications to the Children's Court for protection applications after neglect.

J120/09/034/002/017

### 58. Report of the Special Commission of Inquiry into Child Protection Services in New South Wales (the Wood Report)

**Hansen, Patricia and Ainsworth, Frank**  
pp. 17-23

In March 2009, the NSW Government published a response to the Wood Report, "Keep them safe: A shared approach to child wellbeing" The NSW Parliament in April 2009 also passed the Children Legislation Amendment (Wood Inquiry recommendations) Act 2009 with little debate. The legislation has introduced many of Justice Wood's recommendations and has enacted other changes that were not included in the Commission of Inquiry report. While many of the amendments are welcome, there is cause for concern about the likely consequences of some of the new provisions.

## Early Childhood Matters: Number 112, June 2009. *Bernard van Leer Foundation*

J163/09/JUN/112/003

### 59. The nature and consequences of stress on families living in low-income countries

**Wachs, Theodore D.**

pp. 3-10

Identifies a variety of stressors that can compromise both family functioning and children's development - however, not all families or children undergoing stress are affected to the same degree or in the same way - the impact of stress on families and children will depend upon the family's level of resources, existing family problems, family coping strategies and the individual characteristics of both parents and children - knowledge of what factors influence the ways in which families respond to stress offers a means through which interventions to deal with family stress can be designed and implemented.

J163/09/JUN/112/011

### 60. Can public policy have an impact on family stress and lead to an improvement in childcare

**Pacheco, Maria Cristina Torrado**

pp. 11-15

Parents and caregivers who live in permanent economic uncertainty and who struggle to survive are subjected to prolonged stress, which can affect the psychological strength they need to look after their children and deal with tensions or crisis situations - in situations of emergency or armed conflict - public policy it is important to develop and promote social support networks, both in terms of the social capital and support provided by neighbours, and in terms of the various state-provided services and programmes.

J163/09/JUN/112/020

### 61. A family strengthening programme in Bulgaria

**Dantcheva, Maria**

pp. 20-23

Helping parents face their challenges more effectively - SOS Children's Villages Association has been developing its family strengthening programme in Bulgaria since 2004 - the programme currently serves four locations; the

capital, Sofia; two provincial centre, Gabrovo and Veliko Tarnovo, and a small town, Radomir - in 2008, the programme supported 552 children from 290 families - the reasons for family stress - starting work with stressed families - the process of strengthening families - socially isolated parents often greatly appreciate the simple fact that somebody is treating them not as victims but as creators of their own destiny, and encouraging them to create plans for their own futures.

J163/09/JUN/112/024

**62. We have to understand more the relationship between early childhood programmes and the role of the family**

**Heckman, James**

**pp. 24-29**

An interview with Professor James Heckman, of the University of Chicago, a Nobel Laureate in economics and an advisor to President Obama on early childhood policy - he is regarded as one of the leading authorities on the economic case for investing in early childhood programmes.

J163/09/JUN/112/030

**63. Strengthening emotional bonds**

**Castro, Maria Isabel Alva and Francode La Peza, Rafel Gonzalez**

**pp. 30-35**

The Weaving Networks for Life programme was developed by the Cuidarte A.C. organisation and was conceived as a psychosocial intervention in Mexico's Jalisco State, which has one of the highest rates of domestic violence in the country - programme comprises three strategies: emotional literacy; prevention of mistreatment, abuse and violence; and promoting good treatment.

J163/09/JUN/112/036

**64. Building resilience in vulnerable children and stressed caregivers**

**Picken, Pam and Sikhakhana, Vicky**

**pp. 36-41**

In KwaZulu-Natal, the most populous province of South Africa, a high proportion of families are under extreme stress caused by the combined effects of poverty and the HIV/AIDS pandemic - TREE's Siyafundisana ('We learn together') programme helps parents and caregivers of young children - who are often their grandparents as the pandemic has claimed the middle generation - to offer them better care.

J163/09/JUN/112/042

**65. Parental stress and its implications in Jamaica**

**Ricketts, Heather and Daley, Camille**

**pp. 42-46**

The stress factors - implications for interaction with children and disciplining - a survey found that there was a direct relationship between stress and the number of children parents had in their care - parenting training is necessary to engender healthier parenting, healthy child development and a renewed emphasis on family planning to ensure that family sizes are manageable.

J163/09/JUN/112/047

**66. I want to, I can...learn and have fun at nursery school**

**Givaudan, Martha; Barriga, Marco; Gaal, Fernando**

**pp. 47-51**

The "I want to, I can... learn and have fun at nursery school" programme was developed in communities with a high migration rate in Mexico's Hidalgo State and involved girls, boys, nursery school teachers, mothers and/or caregivers - the programme had a positive effect on children's ability to develop internal protective factors and it helped foster resiliency in girls and boys, allowing them to better deal with adverse migration-related situations.

J163/09/JUN/112/052

**67. Brooding on vulnerable children and caregivers**

**Okwany, Auma; Mulongo, Elizabeth M. Ngutuku**

**pp. 52-60**

This paper draws on discussions with communities in Kenya and Uganda that took place during while data was collected for an ongoing study on how indigenous and local knowledge systems and practice can be leveraged to strengthen childcare.