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Early Childhood Care - Implementation of Child Right and Legal Entitlements in Preschools.

UK ABDUNNASAR

Research Scholar, Education Department
Annamalai University, Chidambaram, India.

Abstract: Development of children with early ages is now increasingly recognized as a human right issue (UNICEF 2015). To recognition that young children as holders of rights enshrined in the constitution, Convention on Right of Children (CRC-1989) and other policy documents should be guaranteed. The early childhood is a critical period for the realization of these rights. Useful interpretation and implementation of child right and analysis of it at various contexts and developmental stages of child is inevitable. Implementing the showcased child rights (UDHR 1948) and legal entitlements in early childhood education system is thus an effective way to prevent personal, social and educational difficulties of child during later stages of development (ICCPR1966)³. This paper aims to make aware the teachers, parents and care givers to realize of rights for all young children, enhance them to practice it by knowing the policies, laws, programmes, practices entitled for preschool children. It suggests the need of professional enrichment in a global process and perspectives on early ager's rights and localized the practice (BodilRasmusson 2016) by teachers in all preschools. The data from 240 preschool teachers from Kozhikode District, Kerala were analyzed for different aspects of child right at early age. The results show that teachers are less aware of child right and implementation and enactment legal entitlement related with early agers speculated in various documents.

Index Terms: Child Right, Early childhood Care, ECCE, Legal entitlement, Preschools.

I. INTRODUCTION

Various conventions, summits, commissions and researches has highlighted the particular risks to young children from malnutrition (NFSA 2013), disease, poverty, neglect, social exclusion, discriminations and a range of other adversities. Theory and research which confirms that young children are best understood as social actors whose survival (Franklin, B.2002)⁵, well-being and development are dependent on and built around close relationships. These relationships are normally with a small number of key people, most often parents, members of the extended family and peers, as well as caregivers and other early childhood professionals. Appropriate interventions and strategies during early childhood have enough potential (National ECCE Policy 2013) to impact on young children's current well-being and future prospects. The "early childhood" includes all young children, at birth and throughout infancy (NCERT 2018); during the preschool years; as well as during the transition to school. Beliefs and expectations about young children are also changing (Nelson, 2017), including through greater recognition of their rights.

II. REVIEW ON RELATED LITERATURE

2011 census India explicates 158.7, million children are in the age group of 0-6 years that comprising 16% of Indian population. The World bank (2013), UNICEF (2013) reported the child right negligence related to health of young children. The Sustainable Development Goal (SDG) include the guarantee for early child hood development. It is suggested to preparation of legal measures and binding entitlements dealing ECD (Prof.Mool Chand Sharma (2015). The Child welfare committee (1919) established by League of Nation (LON) documented the adult's responsibility to children. The international conventions and policy documents such as International Covenant on Civil and Political right(1966), Health for all Declaration (1978), Maternity Protection Convention (2000), Education for all Declaration (1990), Frame work for action to meet Basic Learning Needs (1990), Dakar Frame work for Action (2000), General Comments (GC7- 2005), National ECCE policy (2013), Rajive Gandhi National Creche for working Mothers(2013), National food security act (2013), Person with Disability Act(1995), National Nutrition policy (1993), National Charter for Children(2003), Right of Children to free and Compulsory Education Rules (2010) of Government of Kerala are establishes importance of early child hood

rights. Though these documents emphasize the importance of individual right of children, but this approach and its implementation are unfamiliar to many of the preschool teachers and caregivers.

III. OBJECTIVES

1. To study the understanding and attention of preschool teachers in their obligations towards young children's rights.
2. To study the awareness of the preschool teachers on specific entitlements on of early childhood right that impact on the individual rights in and out of school.
3. To find out preschool teacher's awareness on implementation of various child right entitlements based on subsample locale.

IV. RESEARCH QUESTIONS

1. Do the preschool teachers and care givers are aware about the right of young children of early age they are handling?
2. What kind of awareness exist among the teachers, parents and care givers regarding the right of children in various legal entitlements?
3. What are the strategies and interventions they followed to ensure the right of children enshrined in various entitlements of right of children?
4. Do there any association with teacher's locality and their awareness on legal entitlement and its implementation strategies at preschools?

V. METHODOLOGY

The purpose of this study was to identify the awareness of preschool teachers regarding various legal entitlements regarding child right such as constitutional context, international conventions, declarations, National policies and schemes regarding child right related to health, nutrition, care and education. The study also aims to know the implementation of various components of child right in preschools. The Data collected from 240 preschool teachers under the department of General education of Kozhikode District in Kerala. The data collection was done by survey method and is done through a Google form. This study was an attempt to reveal, whether the teachers are concerned of rights of children at the early stage, the awareness, intervention followed to ensure the child rights in and out of the classroom . The research is designed as a mixed method, which involves the collection and analysis of both quantitative and qualitative data in the same study.

Tools used:

Data collected using tools developed by the researcher. "Inventory for preschool teachers on awareness and interventions on Child right aspects"

Statistical Technique

Analysis of the data was carried out using descriptive and inferential statistics. Estimation of Percentage and its analysis were used. The results obtained through the above technique were interpreted and triangulated to ensure qualitative analysis. The following statistical techniques were used.

Percentage analysis

Chi square test

Table :1. Teachers awareness on legal entitlements on child rights

Legal entitlements on early child hood development	Option	Rural	Urban	Total	Chi-square
Awareness about directive principles and	Yes	108	120	12	$\chi^2=$ 12.632; df = 1; p = 0.000
		90.0%	100.0	95.0%	
	No	12	0	228	
Awareness on declarations about Health for all	No	57	53	110	$\chi^2=$ 0.269; df = 1; p = 0.604
		47.5%	44.2%	45.8%	
	Yes	63	67	130	
Awareness on declarations Education for all	No	80	43	123	$\chi^2=$ 22.831; df = 1; p = 0.000
		66.7%	35.8%	51.2%	
	Yes	40	77	117	
Awareness on RTE Act.	No	75	40	115	Pearson Chi-Square = 20.452; df = 1; p =
		62.5%	33.3%	47.9%	
	Yes	45	80	125	
National Policy for Children	No	120	98	218	$\chi^2=$ 24.220; df = 1; p = 0.000
		100.0%	81.7%	90.8%	
	Yes	0	22	22	
Integrated Child development service	No	81	107	188	$\chi^2=$ 16.596; df = 1; p = 0.000
		67.5%	89.2%	78.3%	
	Yes	39	13	52	
National ECCE policy	No	69	64	133	$\chi^2=$ 0.422; df = 1; p = 0.516
		57.5%	53.3%	55.4%	
	Yes	51	56	107	
National food security act	No	101	79	180	Pearson Chi-Square = 10.756; df = 1; p =
		84.2%	65.8%	75.0%	
	Yes	19	41	60	
Constitutional articles related with Early child	No	80	87	167	$\chi^2=$ 0.965; df = 1; p = 0.326
		66.7%	72.5%	69.6%	
	Yes	40	33	73	
		33.3%	27.5%	30.4%	

Table -1, reveals the data regarding the Teacher's awareness on legal entitlements on child rights such as directive principles and state policies, declarations about Health for all, declarations Education for all, Awareness on RTE Act(MHRD. 2009), Integrated Child development Service, National ECCE policy, National food security act, Constitutional articles related with Early child hood care.

It is explicit from the information given in the table about awareness on directive principles of constitution related with child right. 95% of preschool teachers agreed that they are aware about directive principles of constitution related with child right. Locale wise analysis shows that all preschool teachers from of urban preschools are aware about directive principles of constitution related with child right, where as in rural it is only90%. The preschool in urban area are better than rural area in aware about directive principles of constitution related with child right($\chi^2= 12.632$; df = 1; p = 0.000) is greater than table value (3.84)..

The presented data in table also indicate 54.2% of preschool teachers have awareness on declarations about Health for All (HFA). It is noticed that 45.8% of schools are not aware about HFA. There are 47.5% of schools from rural and 44.2 % schools from urban preschool are not awareness on declarations about HFA. There is no significant association in the Awareness on declarations about HFA in rural and urban preschool teachers, since the calculated Chi squire value ($\chi^2= 0.269$; df = 1; p = 0.604) is less than table value (3.84)

Regarding the awareness on declarations Education for all (EFA)51.2% of preschools teachers are not so far aware, however 48.8% of schools aware about declarations EFA. There exists significant association in the awareness about declarations EFA, since the calculated Chi squire value ($\chi^2= 22.831$; df = 1; p = 0.000) is greater than table value (3.84). The preschool in urban area are better than rural area in aware about declarations EFA.

It is also shown in the table that awareness on RTE Act of preschools teachers are 52.1%, whereas 47.9% not. The locale wise analysis shows that rural schools are lagging in awareness of Teachers on RTE Act of (62.5%) than the urban preschool teachers (33.3%). It is remarkable that 66.7% urban schools are aware on RTE Act. The preschool in urban area are better than rural area on awareness on RTE Act(Chi squire value ($\chi^2= 20.452$; df = 1; p = 0.000) is greater than table value (3.84).

From the data presented in the table,90.8% of preschool teachers are not yet aware about National Policy for Children, only. Locale wise analysis reveals that all the rural schools (100%) and 81.7% of urban schools are not aware about National Policy for Children. It is noticed that 18.3 preschools from urban area are aware about National Policy for Children. The preschool teachers in urban area are better than rural area in their awareness about National Policy for Children($\chi^2= 24.220$; df = 1; p = 0.000).

The data regarding awareness on Integrated Child development Service(ICDS) shows that only21.7% preschool teachers are well aware, whilst 78.3 % of schools are yet to be aware about ICDS. The locale wise analysis shows that 67.5%rural school and 89.2%

urban school teachers are not awareness on ICDS. There is only 32.5 of rural preschool and 10.8% of urban school teachers have awareness on ICDS. The preschool in rural area are better than urban area in awareness on Integrated Child development service value ($\chi^2= 16.596$; $df = 1$; $p = 0.000$).

Data regarding awareness on National ECCE policy shows that 55.4% of preschools are sensitized, whereas 44.6% of preschools are not have awareness on National ECCE policy. The locale wise analysis shows that only 42.5% rural and 46.7% urban schools only have awareness on National ECCE policy. It is clear from the data that 57.5% of rural preschool and 53.3% of urban schools are not Aware about National ECCE policy. There is no significant association in Awareness on National ECCE policy in rural and urban preschool, since the calculated Chi squire value ($\chi^2= 0.422$; $df = 1$; $p = 0.516$) is less than table value (3.84).

Regarding the awareness on National Food Security Act (NFSA) 25% of preschools teachers have awareness, however 75% of preschool are not aware on NFSA. Locale wise analysis shows that 84.2% of rural schools and 65.8% of urban schools have not Awareness on NFSA. There exists significant association in awareness on NFSA of preschool teachers with locality, since the calculated Chi squire value ($\chi^2= 10.756$; $df = 1$; $p = 0.001$) is greater than table value (3.84). The preschool in urban area are better than rural area in Awareness on NFSA.

Table also shows that 69.6% of preschools teachers are do not have awareness on Constitutional articles related with Early child hood care, only 30.4% schools have. Locale wise analysis shows that only 33.3% of rural school and 27.5% of urban school teachers have awareness on Constitutional articles related with Early child hood care, while 67.7% of rural and 72.5% of urban preschool do not have awareness on Constitutional articles related with Early child hood care. There is no significant association in awareness on Constitutional articles related with Early child hood care in rural and urban preschool, since the calculated Chi squire value ($\chi^2= 0.965$; $df = 1$; $p = 0.326$) is less than table value (3.84).

Table :2. Implementation of various aspects of child right in and out of schools.

Childright components	Option	Rural	Urban	Total	Chi-square
Right to life, survival and development	Yes	53	68	121	$\chi^2=3.750$; $df = 1$; $p = 0.053$
		44.2%	56.7%	50.4%	
	No	67	52	119	
		55.8%	43.3%	49.6%	
Right to non-discrimination.	No	18	16	34	$\chi^2= 0.137$; $df = 1$; $p = 0.711$
		15.0%	13.3%	14.2%	
	Yes	102	104	206	
		85.0%	86.7%	85.8%	
Best interests of the child.	No	54	74	128	$\chi^2= 6.696$; $df = 1$; $p = 0.010$
		45.0%	61.7%	53.3%	
	Yes	66	46	112	
		55.0%	38.3%	46.7%	
Respect for the views and feelings of the young child	No	42	78	120	$\chi^2= 21.600$; $df = 1$; $p = 0.000$
		35.0%	65.0%	50.0%	
	Yes	78	42	120	
		65.0%	35.0%	50.0%	
	No	120	120	240	
		100.0%	100.0%	100.0%	
	Yes	120	120	240	
		100.0%	100.0%	100.0%	
Right to rest, leisure and play	No	18	63	81	$\chi^2= 37.736$; $df = 1$; $p = 0.000$
		15.0%	52.5%	33.8%	
	Yes	102	57	159	
		85.0%	47.5%	66.2%	

Table -2, reveals the data regarding the findings on implementation of various child right aspects and use interventions in and out of classrooms in preschools. Association of implementation of various child right aspects with locality of preschools such as right to life, survival and development, right to non-discrimination, best interests of the child, respect for the views and feelings of the young child, rights based, multisectoral strategies, access to services, especially for the most vulnerable, right to rest, leisure and play

It is reveals from the data only 50.4% of preschool teachers implemented strategies for right to life, survival and development preschool children, whereas 49.6% are not. Locale wise analysis shows that only 44.2% of rural schools and 56.7% of urban schools are implemented strategies for right to life, survival and development. There is no significant association in provision of strategies for right to life, survival and development of preschool students, since the calculated Chi squire value ($\chi^2= 3.750$; $df = 1$; $p = 0.053$) is less than table value (3.84).

Table also shows that only 14.2% of schools ensure children's right to non-discrimination, whereas 85.8% schools not ensures. Locale wise analysis shows that 85.0% of rural and 86.7% of urban schools are not ensure children's right to non-discrimination. There is no significant association in provision for ensure children's right to non-discrimination with locales, since the calculated Chi squire value ($\chi^2= 0.137$; $df = 1$; $p = 0.711$) is less than table value (3.84).

The table also reveals that 53.3% preschool teachers have consideration of best interests of child, whereas 46.7% schools are not. Locale wise data shows that 55.0% rural and 38.3% of urban preschool are not give due consideration of best interests of the child. It is noticed that 61.7% of urban schools are considering the best interests of the child. There exist significant association in consideration of best interests of the child, since the calculated Chi squire value ($\chi^2= 6.696$; $df = 1$; $p = 0.010$) is greater than table value (3.84). The preschool in urban area are better than rural area in consideration of best interests of the child.

The table also shows that half of the preschool are not respect for the views and feelings of the young child (50%). Locale wise analysis shows that only 35% of rural preschool and 65.0% of urban schools are respect for the views and feelings of the young child.

There exists significant association in respecting for the views and feelings of the young child, since the calculated Chi square value ($\chi^2=21.600$; $df = 1$; $p = 0.000$) is greater than table value (3.84). The preschool in urban area are better than rural area in respect for the views and feelings of the young child.

From the table it is clear that all the schools (rural and urban) are not using rights based multi sectoral strategies. 33.8% preschools not have such strategies, whereas 66.2% school use rights based, multi sectoral strategies. Locale wise analysis shows that 15.0% of rural preschool and 52.5% of urban preschool are implementing rights based, multi sectoral strategies. There exist significant association in Rights based, multi sectoral strategies in preschools with locales, since the calculated Chi square value ($\chi^2= 37.736$; $df = 1$; $p = 0.000$) is greater than table value (3.84). The preschool in urban area are better than rural area in Rights based, multisectoral strategies.

Table also shows that 59.2% of preschool not provision for access to services, especially for the most vulnerable group of young children, whereas 40.8% of schools only have the provisions. Locale wise analysis shows that only 33.3% of rural schools and 48.3% of urban schools have provision for access to services, especially for the most vulnerable group of young children, whereas 66.7% of rural preschool and 51.7% of urban preschool are not provision for access to services, especially for the most vulnerable group of young children. There exist significant association in provision for access to services, especially for the most vulnerable group of young children with locales, since the calculated $\chi^2 =5.588$ ($df = 1$; $p = 0.018$) is greater than table value (3.84).The preschool in urban area better than rural preschool in getting provision for access to services, especially for the most vulnerable group of young children.

There is no provision for right to rest, leisure and play for 83.3% of preschool children. The locale wise data also shows that only 14.2% of rural preschool and 19.2% of urban schools gives provision for right to rest, leisure and play. There is no significant association in provision for right to rest, leisure and play in rural and urban preschool, since the calculated Chi square value ($\chi^2= 1.080$; $df = 1$; $p = 0.299$) is less than table value (3.84)

VI. FINDINGS CONCLUSIONS

Findings on awareness of preschool teachers on various child right Entitlements

95% of preschool teachers agreed that they are aware about directive principles of constitution related with child right. Only 54.2% have awareness on declarations about Health for all. Regarding Declarations on EFA, 51.2% of preschools teachers are not so far aware.66.7% of rural schools and 35.8% of urban schools are not aware on EFA. Only 52.1%, Preschools teachers are aware about RTE, whereas 47.9% not. The locale wise analysis shows that rural schools are lagging in awareness on RTE Act (62.5%) than the urban preschool teachers (33.3%).It is clear from the data 90.8% of preschool teachers are not yet aware about National Policy for Children. 21.7% preschool teachers are well aware, whilst 78.3 % of schools are not yet have awareness on ICDS. The Awareness on National ECCE policy is inadequate(55.4%) ,whilst 44.6% of preschools are not aware. Regarding the Awareness on National Food Security Act, 25% of preschools teachers have awareness, however 75% of preschool are not aware.69.6% of preschools teachers do not have awareness on Constitutional articles related with Early child hood care.

Association of awareness on various child right entitlements with locality of preschool teachers

There exists significant association in the aware about directive principles of constitution related with child right. Rural and urban schools are same as in the awareness about directive principles.

There is no significant association in the awareness on various child right entitlement and locality of preschool teachers such as, declarations about Health For All (Pearson Chi-Square = 0.269; $df = 1$; $p = 0.604$), declarations Education for all (Pearson Chi-Square = 22.831; $df = 1$; $p = 0.000$), RTE Act, (Pearson Chi-Square = 20.452; $df = 1$; $p = 0.000$), Integrated Child Development Service, (Pearson Chi-Square = 16.596; $df = 1$; $p = 0.000$), National ECCE policy (Pearson Chi-Square = 0.422; $df = 1$; $p = 0.516$), National food security act (Pearson Chi-Square = 10.756; $df = 1$; $p = 0.001$), Constitutional articles related with Early child hood care (Pearson Chi-Square = 0.965; $df = 1$; $p = 0.326$).

Findings on implementation of various child right aspects in preschools.

It is revealed from the study that only 50.4% of preschool teachers implemented strategies for right to life, survival and development preschool children. Only 14.2% of schools ensure children's right to non-discrimination. 53.3% preschool have consideration of best interests of the child. It is noticed that 61.7% of urban schools are considering the best interests of the child. All the schools (rural and urban) are not using rights based, multisectoral strategies33.8% preschools not have such strategies. Half of the preschool are not respect for the views and feelings of the young child (50%). Locale wise analysis shows that only 35% of rural preschool and 65.0% of urban schools are respect for the views and feelings of the young child.59.2% of preschool are not giving provision for access to services, especially for the most vulnerable group of young children. 83.3% of preschool children have no provision for right to rest, leisure to play.

Association of implementation of various child right aspects in preschools with locality of preschools

There is no significant association in provision of strategies for right to life, survival and development of preschool students, (Pearson Chi-Square = 3.750; $df = 1$; $p = 0.053$) provision for ensure children's right to non-discrimination (Pearson Chi-Square = 0.137; $df = 1$; $p = 0.711$),Provision for right to rest, leisure and play in rural and urban preschool, since the calculated Chi square value (Pearson Chi-Square = 1.080; $df = 1$; $p = 0.299$)

There exist significant association in the following components and locale of preschool teachers such as Consideration of best interests of the child, (Pearson Chi-Square = 6.696; $df = 1$; $p = 0.010$) is greater than table value (3.84), respecting for the views and feelings of the young child, since the calculated Chi square value (Pearson Chi-Square = 21.600; $df = 1$; $p = 0.000$), Rights based, multisectoral strategies in preschools with locales, since the calculated Chi square value (Pearson Chi-Square = 37.736; $df = 1$; $p = 0.000$), Provision for access to services, especially for the most vulnerable group of young children with locales, since the calculated Pearson Chi-Square 5.588 ($df = 1$; $p = 0.018$)

VII. SUGGESTIONS

Children are the most vulnerable subgroup in society. Despite the recognition of children as holders of rights, their capacity to give their opinions and express themselves is still questioned in some spheres of society. In particular, their participation in decision-making related to their health, education and early care needs. Children are the first to be exposed to practices that might endanger their health, education and well-being in the society. They are also the most invisible members of the family and social group, placing them at immediate level of vulnerability. The discussion concerns the role of teachers, caregivers and parental and/or State authority, reviewing its function and proposing strategies of apt use of legal entitlements, right awareness and assurance enshrined. This can only promote children's right for provision, protection and participation in everything that supportive for their developmental needs during early age. The question regarding the awareness and implementation status of child right and legal entitlement is still a critical matter, in which the rights of children are viewed from a normative perspective, allowing an opening up towards an understanding of urgent and priority in preschool curriculum, infrastructure, methodologies and stake holder's involvement in child care and education.

The study highlights the crucial role for Teachers and other primary caregivers. The awareness of all mentioned entitlements of different documents, reports are not aware for half of the teachers has to be taken as critical. It shows that teachers and care givers are giving much attention for academic components rather than ensuring rights which are vital for holistic and comprehensive development. The social trends and the role of the family should be focused on rights -based, multi sectoral strategies. Programme standards and professional training for teachers, caregivers and parents should be appropriate to the age range. Access to services for early agers, especially for the most vulnerable, health-care provision, early childhood education, community based programmes, Human rights education in early childhood should be considered as immediate priority.

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