

UNIT III: TOWARDS INCLUSION

INTEGRATED EDUCATION OF THE DISABLED CHILDREN (IEDC, 1974)

Inclusion, as way of integrating children with special needs into regular schools, gained prominence in India since 1970. The Centrally sponsored scheme of Integrated Education for Disabled Children (IEDC) was launched in 1974 by the then Department of Social Welfare and was later transferred to the Department of Education in 1982-83. The Scheme was last revised in 1992. The Scheme provides educational opportunities for children with disabilities in common schools to facilitate their integration and ultimate retention in the general school system. The scheme is being implemented through the Education Departments of State Governments and Union Territories as well as through Non-Governmental Organizations. Under the Scheme of IEDC, 100 percent assistance is being provided under various components for education of children suffering from mild to moderate disabilities in common schools. The components include:

- ✓ identification of the children with disabilities.
- ✓ preparing and providing teaching and learning materials.
- ✓ establishing an administrative cell.
- ✓ assessment of children with disability.
- ✓ facilities regarding children with special needs.
- ✓ appointment of special teachers
- ✓ facilitating a resource room.
- ✓ provision of instructional material.
- ✓ removal of architectural barriers, and
- ✓ relaxation of rules to promote access to children with disabilities. The scheme

IEDC aims at retention in common schools rather than special schools to develop communication and daily living skills at the functional level [Puri et al: 2004;19]. The primary task was to provide suitable orientation to all the school teachers while conducting a survey to identify children with disabilities in general schools. The responsibility to make arrangements for equipment, learning materials, staff, etc. in order to provide education to children with disabilities was given to state-level cell. The Coordinator of the cell was also responsible for

arranging the assessment of the children and monitoring their ongoing progress. The assessment report had to be comprehensive enough for educational programming, i.e. an adequate report on what a particular child can or cannot do during testing situations. The report had to specifically indicate whether the child can be put directly into school or should receive preparation in special school/special preparatory class in the Early Childhood Education Centre specially equipped for this purpose.

The appointment of special teacher was done at two levels, i.e. primary and secondary. The Primary teachers should have had at least one year course, preferably multi-category, in special education or with specialization in teaching any type of disabled children depending upon the category of children enrolled in the Integrated Education for Disabled Children (IEDC) Units. Such teachers were oriented subsequently in the education of other categories of disability. The secondary teachers could have Graduation with Bachelor of Education (B. Ed Special Education) or any other equivalent professional training in special education. In the case of non availability of qualified special teachers, a short training course was conducted to teachers and appointed with a condition that they will complete the full course within three years of appointment. Since, teacher with experience in Non-Formal Education (NFE) and Adult Education (AE) are likely to have a better understanding of local environment and need, they were also identified for training under the scheme and appointed as special teachers. This training was also extended to staff in the departments because; the successful implementation of the Inclusive Education of the Disabled (IED) depended upon the responsiveness of the administrators and general teachers in the school. A short orientation course for administrators, heads of the institutions and general teachers associated with the implementation of the scheme were organized with the help of NCERT.

The IEDC scheme was implemented in more than 20,000 schools in India covering 1,20,000 children with disabilities. It aimed to provide educational opportunities for children with mild and moderate disabilities in general schools. According to Indian Education Report 2002 (Rao, et al: 2005, p.38), the integrated education in the case of children with locomotor disability or visual disability is more popular than that of other categories of persons with disabilities (Rao, et al: 2005). If fully implemented, this scheme had capability to change the educational status of more

than 30 million children with disabilities who did not have access to any form of education when the scheme was being implemented.

REHABILITATION COUNCIL ACT OF INDIA ACT 1992

The Council under the Act has prescribed the minimum standards of education required for granting recognized rehabilitation qualification by universities or institutions in India [www.disabilityindianetwork.org]. Rehabilitation Council of India (RCI) is the only institution which takes care of manpower development of different categories of professionals for comprehensive rehabilitation of persons with disability to meet the needs of their entire life cycle, i.e., physical and medical rehabilitation; educational rehabilitation, vocational rehabilitation and social rehabilitation. Its objectives are to regulate the training policies and programs in the field of rehabilitation of persons with disabilities, to bring about standardization of education and training in the field of rehabilitation professionals /personnel dealing with persons with disabilities, to prescribe minimum standards of education and training in the field of rehabilitation uniformly throughout the country and to regulate these standards in all training institutes. The other objectivities were to recognize foreign degrees /diplomas /certificates in the field of rehabilitation awarded by Universities /Institution on reciprocal basis, to maintain Central Rehabilitation Register of professional /personnel processing recognized rehabilitation qualification, to collect information on regular basis, on education and training in the field of rehabilitation of persons with disabilities from institutions in India and abroad, to encourage continuing rehabilitation education by way of collaboration with organizations working in the field of rehabilitation of persons with disabilities, and to promote research in rehabilitation and special education (www.rehabcouncil.nic.in).

The council intended to create professionals like Audiologists and Speech Therapists, Clinical Psychologists, Hearing Aid and Ear Mould Technicians, Rehabilitation Engineers and Technicians, Special Teachers for education and training the handicapped, Vocational Counselors, Employment Officers and Placement Officers dealing with the Handicapped, Multipurpose Rehabilitation Therapists and Technicians, Speech Pathologists, Rehabilitation Psychologists, Rehabilitation Social Workers, Rehabilitation Practitioners in Mental Retardation, Orientation and Mobility Specialists, Community Based Rehabilitation

Professionals, Rehabilitation Counselors/ Administrators, Prosthetists, Orthotists and Rehabilitation Workshop Managers (www.rehabcouncil.nic.in). The success of inclusive education lied with the professionals from above specializations.

R.T.E(2009)

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

The RTE Act provides for the:

- ✓ Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
- ✓ It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- ✓ It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- ✓ It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- ✓ It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- ✓ It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial

census, elections to local authority, state legislatures and parliament, and disaster relief.

- ✓ It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- ✓ It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,
- ✓ It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centered learning.

(SPECIAL REFERNCE WITH J&K)

- ✓ Every child of the age of six to fourteen years shall have a right to free and compulsory education in a nearby school till completion of elementary education Provided that every child of the age of below six years shall have a right to seek admission to Kindergarten (K.G.) in a nearby school where such a facility may be provided for.

For the purpose of sub-section (1), no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education or from seeking admission to Kindergarten:

Provided that a child suffering from disability, as defined in clause (i) of section 2 of the J&K Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1998, shall have the right to pursue free and compulsory education upto Class 8th in accordance with the provisions of Chapter V of the said Act. 4.

- ✓ Where a child above Five years of age has not been admitted in any school or, though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age:

Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time-limits, as may be prescribed:

Provided further that a child so admitted to a School shall be entitled to free education till completion of elementary education even after fourteen years.

SARVA SIKSHA ABIYAAN (2002)

The SSA is Government of India's flagship program for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of making free and compulsory education to the children of 6-14 years age group, a fundamental right. The SSA is a response to the demand for quality basic education all over the country. It was started in 2001-02 and has recorded impressive achievements by any yardstick.

To ensure free education to all children between the age of six years and 14 years, National Democratic Alliance (NDA) government launched the SSA in 2001 and brought a constitutional amendment in 2002 making elementary education as a fundamental right. The main objectives of the SSA program are (i) all children in school by 2003; (ii) all children complete five years of primary schooling by 2007; (iii) all children complete eight years of elementary schooling by 2010; (iv) focus on elementary education of satisfactory quality with emphasis on education for life; (v) bridge all gender and social category gaps at the primary stage by 2007 and at the elementary stage by 2010; and (vi) universal retention by 2010 (Das: 2007; p.21).

The SSA is different in terms of both scale and structure. First, it is a countrywide program and all states participate in it. Second, the SSA framework has been drawn up by national-level consultations and is being driven by the MHRD. Third, the implementation of the SSA has elements of both vertical and horizontal administrative structure—state and district education societies have been set up to make fund disbursement more efficient while most of the civil works and teacher appointments are still carried out by State School Education Departments. Fourth, the SSA envisages strong community participation with the setting up of Village Education Committees (VECs) and School Management

Committees (SMCs) in order to make the service providers, i.e., making the schools more accountable. Fifth, a similar decentralized institutional structure has been set up for teacher training and support through the Circle Resource Centres (CRCs), Block Resource Centres (BRCs) and District Institutes for Education of Teachers (DIETs) [Banerji and Mukherjee: 2008; 214].

However, UEE cannot be achieved unless children with special needs are also provided access to quality education. Hence, education of CWSN is made essential part of the SSA framework. The goals are to have eight years of elementary schooling for all children including children with disabilities in the age group of 6-14 years by 2010. Children with disabilities in the age group of 15-18 years are provided free education under Integrated Education for Disabled Children (IEDC) Scheme [www.ssc.nic.in]. The SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. Hence, the SSA has adopted a 'zero rejection policy'. This means that no child having special needs should be deprived of the right to education and taught in an environment, which is best, suited to his /her learning needs. These include special schools, Employment Guarantee Scheme (EGS), Alternative Innovative Education (AIE) or even Home-Based Education (HBE). Under the SSA, a continuum of educational options, learning aids and tools, mobility assistance, support services etc. are being made available to students with disabilities. This includes education through an open learning system and open schools, alternative schooling, distance education, special schools, wherever necessary home based education, itinerant teacher model, remedial teaching, part time classes, Community Based Rehabilitation (CBR) and vocational education. According to Gursharan S. Kainth (2006), the number of out of school children declined from 320 lakhs in 2001 to 95 lakhs as on October 2005, 1,17,677 new schools have been opened against the approval of 1,22,661 schools, 3,86,458 teachers have been appointed till 31 March' 2005, against the sanctioned limit of 5,96,345 teachers to ensure proper pupil-teacher ratios, 21,79,366 primary teachers are receiving an annual round of in-service training of 10-20 days, more than 60,000 academic resource centers have been established at the block and cluster levels to provide academic support to primary and upper primary teachers and students as a follow up to teacher training programs and 12 crore children covered under the mid-day meal scheme, which is the largest school

lunch program in the world. Recognizing its good performance, outlay for SSA has been increased from Rs.7,156 crore to Rs.10,041 crore in 2006-07. According to the Ministry of Human Resource Development (MHRD) sources, nearly 160,000 primary and upper primary schools have been opened, more than 650,000 new classrooms have been constructed and 500,000 additional teachers have been appointed. The first phase of the SSA is completed in 2006- 07, with the next phase began with the Eleventh Plan adopted in December 2007. [Banerji and Mukherjee: 2008].

PWD ACT (2016)

Introduction

The definition of disability as provided by the UN Convention on Rights of Persons with Disabilities (UNCRPD) states that "Persons with Disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others."

Salient features of the Bill.

- Disability has been defined based on an evolving and dynamic concept.
- The types of disabilities have been increased from existing 7 to 21. It includes Speech and Language Disability, Specific Learning Disability, Acid Attack Victims, Dwarfism, muscular dystrophy. It also included three blood disorders: Thalassemia, Hemophilia and Sickle Cell disease have been added for the first time.
- It seeks reservation in vacancies in government establishments has been increased from 3% to 4% for certain persons or class of persons with benchmark disability. In addition benefits such as reservation in higher education, government jobs, reservation in allocation of land, poverty alleviation schemes etc. have been provided for disabilities.
- The bill claimed that every child with benchmark disability between the age group of 6 and 18 years shall have the right to free education. The government

will fund educational institutions as well as the government recognized institutions to provide inclusive education to the children with reasonable accommodation to disables.

- Special Courts will be designated in each district to handle cases concerning violation of rights of PwDs.
- The Bill provides for penalties for offences(imprisonment of 6 months to 2 years along with fine of 10000 to 5 lakh) committed against persons with disabilities and also violation of the provisions of the new law.
- The bill provides power to government to notify additional disabilities, a clear recognition of the need to factor in conditions that may arise as a result of an ageing population, an inevitable part of the demographic transition.
- The new law will not only enhance the Rights and Entitlements of Divyang-Jan but also provide effective mechanism for ensuring their empowerment and true inclusion into the Society in a satisfactory manner.

A SUMMARY OF THE RIGHTS UNDER THE CONVENTION ON THE RIGHTS OF THE CHILD

Article 1 (Definition of the child): The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.

Article 2 (Non-discrimination): The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about

how their decisions will affect children. This particularly applies to budget, policy and law makers.

Article 6 (Survival and development): Children have the right to live. Governments should ensure that children survive and develop healthily.

Article 7 (Registration, name, nationality, care): All children have the right to a legally registered name, officially recognised by the government. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.

Article 8 (Preservation of identity): Children have the right to an identity – an official record of who they are. Governments should respect children's right to a name, a nationality and family ties.

Article 9 (Separation from parents): Children have the right to live with their parent(s), unless it is bad for them. Children whose parents do not live together have the right to stay in contact with both parents, unless this might hurt the child.

Article 10 (Family reunification): Families whose members live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

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Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making -- not give children authority over adults. Article 12 does not interfere with parents' right and responsibility to express their views on matters affecting their children. Moreover, the Convention recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers greater weight than those of a preschooler, whether in family, legal or administrative decisions.

Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

Article 28: (Right to education): All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

Article 30 (Children of minorities/indigenous groups): Minority or indigenous children have the right to learn about and practice their own culture, language and religion. The right to practice one's own culture, language and religion applies to everyone; the Convention here highlights this right in instances where the practices are not shared by the majority of people in the country.

Article 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

INCLUSIVE EDUCATION FOR DISABLED AT SECONDARY STAGE (IEDSS)

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) was launched during 2009-10 and replaces the earlier scheme of Integrated Education for Disabled Children (IEDC). The aim of this scheme is to enable all students with disabilities to pursue four years of secondary education in an inclusive and enabling environment, after completing eight years of elementary schooling.

The scheme covers all children studying in classes IX to XII in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999). The type of disabilities range from blindness, low vision, leprosy cured, hearing impairment, locomotor disability, mental retardation, mental illness, autism and cerebral leprosy, speech impairment, learning disabilities etc. Girls with disabilities are provided with special attention to help them gain access to secondary education, information and guidance for their developing potential. Moreover, the scheme envisages to set up model inclusive schools in every state.

Aims & Objectives

The Centrally Sponsored IEDSS Scheme aims to:

- ✓ Enable all students with disabilities completing eight years of elementary schooling an opportunity to complete four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment
- ✓ Provide educational opportunities and facilities to students with disabilities in the general education system at the secondary level (classes IX to XII).
- ✓ Support the training of general school teachers to meet the needs of children with disabilities at the secondary level.

The objectives of the scheme will be to ensure that:

- ✓ Every child with disability will be identified at the secondary level and his educational need assessed.
- ✓ Every student in need of aids and appliances, assistive devices, will be provided the same

- ✓ All architectural barriers in schools are removed so that students with disability have access to classrooms, laboratories, libraries and toilets in the school.
- ✓ Each student with disability will be supplied learning material as per his/ her requirement
- ✓ All general school teachers at the secondary level will be provided basic training to teach students with disabilities within a period of three to five years.
- ✓ Students with disabilities will have access to support services like the appointment of special educators, establishment of resource rooms in every block.
- ✓ Model schools are set up in every state to develop good replicable practices in inclusive education.

Components

Assistance is admissible for two major components

- ✓ **Student-oriented components** such as medical and educational assessment, books and stationery, uniforms, transport allowance, reader allowance, stipend for girls, support services, assistive devices, boarding and lodging facilities, therapeutic services, teaching learning materials, etc.
- ✓ **Other components** include appointment of special education teachers, allowances for general teachers teaching such children, teacher training, orientation of school administrators, establishment of resource room, providing barrier free environment etc.

Implementing Agency

The School Education Department of any State Government/Union Territory (UT) Administration acts as the implementation agency and 100 percent Central assistance is provided for all items covered in the scheme. The prerogative to involve NGOs having experience in the field of education of the disabled, in implementing the scheme, completely lies with the implementing agency. The State Governments are only required to make provisions for a scholarship of Rs. 600 per disabled child per annum.

SALAMANCA FRAMEWORK(1994)

In June 1994 representatives of 92 governments and 25 international organisations formed the World Conference on Special Needs Education, held in Salamanca, Spain. They agreed a dynamic new **Statement** on the education of all disabled children, which called for inclusion to be the norm. In addition, the Conference adopted a new **Framework for Action**, the guiding principle of which is that ordinary schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions. All educational policies, says the Framework, should stipulate that disabled children attend the neighbourhood school 'that would be attended if the child did not have a disability.'

Education for all

The Statement begins with a commitment to Education for All, recognising the necessity and urgency of providing education for all children, young people and adults 'within the regular education system.' It says those children with special educational needs 'must have access to regular schools' and adds:

Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

Call to governments

The World Conference went on to call upon all governments to:

- give the 'highest policy and budgetary priority' to improve education services so that all children could be included, regardless of differences or difficulties.
- 'adopt as a matter of law or policy the principle of inclusive education' and enrol all children in ordinary schools unless there were compelling reasons for doing otherwise.
- develop demonstration projects and encourage exchanges with countries with inclusive schools.
- ensure that organisations of disabled people, along with parents and community bodies, are involved in planning decision-making.

- put greater effort into pre-school strategies as well as vocational aspects of inclusive education.
- ensure that both initial and in-service teacher training address the provision of inclusive education.

Inclusive schooling

The Statement also calls on the international community to endorse the approach of inclusive schooling and to support the development of special needs education as an integral part of all education programmes. In particular it calls on UNESCO, UNICEF, UNDP and the World Bank for this endorsement.

It asks for the United Nations and its specialised agencies to 'strengthen their inputs for technical co-operation' and improve their networking for more efficient support to integrated special needs provision. Non-governmental organisations are asked to strengthen their collaboration with official national bodies and become more involved in all aspects of inclusive education.

As the UN agency for education, UNESCO is asked to:

- ensure that special needs education forms part of every discussion dealing with education for all.
- enhance teacher education in this field by getting support from teacher unions and associations.
- stimulate the academic community to do more research into inclusive education and disseminate the findings and the reports.
- use its funds over the five-year period, 1996--2001, to create an expanded programme for inclusive schools and community support projects, thus enabling the launch of pilot projects.

Equalisation of opportunity.

The Framework for Action says 'inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights.' In the field of education this is reflected in bringing about a 'genuine equalisation of opportunity.' Special needs education incorporates proven methods of teaching from which all children can benefit; it assumes human differences are normal and

that learning must be adapted to the needs of the child, rather than the child fitted to the process. The fundamental principle of the inclusive school, it adds, is that all children should learn together, where possible, and that ordinary schools must recognise and respond to the diverse needs of their students, while also having a continuum of support and services to match these needs. Inclusive schools are the 'most effective' at building solidarity between children with special needs and their peers. Countries with few or no special schools should establish inclusive – not special – schools.

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**WORLD DECLARATION ON THE SURVIVAL, PROTECTION AND
DEVELOPMENT OF CHILDREN**

AGREED TO AT THE WORLD SUMMIT FOR CHILDREN ON 30 SEPTEMBER 1990.

The Task

1. Enhancement of children's health and nutrition is a first duty, and also a task for which solutions are now within reach. The lives of tens of thousands of boys and girls can be saved every day, because the causes of their death are readily preventable. Child and infant mortality is unacceptably high in many parts of the world, but can be lowered dramatically with means that are already known and easily accessible.
2. Further attention, care and support should be accorded to disabled children, as well as to other children in very difficult circumstances.
3. Strengthening the role of women in general and ensuring their equal rights will be to the advantage of the world's children. Girls must be given equal treatment and opportunities from the very beginning.
4. At present, over 100 million children are without basic schooling, and two-thirds of them are girls. The provision of basic education and literacy for all are among the most important contributions that can be made to the development of the world's children.

5. Half a million mothers die each year from causes related to childbirth. Safe motherhood must be promoted in all possible ways. Emphasis must be placed on responsible planning of family size and on child spacing. The family, as a fundamental group and natural environment for the growth and well-being of children, should be given all necessary protection and assistance.
6. All children must be given the chance to find their identity and realize their worth in a safe and supportive environment, through families and other care-givers committed to their welfare. They must be prepared for responsible life in a free society. They should, from their early years, be encouraged to participate in the cultural life of their societies.
7. Economic conditions will continue to influence greatly the fate of children, especially in developing nations. For the sake of the future of all children, it is urgently necessary to ensure or reactivate sustained and sustainable economic growth and development in all countries and also to continue to give urgent attention to an early, broad and durable solution to the external debt problems facing developing debtor countries.
8. These tasks require a continued and concerted effort by all nations, through national action and international co- operation.