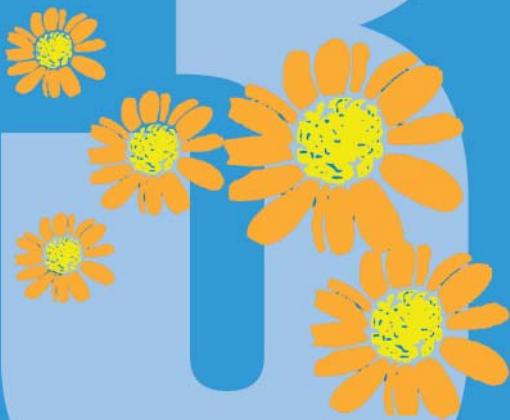


**I will
blossom
with
nurturance**



**Child's Right
to Development**

Child's Right to Development

Do You Know that in India

- Primary School Enrolment Ratio in 2000-2004 was 90 for male and 85 for female
- Percentage of primary school entrants reaching grade 5 in 2004 was 61
- Secondary School enrolment ratio in 2000-2004 was 58 for male and 47 for female
- Secondary school attendance ratio in 1996-2004 was 45 for male and 36 for female

*Collated from: The State of World's Children 2006.
UNICEF, New York, 2005*



Right to Development



This group of Child Rights connotes that every child has the right to a standard of living that makes it possible for her/him to develop her/his mind and body.

Right to Development also includes Right to Education – the kind of education that prepares the child for life, that prepares the child to live responsibly in a free society, that enables the child to respect others (human beings, animals, birds, and environment).

The Right to Play is another important component of the Right to Development. Children must have a right to rest and relax and play in a way that suits their age. Children also have the right to take part freely in cultural life and the art.

In many countries, there are groups of people who do not speak the same language or belong to the same ethnic group or practice the same language as the main group. Children who belong to these smaller (minority) groups must be allowed to enjoy their own culture, practise their own religion and speak their own language.


Support and care for Early Childhood Development are also important parts of the Right to Development.

The case study given below suggests some reasons why children do not attend the school.

Vinay – a bread earner at 16

Vinay has one elder brother, two elder sisters and two younger sisters besides parents who do not keep good health. He could not tell the age of any of his siblings. The family migrated from Delhi to Bavla about a year back because the cost of living in Bavla is lower as compared to Delhi and there are employment opportunities due to rice mills in Bavla.

Nobody in Vinay's family has ever gone to a school. He gave two reasons for not attending the school-one was the fear of teacher beating him and the second was the necessity to earn and support the family. He feels that the Government should explain the importance of education to parents and parents should send their children to school. He said that parents should take care of their children



and meet all their needs. All the children should have a secure childhood.

Vinay's elder brother did not take any responsibility for the family. Therefore, the responsibility of supporting the family fell on Vinay's tender shoulders. He carries rice bags in the mill from 6.00 a.m. to 6.00 p.m. They get one hour lunch which he takes at 5.00 p.m. so that he can go home early. Instead of lunch, he prefers to take tea as it controls his hunger. For the hard work of eleven hours, Vinay earns Rs. 50/- per day which is hardly enough to feed the family.

He does not mind if nobody takes him to the doctor when he is sick because the doctor charges high fees. He feels extremely bad to see children begging. He feels that there should be a shelter for such children to protect them from sun & heat. He feels depressed on hearing the cases of violence against women.

Vinay's ambition is to set up a paan galla (a kiosk to sell beetle nut leaves & low cost sweets) for his parents so that they can earn something without putting in heavy labour. His another ambition is to work as a policeman so that he can fight terrorism. In order to enjoy life, he would

also like to have a piece of land and a comfortable house.

Vinay seems like a sensitive child who works extremely hard to support his family. Despite leading a life full of hardship, he possesses lofty ideas of fighting against terrorists and making his parents self-sufficient by setting up a kiosk. What could be done to see that Vinay has a positive image of a teacher and not the one who beats children with a stick?



Questions for Discussion

- What needs to be done to help parents realize the importance of education?
- When parents are unable to support children or send them to school because of their health problems and economic constraints, who should intervene and in what manner?
- How can the negative image of a school and a teacher be made positive (where children are not beaten and they enjoy learning?)
- Isn't it important to link a child's right to education to the quality of education?

Based on the case study given above and our general observations, let us look at the factors that come in the way of realisation of the Right to Development

***F*actors that Hinder Realisation of the Right to Development**

Social Factors:

- Education is not considered important by poor people as it does not improve the quality of their lives.
- School education is not attractive enough for children. The curriculum is not life oriented, the methods are not interesting

and many teachers are not competent, creative and committed.

- There is no direct relationship between one's education and one's earning capacity.
- Family circumstances as described in the case study above compel a child to work in order to support his family and there is no alternative to regular schooling in all the villages or all the localities of urban areas.

Economic Factors:

- In India there are types and types of schools and ironically the quality of education in Government schools is inferior than the quality of education in high-fee-paying private schools. Hence, poor people who form masses in our country do not have access to quality education.
- Budget allocation for education and health sectors which are essential for healthy personality development of a child is always low.
- There is a wide gap in the income of teachers, ANMs¹, AWWs² as compared to doctors, engineers, chartered accountants and such professionals and hence talented people are not attracted to the low-paid vocations/professions.





Political Factors:

- Education is not included in the manifesto of any political party and has been given low priority in national/state planning and subsequently in resource allocation.
- Education has become commercial and lacks value orientation
- The Government schemes are not effective as they lack proper preparation in terms of infrastructure, training of personnel and monitoring.
- The Government has not been able to fulfill the constitutional directive of providing free, compulsory, universal education to all

She wants to go to School too



children below the age of 14 years and therefore has brought amendment by reducing the age group from 6 to 14 years leaving the most potential age group of children below 6 years from its ambit.

Let us have a glimpse at the schemes available to children, which would enhance their developmental potential.



Policies and Programmes to Ensure Right to Development in India

- The National Plan of Action for Children (NPAC) 2005 emphasises universalisation of early childhood services, providing free and compulsory education of good quality to all children in 6-14 age group and special opportunities for the growth and development of the girl child.
- The Integrated Child Development Services (ICDS), which is one of the world's largest and most unique programmes for early childhood development seeks to reduce both socio-economic and gender inequities. Preschool education is one of the important components of ICDS besides supplementary nutrition, immunisation etc.
- During 1991-92, a special intervention was introduced for adolescent girls using the ICDS infrastructure. This intervention focuses on school dropouts and girls in the age group of 11-18 years, and seeks to meet their needs of self-development, nutrition, health, education, literacy, recreation and skill formation.
- The Balika Samriddhi Yojana was launched in 1997 with the specific objective of changing the community attitude towards the girl child. The scheme also envisages enrolment and retention of girl children in schools.

- The District Primary Education Programme (DPEP) was launched to achieve universal primary education.
- Sarva Shiksha Abhiyan (SSA) was launched to ensure that every child in the 6-14 years age group is either in a school, education guarantee centre, or a back-to-school camp.
- State specific initiatives like Lok Jumbish and Shiksha Karmi in Rajasthan and in Bihar Education Project were initiated.

***A* Glance at the Legal Provisions related to Child's Right to Development**

- According to the Constitution of India, primary and elementary schooling are to be provided free of cost to all citizens. The National Policy for Education, 1986, took the holistic view and the states and Union Territories were asked to prepare their own State Programmes of Action.
- The 83rd Constitutional Amendment Bill, 1997, guarantees the right to free and compulsory education for children from 6-14 years of age. It also makes it a fundamental duty of parents/guardians to provide opportunities for education to children in this age group. This would be implemented as part of Sarva Shiksha Abhiyan.
- The States of Tamil Nadu and Kerala have enacted laws to make elementary education compulsory.
- The Government of India passed the Commission to Protect Child Rights Bill in 2005 which received ascent of the President of India in January 2006.

Despite having the schemes and laws, so many children are not covered either by the schools or by the non-formal education centres. This could be because we are not able to address the issues of the street children, children of migrant population, availability of schools and /or non-formal education centres in a holistic manner.

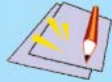
Role of Various Stakeholders in Promoting Child's Right to Development

As Government



- To make education broad based and de-link it from the text books, schools and examinations.
- To take a holistic view of “Education for All” and tackle the multi faceted problems preventing children from attending the school such as poverty, working children, poor infrastructure of school, poor quality of curriculum and teacher education, lack of incentives to teachers, lack of facilities for girl students etc.
- To make early childhood education play oriented and to incorporate healthy recreational facilities in education system at all levels.
- To enhance accountability of concerned functionaries such as Anganwadi Workers, Teachers, Teacher Educators, Non-formal Educators, sports coaches, cultural programme organisers etc. and motivate them to make their work child friendly.
- To make adequate budget provision for health, education and all the other sectors pertaining to children.

As Academic Institution



- To improve the quality of formal and non-formal education and of teacher education.
- To emphasize on value oriented education so that we can prepare children who will be conscientious teachers, doctors, nurses, community workers in future.
- To incorporate Life Skill Education for adolescents to enable them to meet the challenges of life.
- To introduce “parenthood education” programmes for young persons to enable them to understand their responsibilities as young parents.
- To design the education in such a way that it caters to the children having varied interests, abilities and aptitude. Such education only would attract children to schools/education centres.



As NGOs³, CBOs⁴, VOs⁵



- To spread awareness among masses that receiving quality education is the right of every child and every individual.
- To propagate that girl children should be given equal opportunities in receiving education.
- To prepare IEC material and booklets to make education interesting and informative.
- To assist the Government to make education life oriented so that even illiterate and ignorant people would realise the value of education for their children.
- To prepare the functionaries/personnel to organise non-formal education for children.
- To educate the un-reached child i.e. those who are in remote areas, or belong to migrant population or those who are working children.

As Media



- To create mass awareness through print media, radio, television, films on significant issues such as
 - Gender equity
 - Promoting all round development of a child through play
 - What can parents, teachers, community members do to educate children and more such issues

(Footnotes)

¹ Auxiliary Nurse Midwife

² Anganwadi Worker

³ Non Government Organisation

⁴ Community Based Organisation

About CHETNA

CHETNA¹, meaning “awareness” in several Indian languages and an acronym for Centre for Health Education, Training and Nutrition Awareness is a non-government support organisation based in Ahmedabad, Gujarat. CHETNA’s mission is to contribute to the empowerment of disadvantaged children, adolescents and women to gain control over their own, their families’ and communities’ health. Beginning its activities in 1980, CHETNA has broadened its activities in the field of nutrition, health, education and development from a “Rights” perspective.

CHETNA builds the management capacities of education/health practitioners/supervisors/managers with a view to enable them to implement their field programmes from a holistic and gender perspective and advocate for people centered policies.

CHETNA develops need-based training and education materials, which are widely disseminated at the state, national and international levels.

An Information and Documentation Centre (IDC) addresses the information needs of individuals, organisations, academicians, reserachers and students working on health, education and development concerns.

CHETNA has been identified as a Regional Resource Centre (RRC) for Gujarat State and the Union Territories of Daman, Diu and Dadra Nagar Haveli to provide technical assistance to NGOs to improve RCH, facilitate GO-NGO partnership, document and disseminate successful approaches and provide inputs to GOI to ensure effective implementation of policies.



For Children Young People Women

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